# Professional Development Provider Information for CTA Directory

Name of Organization(s): California League of Middle Schools (CLMS) / California League of High Schools (CLHS)

Address: 6621 East Pacific Coast Highway, Suite 210

Phone: CLMS: (800) 326-1880 / CLHS: (800) 858-9365

Website: CLMS: www.clms.net / CLHS: www.clhs.net

Contact Person: Peter Murphy, Executive Director, CLMS/CLHS

Geographic Areas Served in California (by county or city): Entire state

#### Description of Organization(s):

schools program with the California Department of Education, and founded the Principals to Watch Leadership Academy. of High Schools [CLHS] and Computer-Using Educators[CUE]), the Safety & Leadership Symposium (co-hosted by CLHS), and the Summer Institute (co-hosted by CLHS). CLMS also co-leads the state's Schools to Watch-Taking Center Stage model middle with an average attendance of 3,000. Additional events include the Technology Conference (co-hosted by the California League emotionally to successfully transition to high school. The CLMS Annual Conference is the largest middle-level event in the state, specific training designed to raise student achievement and support students so they are prepared academically, socially and geographically designated panels. CLMS' on-site professional development solutions provide school staffs with middle gradesgrades teachers and administrators statewide. CLMS has 35,000 individual and institutional members represented by 11 for 30 years. CLMS provides on-site and event-based professional development, as well as print and online resources, to middle CLMS: The California League of Middle Schools (CLMS) is a 501c3 nonprofit educators' association that has been in existence

career academies, Web 2.0 interactive technology, and project-based learning. Additional events include the Technology Conference (co-hosted by CLMS and CUE), the Safety & Leadership Symposium (co-hosted by CLMS), and the Summer Institute Conference is growing each year due to its focus on proven strategies such as professional and small learning communities. CLHS has 7,000 individual and institutional members represented by 11 geographically designated panels. The CLHS Annual graduate prepared academically and affectively for either post-secondary education or earning a living wage in the workforce. online resources, to high school teachers and administrators statewide so that high school students may engage, achieve, and Schools (CLMS). For over a decade, CLHS has provided on-site and event-based professional development, as well as print and CLHS: The California League of High Schools (CLHS) is the "child" organization of the nonprofit California League of Middle (co-hosted by CLMS).

Description of Products and Services Available to Schools

- 1. CLMS/CLHS On-Site Professional Development Solutions range from one-day in-services to months- or years-long coaching, and are provided in three interconnected categories:
- and modify their plan. Additional topics includes Small/Professional Learning Communities (SLCs and PLCs), Master Scheduling, development of a school improvement plan. Our experts then work with the administrators and leadership team as they implement Career-Themed Academies, Urban/Rural Schools, and Small Schools. leadership team and faculty through a rubric-based site evaluation, consensus-based prioritization of identified needs, and challenge that requires faculty participation and buy-in to raise student achievement. Site administrators guide their teacher-A. Leadership and Systemic School Improvement: CLMS/CLHS approach school improvement as a collaborative leadership
- expertise in English Learners, Students with Disabilities, Response to Intervention (RTI), and Project-Based Learning (PBL). understanding by all staff of not just the academic, but the emotional, social and cultural realities and needs of adolescents specializing in Math, Reading, Writing/Language Arts, Content Area Literacy and Educational Technology. Other trainers have B. Curricular, Instructional and Assessment Strategies: The CLMS/CLHS professional development team features experts C. School Culture & Developmental Responsiveness: Integral to any successful middle or high school program is an
- Programs include Adolescent Development, Positive Climate, Diversity, Anti-Bullying, and Advisories. 2. CLMS/CLHS Event-Based Professional Development Solutions provide the following:
- area literacy, RTI, PBL, Students with Disabilities, English Learners, working in a PLC, integrating Web 2.0, and more. B. For Administrators: Sessions on master scheduling, leading a PLC, school-wide intervention programs, Program Improvement/AYP/API, significant subgroups, data driven decision making, educational technology, and more. A. For Teachers: Sessions on classroom management, content areas, differentiated instruction, project-based learning, content

