



Capital Area School for the Arts

Professional Development Plan

2025-28

**Be Kind! Be Great! Be You!
Create Yourself!**



I. Areas Identified for Professional Development

Areas Identified for Development	Rationale/Sources of Evidence
Special Education	Teacher surveys in 24-25 SY revealed needs in the following areas: adapting curriculum, feeling that they have limited support from special education dept., difficulty monitoring student progress, navigating SDIs in one classroom, lack of data/resources to assess student levels. Only 3/9 (33%) of surveyed teachers felt highly competent in their ability to modify instruction and assessments for special education students. 55% of teachers feel additional training on IEP strategies will help them improve, 55% requested more collaboration with special education teachers/staff, 55% requested clearer guidelines for accommodations and modifications, 66% requested more access to special education resources/materials. 55% of regular education teachers are seeking improved communication with special education teachers/staff.
Classroom Management	In 24-25 SY, 22% of teachers stated they experience disruptive behaviors in their classrooms. Common observed behaviors: ● 88% inattention ● 66% disruptive talking ● 44% off-task ● 22% social conflicts 55% of teachers find that addressing diverse student needs is a challenge to classroom management. 33% struggle with consistently enforcing rules and consequences. 33% find that engaging students in learning is challenging. 22% of teachers requested professional development for classroom management, 55% believe clearer schoolwide behavior policies will help. 33% believe smaller class sizes will be beneficial.

Curriculum Development	In the 24-25 SY, 44% of staff indicated they have written curriculum before on their own, 33% wrote curriculum as a member of a team, and 22% have never written curriculum but have adapted inherited curriculum. 22% of staff indicated they do not feel confident in their ability to write curriculum aligned to learning standards while 77% felt confident in their ability. 88% of the staff feel comfortable developing lesson plans, 44% feel comfortable integrating interdisciplinary connections, while 55% feel comfortable writing learning, and 66% feel comfortable scaffolding learning for diverse learners. 55% of staff feel that workshops on curriculum design and collaborative planning sessions will help them feel more confident in curriculum writing.
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II. Professional Learning Goals and Activities

	Professional Learning Goals	Initial Activities	Follow-up Activities	Completion Date
Special Education (2025-2026)	Goal 1: Develop Competency in Curriculum Adaptation and Modification Teachers will demonstrate proficiency in adapting curriculum, instruction, and assessments for special education students, increasing competency levels from	Session 1: Understanding Special Education Foundations Activity 1: Review of special education law, IDEA requirements, and inclusive education principles Activity 2: Deep dive into IEP components: goals,	Month 1: Implementation and Mentoring Week 1-2: Teachers implement new IEP interpretation and modification strategies Week 3-4: One-on-one mentoring sessions with special education	Phase 1: Initial Training Sessions Target Completion: November 30, 2025 Phase 2: Implementation & Intensive Support Target Completion: February 28, 2026 Phase 3:

	33% to 80% as measured by self-assessment and practical application. Goal 2: Establish Effective Collaboration Systems with Special Education Department Teachers will implement structured communication and collaboration protocols with special education staff, resulting in 90% of teachers reporting improved support and regular consultation access. Goal 3: Master IEP Implementation and SDI Navigation Teachers will effectively interpret and implement IEP accommodations, modifications, and Specially Designed Instruction (SDI) in inclusive classroom	accommodations, modifications, and SDIs Activity 3: Hands-on practice reading and interpreting actual IEPs (anonymized) Activity 4: Introduction to the continuum of services and least restrictive environment principles Session 2: Curriculum Adaptation and Modification Strategies Activity 1: Differentiation vs. accommodation vs. modification: Understanding the distinctions Activity 2: Practical workshop on adapting lesson plans for various disability categories Activity 3: Assessment	coordinators Data Collection: Weekly progress monitoring data submission and review Month 2: Collaborative Practice and Resource Development Week 1: Joint lesson planning sessions between general and special education teachers Week 2: Classroom observations with feedback focused on special education support Week 3-4: Development of classroom-specific accommodation resource binders Month 3: Professional Learning	Sustainability & Ongoing Collaboration Ongoing: March 2026 - June 2026 +
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	settings, with 100% accuracy in documentation and implementation. Goal 4: Implement Data-Driven Progress Monitoring Systems Teachers will establish systematic methods for monitoring and documenting special education student progress, utilizing appropriate assessment tools and data collection strategies.	modification techniques and alternative assessment methods Activity 4: Technology tools and resources for curriculum adaptation Activity 5: Creating visual supports and instructional aids Session 3: Collaboration and Communication Protocols Activity 1: Establishing co-teaching models and collaborative consultation schedules Activity 2: Effective communication strategies with special education team members Activity 3: Documentation and data sharing protocols Activity 4: Role-	Communities Activity 1: Case study analysis of student progress and intervention effectiveness Activity 2: Sharing successful modification strategies and resources Activity 3: Problem-solving sessions for challenging situations Activity 4: Planning for sustainability and continued collaboration Ongoing Support Activities Bi-weekly Check-ins: 30-minute consultation sessions with special education staff Monthly Resource Sharing: Access to new materials, assessment tools,	
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		playing scenarios for difficult conversations and problem-solving Session 4: Progress Monitoring and Data Collection Activity 1: Introduction to various progress monitoring tools and techniques Activity 2: Setting up data collection systems for IEP goals Activity 3: Analyzing student work samples and behavioral data Activity 4: Creating progress reports and communicating with families	and research Quarterly IEP Review Sessions: Collaborative review of student progress and plan updates Peer Observation Program: Cross-classroom visits to observe successful inclusive practices	
	Professional Learning Goals	Initial Activities	Follow-up Activities	Completion Date

