



DOMINICAN INTERNATIONAL SCHOOL TAIPEI, TAIWAN (ROC)



*Focus
on
Learning*



*Cultures
of Research/Inquiry,
Collaboration,
and Reflection*



Continuous Improvement

(JEPD) JOB-EMBEDDED PROFESSIONAL DEVELOPMENT MANUAL

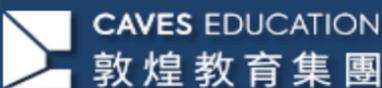
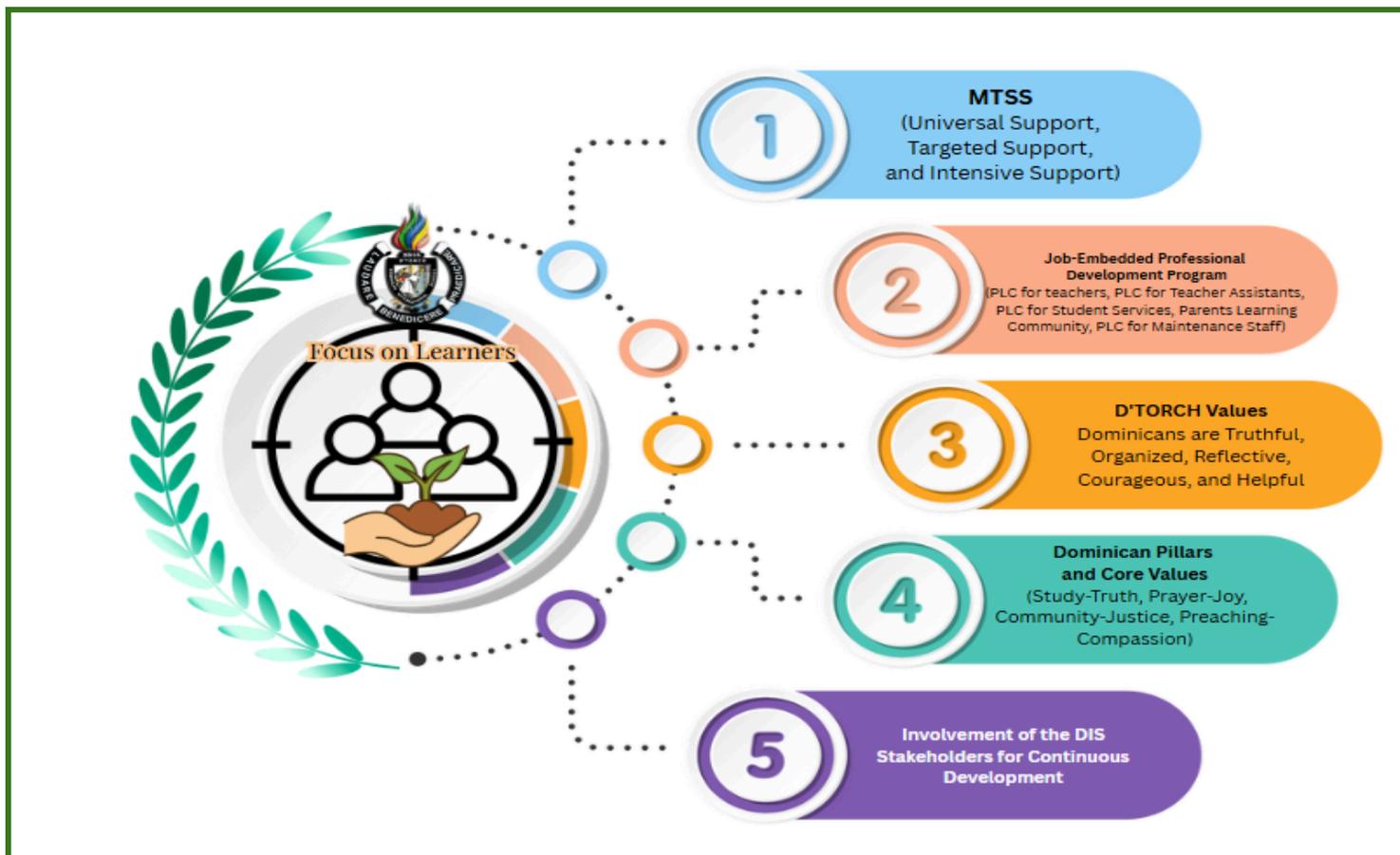


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I. DIS JEPD FOUNDATIONAL ELEMENTS

A Warm Welcome to the DIS Family for the School Year 2025-2026!

