

2026-2027 EC BOCES Consortium PD Needs Assessment Priorities

Reminder:

- **Share PD priorities with your district board for stakeholder feedback and approval**
- **Share priorities of the consortium PD and your district Title I, and Title IV plans with district stakeholders including District Accountability Committee, instructional staff and any other related groups.**
- **Title II Funded** **HB Funded**

Title II and HB:

1. Self-paced professional development options for teachers aims to address the diverse needs and schedules of educators. This approach provides flexibility, allowing teachers to engage in learning at their own pace, accommodating busy schedules and varying time constraints. This approach recognizes and respects the individuality of teachers' learning styles, preferences, and time commitments, ultimately contributing to a more accessible, effective, and empowering professional development experience. Self-paced learning options will include a stipend, while funding is available, with proper documentation in the following areas:
 - a. **DBQ:** [Self-Paced Registration Link](#) These self-paced courses familiarize teachers with The DBQ Project Method. Teachers will learn how to make the DBQ process engaging and powerful for students. Participants will work through the steps of The DBQ Project Method at their own pace, pausing to reflect and practice along the way. (\$120 for 6 hour course)
 - b. **READ Act:** The evidence-based training designed for K-3 teachers, K-12 interventionist, and K-3 principals and administrators in the science of reading. (\$340 for 45 hour teacher, \$140 for 20 hour admin, \$35 for 5 hour admin)
 - c. The Writing Revolution (look into pricing if funds remain)
 - d. **CDLS Teacher Survival Guide:** self-paced module-Pilot (\$20 per hour-not yet available)
2. Impact Teams, also known as Professional Learning Communities (PLCs), play a pivotal role in fostering a culture of efficacy within districts through continuous improvement cycles embedded in the formative assessment process. The Impact Team Model empowers both teachers and learners to actively participate in decision-making regarding their learning experiences. This framework specifically focuses on strengthening core instruction, building teacher and student efficacy, and addressing district-specific Problems of Practice through learning cycles.
 - a. The Evidence, Analysis, Action (E.A.A) process is a key component of the Impact Team framework, ensuring effectiveness, collaboration, and quality implementation within PLCs. Teachers engage in inquiry to enhance student ownership and place students at the forefront of their learning through formative assessment processes, fostering a formative mindset for self-efficacy and collective efficacy.
 - b. During Impact Team meetings (PLCs), educators will collaboratively cultivate expertise and collectively address challenges through the Evidence, Analysis, Action (E.A.A) cycle. Schools participating in Impact Teams will foster a culture of collaborative inquiry, emphasizing asset-based approaches for all learners. This aims to enhance student ownership and agency by providing clarity for all involved, empowering each learner to make meaningful decisions about their learning.
 - c. The ECBOCES Executive Director and Staff Developer collaborate with district administration and the Impact Team Coordinator to review the framework and gather essential information for identifying the Problem of Practice. Coordinator training is required to ensure a comprehensive understanding of the Impact Team Process, emphasizing frequency, efficiency, coordinator roles, duties, and

the use of the EAA implementation protocol. Providing coordinators with the essential skills to navigate their roles and offering various support options for schools are crucial elements for the success of Impact Teams, along with administrative support.

3. To address the increasing and continual demand, it is essential to persist in providing professional development opportunities in English Language (EL) and Multilingual Learner (MLL) education. These initiatives aim to assist teachers in effectively addressing the unique needs of English Learners and Multilingual Learners, aligning with the Colorado Department of Education's (CDE) EL/ML PD requirements. The growing necessity for such support emphasizes the importance of ongoing efforts.
 - a. Various professional development options and resources provided to meet the diverse preferences and schedules of educators, ensuring comprehensive and accessible PD for those committed to English Language and Multilingual Learner instruction. These options include:
 - i. **Coaching Model with MiaAriela Allen:** This model integrates a day of classroom walkthroughs in collaboration with administration, followed by a focused PD session addressing the specific needs identified during the walkthroughs.
 1. **Schools for 26-27 SY: Bethune, Agate, Cheyenne Wells, Kit Carson, Kiowa**
 - ii. **Zoom and Summer Institute:** MiaAriela- EL/ML in content areas
 - iii. **ECBOCES Recordings:** Educators can benefit from recorded sessions featuring insights from experts such as Beth Skelton and Rachel Fairchild.
 - iv. **WIDA Self-Paced Program:** This program offers educators valuable insights into language development and effective teaching strategies.
 - v. **Centennial BOCES Self-Paced Platform:** Providing an alternative avenue, this platform allows teachers to access free and flexible PD opportunities, further enriching the diverse range of resources available for EL/MLL instruction.
 - vi. Stipends, while funding is available, for self-paced courses available with proper documentation.
4. Seek opportunities to support grade level ELA, Math, Science, and Social Studies teachers across the BOCES. This targeted support aligns with curriculum standards, teaching methods, and content expectations, aiming to enhance instructional strategies and cater to diverse student needs. By focusing on these subjects, we aim to create a more effective professional development experience, ultimately resulting in improved teaching practices and better student outcomes in these crucial academic areas.
 - a. ELA and Social Studies: DBQ- 1 year license renewal. For Grades 4-12.
 - i. DBQ Zooms focused on Implementation
 - b. Kagan- 3- one day trainings
 - c. EL/ML support in content areas
5. Principal cluster professional development is a targeted approach designed to foster collaboration and provide tailored training for school principals. This PD model encourages the sharing of best practices and addresses leadership challenges specific to their school contexts. This PD aims to enhance leadership practices and promote improvements in teaching methods and student outcomes through its collaborative and personalized approach. Cluster sessions will be available both in-person and through Zoom for accessibility.
 - a. Resources for clusters (2 books per principal)
 - b. Budget for presenters
 - i. McGrath Response Training (TIX)
 - c. Mentoring for instructional coaches, admin, and teachers

6. Local administrators will actively promote the utilization of the ECBOCES website and online resources at the school level to aid new teachers and administrators in accessing professional development options, recordings, and resources. Admin will share ECBOCES help guides and videos with staff to support creation of accounts, updating account information, registering and completing events for certification, and access to resources and recordings.
7. Technology Grants: Develop PD opportunities to support teachers in the implementation of computer science and STEM related activities and classes.
 - i. *Brainstorming ways to continue to support zSpace and Tech Smart implementation (zSpace brings virtual reality experiences to the classroom and offers CTE related curriculum. TechSmart is the platform that we are using for the Coding Classes and for teacher training)
 - ii. *Applying for CSED and Nathan Yip for 2025-26

HB Grant:

*Sub reimbursements, teacher stipends, working meals, presenter fees, READ Act Stipends