



Auction Fund-a-Need 2010

Professional Development

U Prep demonstrates its commitment to instructional excellence through a strong professional development program for faculty and staff. This emphasis on continued learning is designed to support the academic team and the quality and vibrancy of our students' educational experience.

The school is in the process of phasing in a more robust program, which will double professional development funding over the next few years. Proceeds from this year's Fund-a-Need (FAN) project will significantly speed up that process, making enhanced development opportunities for faculty and staff available in this school year.

Goal: To raise \$100,000 or more to support professional development in the current and 2010-2011 school years. Any remaining funds will be rolled into a designated fund for special professional development requests and initiatives.

How it will be used: Monies raised for this project will be spent on faculty and staff for the following:

- Content studies (such as advanced math, science or history classes; art seminars, etc.)
- Advanced degrees (in relevant fields)
- Continuing education classes (instructional design, classroom techniques, etc.)
- Conferences or workshop participation; externships in a field of expertise
- Leadership development and career enhancement training

Frequently Asked Questions

1. How has U Prep supported professional development for its faculty and staff?

Previous budgets included \$400/year for faculty/staff members to pursue programs, conferences, and classes of interest. This year, our professional development program was significantly redesigned and strengthened. The school is making adjustments to its operating budget to accommodate the increased expense of this redesigned program. The transition to the new system requires some additional start-up funds to get everyone on track and will enable us to help fund advanced degrees, something we have not been able to afford in the past. This is a significant improvement in our commitment to employees.

2. How will U Prep fund professional development on an ongoing basis?

FAN will provide additional proceeds to the current budget for professional development, resulting in a substantial increase over previous years' funding. In the next few years, adjustments to the operating budget and funding from the endowment will become available for ongoing professional development.

3. How will the faculty and staff leverage their training for the benefit of the entire community?

Faculty and staff are required to exhibit demonstrable improvement and they often share their experiences with the entire faculty and staff at in-service days and in issues of Prep Talk.

4. How many people will this help – and by how much?

Most of our faculty and staff will be affected in a positive way this year and next with additional funding. Each faculty and staff member has funds allocated to them, which are used according to their development plans and class/training availability; thus the amount of the awards is difficult to quantify. FAN would enhance funding already in place, and also provide the ability to make larger awards available. So everyone would receive funding suitable to support their goals. Without FAN, the professional development budget would be phased in over time, delaying funding for some requests.

5. Will professional development needs be met if we do not raise \$100,000? If we raise more, how will the excess be used?

We will be grateful for any amount of funding our families and friends provide, and will maximize what is received. If more than \$100,000 is raised, we would have the flexibility of spending it over a longer period of time.

6. Will this be for individual training plans or might it be used for staff-wide training?

The school would have the flexibility to use the funds in the manner it sees fit, to maximize the impact of these additional development funds. This could include staff-wide trainings.

7. How does our current professional development funding compare with peer schools?

U Prep will compare favorably with SAAS, Bush, Northwest, etc., though we will not yet have the funds to be on par with Lakeside.

8. How will increased professional development affect faculty/staff retention and recruitment? Is there an employment commitment on the part of employees receiving professional development funds?

Prospective employees almost inevitably ask about professional development options, so having a well-funded program that is competitive with our peers will be important in our continual efforts to attract and retain well-qualified professionals. In the past few years, when we have awarded funds above the yearly available stipend (for degree programs, etc.) , we have required an extended period of employment.

9. How are requests for professional development evaluated for appropriateness and relevance?

Faculty members submit requests to the Academic Dean for review. Staff members submit requests to their supervisor. Course and training requests are influenced by their personalized professional development plans and, while there is flexibility in how an individual chooses to accomplish a particular goal, it still needs to pertain to his/her overall plan and goals. The Division Directors, Academic Dean, Administration and Head of School look at the needs of the school and weigh the benefits to the community as they evaluate the awarding of funds.

Some examples of faculty/staff professional development supported in the past in part or fully by University Prep:

- I took three distance learning classes through Antioch University: Youth Suicide; Educating for Humanity II: Excellence in Teaching Practices; and Reducing Conflict: Waging Peace in Our Schools.
Judy Ghavamian
- I took classes to learn how to take what I know about good teaching and make it work even better at the Middle School level.
Liz Sadler
- I took three fantastic art workshops at the Frye Museum and Pratt Fine Arts to refresh my own skills, observe how other teachers communicate basic skills to their students, and explore ideas for new class projects. I'm also about to begin my Professional Certification at Seattle University, and will likely request PD funding for that program.
Dana Bettinger
- The past few years I have attended the Northwest chapter conference of the National Music Educators Association. These conferences provide opportunities on a variety of topics ranging from jazz education to ideas for building and sustaining music programs in small schools.
Ethan Thomas
- "Approaches to Inquiry" showed science teachers how to shift their teaching and labs towards inquiry-based opportunities that actively engage students in investigative processes and the scientific method.
Mikayla Patella-Buckley and Patti Phillips
- I just completed an online course from NOAA. I was able to connect to researchers and other educators to learn about how to teach science within the context of the deep sea.
Alison Wobbrock
- I have been able to pursue a Master's Degree on Applied Linguistics in the Teaching of Spanish as a Foreign Language. Throughout the program I have learned a lot about the process of learning a language and I have improved my teaching to the benefit of my students.
Elena Tello
- I took an intensive course on Modern Japan at the UW, which helped me figure out how better to incorporate Japanese history into our world history. In past years I have used professional development to learn a language, to take Wilderness First Aid to help with our Outdoor Education program, and to participate in Teachers as Scholars.
Karen Natorp Anderson
- I attended two National Association for Supervision and Curriculum Development conferences, where I went to sessions about formative assessment, helping develop teacher leaders, rethinking homework, and strategies for incorporating more learning styles. I have since led workshops to share this information with teachers.
Jessica Hanson