Welcome, dear colleagues of Dominican International School (DIS), to the School Year 2025-2026!

As we embark on this new academic journey, we invite you to join us in kindling the enduring light of Faith, Hope, and Love. These virtues are the very essence of our institution, guiding us as we live on the remarkable legacy of St. Dominic de Guzman, our beloved Patron Saint.

At the heart of our mission is the unwavering commitment to placing all Dominican students at the center of the educative process. With this principle firmly in mind, we collectively dream of offering a truly holistic Dominican and Catholic education that nurtures every aspect of their growth.

This year, we're particularly excited to announce the expansion of our Job-embedded Professional Development (JEPD) Program. This enhanced program is designed to comprehensively address all concerns in learning, ensuring we provide our students with an inclusive, transformative, and nurturing environment. It's an environment where trust flourishes, and our community is continuously strengthened.

In this era defined by the advent of Artificial Intelligence (AI) and other powerful emerging technologies, we recognize the critical need for a balanced approach to education. Therefore, part of the vision of our JEPD program is the development of our teachers' and staff's Emotional Intelligence (EI). We believe that by fostering strong emotional intelligence, learning at DIS will become profoundly transformational rather than simply informational or rational.

May this school year bring us the true essence of HOPE in learning, and may we prosper together as one caring Dominican Family!

In the Spirit of St. Dominic,

Mr. John Erick S. Moje, M.A.Ed., LPT
Professional Development Coordinator

Philosophy of Catholic Education

We adhere to the philosophy of Christian education, that, “a true education aims at the formation of the human person both with respect to his [her] ultimate goal and at the same time with respect to the good of those societies of which as a human being he [she] is a member and in whose responsibilities he [she] will, as an adult, have a share.” (Pope Paul VI. "Declaration on Christian Education - Gravissimum Educationis." Vatican: the Holy See. Rome, 28 Oct. 1965.)



Dominican International School Philosophy

Dominican International School, mindful of the secular life and infinite divine guidance of every person, teaches the young to strive towards reaching their full potential in all aspects of human development. DIS is governed with the belief that God is at the center of our lives, and that students should do their best to be living witnesses to Jesus Christ's teachings. DIS recognizes and accepts that parents are the primary educators of the children, and values their assistance and collaboration.

Goals

- Maintain a student-centered class atmosphere where the teacher sets achievable expectations to enable students to pursue their dreams.
- Encourage exploration of the curriculum, using academic and technological resources to define the purpose of learning.
- Focus on creating a safe learning environment, where students feel accepted for who they are and confident in their learning process.

DIS Vision and Mission Statement

Vision

We are an **internationally competitive school** that offers a **holistic learning environment** for **multi-cultural and multi-lingual learners**.

Mission

To provide a **GOD-CENTERED EDUCATION** based on the truth of Christian teaching, caring and valuing each person in our school community, respecting the different aspects of human culture and creation, preparing students, as decision-makers, for a mature life of duties and responsibilities, equipped with spiritual and moral values, virtues, confidence, and wisdom essential for living in an ever-changing world.



DIS JEPD Vision Statement

The DIS Professional Development program envisions a vibrant community of lifelong learners, rooted in Catholic and Dominican traditions, who are passionately committed to the holistic formation of students. We aspire to cultivate an environment where a dynamic culture of research, collaboration, and reflection flourishes, empowering educators to embrace diversity, foster global-mindedness, and innovatively integrate cutting-edge educational trends and technologies, ultimately shaping compassionate and globally-aware leaders for tomorrow.