### Specific Areas of Expertise (Check all that apply):

X Urban Schools	X Students with Disabilities	X Communities of Learners	Science	☐ Visual and Performing Arts	☐ History/Social Science	X Writing/Language Arts	X Reading	X Mathematics
X Effective Learning Environments	X School Climate and Culture	X Specific Intervention Programs	X Project Based Learning	X Secondary Schools	Elementary Schools	X Low Performing Schools	X Parent and Community Involvement	X Rural Schools

## Briefly describe your experience and results working with schools:

### On-Site Professional Development:

experts have shown significant gains in all traditional measures, including reduced dropout rates, improved Adequate Yearly CLMS/CLHS, and the results have been positive. Strategies developed and implemented at school sites with the guidance of our Program Improvement at least in part to our programs. Additional qualitative measures, such as improved culture, have also Over 100 schools and districts in California and other states have received on-site professional development services Progress, fewer disciplinary actions, and higher standardized test scores. Several schools have even attributed movement out of

clients who were referred through word of mouth by other schools or districts Success can also be measured by ongoing work; CLMS/CLHS' new contracts mainly originate either from existing clients or new

### **Event-Based Professional Development:**

conference attendees consistently rate CLMS/CLHS events as "above average" or "outstanding." conduit to tap into truly useful information from dozens of other talented, working teachers and administrators. A large majority of organizations as their careers progressed from new teacher to veteran teacher or administrator because the conferences act as a Over 100,000 teachers, administrators and professional support staff have been introduced to a wide range of practical through the years. Many longtime members, including the current president of CLMS and chairman of CLHS, have stayed with the innovative, job-title and grade-level specific programs, strategies and techniques at CLMS/CLHS professional development events

# How does your organization assess the needs of a client school or district?

desired outcomes that represents all interested parties and holding an informal focus group with that selection of people to assess their needs and proposed working relationship, and the goal of the client. Generally, we start by meeting with a group from the district or school How CLMS/CLHS assess the needs of a school or district depends on the individual circumstances of the client, the scope of the

professional development time frame desired by the client, we may then either Depending on the progress of the school or district on their path toward their given goal, the magnitude of the goal, and the

A. Take the information from that first informal focus group to craft a proposal, or

assessment with written surveys, formal focus groups, and individual interviews. . Engage stakeholders more deeply and assess specific needs. This more specific assessment may include a formal needs

parties. How will you help all interested parties engage in this collaborative effort? QEIA requires that the school's professional development plan is developed in a collaborative manner with affected

example, a faculty-wide, rubric-based evaluation of a site's programs and characteristics is the core of the Principals to Watch feel that true district, school or program improvement can only occur with collaborative buy-in and ownership of the process. For CLMS/CLHS already follow a collaborative methodology when implementing professional development at our client sites, as we Leadership Academy

staff and other vital parties such as parent/community and students into the process so that all entities have a voice in the final Our trainers will help all interested parties engage in developing a school's professional development plan by first identifying the professional development plan. unique distributed leadership arrangement at a site, and then involving that leadership team in structuring collaborative time with

your work (complete any applicable categories): Please provide names and contact numbers for clients with whom you have worked and can offer a recommendation on

Classroom Teacher: Lauren Veronda, English Teacher, School of Business, Kearney High Educational Complex, San Diego Unified School District, (619) 525-7461 (Recommendation for Content Area Literacy Training)

Site Administrator: Raul Fernandez, Principal, Mark Twain Middle School, Los Angeles Unified School District, (310) 305-3131 (Recommendation for Principals to Watch Leadership Training)

2670 (Recommendation for Project-Based Learning Training) District Administrator: Martinrex Kedziora, Director of Educational Services, Hemet Unified School District, (951) 765-5100 Ext.

Union/Association Representative: Craig Nelson, CTA, (925) 719-2233 (Recommendation for Professional Development Events)

Other: Sandra Sealy, Director of Education and Youth Development, United Way of Greater Los Angeles, (213) 808-6523 (Grantor/Recommendation for Principals to Watch Leadership Training)