Classroom Management (2025-2028)	Goal 1: Implement PBIS Strategies for School Wide Behavior Management Faculty & Staff will develop and implement positive behavior intervention strategies to reduce disruptive behaviors by 50% focusing on proactive approaches rather than reactive responses. Goal 2: Apply UDL Principles for Diverse Learner Engagement Teachers will design and deliver lessons using Universal Design for Learning principles to increase student engagement and reduce off-task behaviors by addressing varied learning styles and needs.	Session 1: PBIS Foundation & Schoolwide Alignment Activity 1: Review current behavior data and identify patterns Activity 2: Introduction to PBIS three-tier model and evidence-based practices Activity 3: Analysis of existing schoolwide behavior policies and expectations Activity 4: Collaborative development of classroom behavior matrices aligned with school expectations Session 2: UDL Principles for Engagement Activity 1: Assessment of current classroom environment and	Month 1: Implementation & Peer Observation Week 1-4: Teachers implement new PBIS strategies Data Collection: Daily behavior incident tracking and student engagement metrics Month 2: Reflection & Refinement Week 1: Individual reflection on implementation successes and challenges Week 2: Small group problem-solving sessions for persistent behavior issues Week 3-4: Refinement of classroom management systems based on data	PBIS Initial Session: August 2025 Implementation & Follow-up: October 2025 Target Completion with Tier 1: June 2026 UDL Initial Session: November 2025 Implementation & Follow-up January 2026-January 2027 Completion of initial efforts May 2027
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	Goal 3: Establish Consistent Classroom Management Systems Teachers will create and maintain consistent, clear classroom expectations and consequences that align with schoolwide behavior policies, improving rule enforcement by 75%.	instructional practices Activity 2: Deep dive into UDL principles: Multiple means of engagement, representation, and expression Activity 3: Hands-on design of lessons incorporating UDL checkpoints Activity 4: Strategies for addressing inattention and off-task behaviors through engagement techniques	analysis Month 3: Collaborative Learning Communities Activity 1: Share successful strategies and lesson modifications Activity 2: Analyze behavior data trends and celebrate improvements Activity 3: Develop action plans for continued implementation and sustainability	
	Professional Learning goals	Initial Activities	Follow-up Activities	Completion Date

Curriculum Development (2026-2028)	Goal 1: Build shared expertise in standards-aligned curriculum design. Goal 2: Strengthen interdisciplinary integration and scaffolding for diverse learners. Goal 3: Implementation of curriculum-review process.	Session 1: Kick-off Workshop: From Standards to Units to Clear Learning Objectives Activity 1: Unpack priority standards. 2. Identify enduring understandings & performance tasks. Activity 2: Draft precise objectives for the upcoming unit. Session 2: Curriculum Mapping Activity 1: Use CASAt template to outline a unit Session 3: Interdisciplinary Connections Activity 1: Brainstorm authentic cross-disciplinary links. Prototype a joint project idea.	Ongoing planning, peer coaching, standards unpacking. Individualized modeling, co-planning, co-teaching. Interdisciplinary feedback. Shared exemplar units, pacing guides, checklists.	Kick-Off Workshop September 2026 Curriculum Mapping November 2026 Interdisciplinary Connections January 2027 Revised/New Curriculum June 2027-2028
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		Session 4: Seeing the Written Curriculum in Action Activity 1: Observe use of new units. Collect evidence of student engagement & scaffolding. Activity 2: Analyze student work from a new unit. Adjust assessments & tasks accordingly.		
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