DIS JEPD Mission Statement

The Mission of the DIS Professional Development program is to **empower educators with the knowledge, skills, and dispositions** necessary for the **holistic development of every student.**

We achieve this by **(Goals):**

- **Fostering a Culture of Research:** Equipping educators with the ability to critically engage with educational research, translate evidence into effective practice, and contribute to the advancement of knowledge within their fields.

- **Nurturing a Culture of Collaboration:** Building strong, interconnected professional learning communities that celebrate diverse perspectives, encourage interdisciplinary partnerships, and leverage collective wisdom to address complex educational challenges.
- **Cultivating a Culture of Reflection:** Inspiring continuous self-assessment, critical thinking about pedagogical approaches, and a commitment to personal and professional growth guided by Catholic and Dominican values.
- **Embracing Global-Mindedness and Diversity:** Promoting an inclusive environment where the richness of diverse cultures, backgrounds, and perspectives is celebrated, and preparing students to thrive as engaged citizens in an interconnected world.
- **Integrating Innovation:** Proactively exploring and responsibly utilizing new trends in education and emerging technologies to enhance teaching and learning experiences in alignment with our mission.

H.O.L.I.S.T.I.C. Approach

- **Head-Heart-Hand-centered Outcomes:** Focusing on the holistic development of learners, guided by the Dominican, D'TORCH, Universal Values, and 21st Century Skills, facilitated by a caring community.
- **Learner-centric Integration:** Placing the student at the core of all PD efforts, seamlessly connecting academic, social, emotional, and spiritual growth.
- **Student Transformation:** Aiming for profound and lasting positive change in each learner.
- **International Community Collaboration:** Uniting Teachers (across levels/disciplines), Staff (for student services), and Parents in a global Catholic setting to support the whole child.

Importance of the DIS JEPD Manual

The Job-embedded Professional Development (JEPD) Manual at Dominican International School (DIS) stands as far more than a mere handbook; it is a living document, meticulously designed to evolve with our dynamic educational environment. This manual will be updated every school year to precisely address the evolving learning needs of all Dominican students, ensuring our commitment to continuous improvement and our unwavering vision for excellence in education.

Here's why its dynamic nature is paramount for all stakeholders and for our school's foundational principles:

Importance for Administrators:

As a living document, the JEPD Manual empowers administrators to engage in agile strategic planning and oversight. Its annual review and update process ensures that all professional development initiatives remain aligned with the school's current strategic goals, the legacy of St. Dominic, and the holistic growth of our students. Administrators can leverage its dynamic nature to integrate real-time performance data and emerging educational research, allowing them to continuously optimize resources and adapt programs to meet the specific learning challenges and opportunities presented each academic year, particularly in the face of advancements like AI. This adaptability is key to upholding our vision for excellence and demonstrating strong, responsive leadership.

Importance for PLC Team Leaders:

The JEPD Manual, in its capacity as a living document, is an indispensable tool for PLC Team Leaders. It provides them with responsive frameworks and updated protocols that directly inform their collaborative inquiries into student learning needs. Each year's revision means that the guidance, resources, and best practices outlined are fresh and relevant to the immediate challenges and opportunities within their teams and classrooms. This continuous evolution supports PLC leaders in fostering a culture of real-time, job-embedded learning, ensuring that professional growth is directly tied to improving outcomes for all Dominican students and strengthening our professional community.

Importance for Teachers and Staff:

For our dedicated teachers and staff, the JEPD Manual as a living document signifies a commitment to personalized and relevant professional growth. Its annual updates ensure that the development opportunities provided are not static but are consistently tailored to address the most pressing learning needs of our diverse student body, as well as the evolving skill sets required in modern education, such as emotional intelligence in an AI-driven world. This dynamic approach ensures that teachers and staff receive timely, practical, and empowering support, directly enhancing their instructional practices and fostering a culture of continuous learning and adaptation for the benefit of every Dominican student.

Importance for Parents and Students:

The JEPD Manual, as a transparent and annually updated living document, offers profound reassurance to parents and directly benefits students. For parents, it serves as clear evidence of the school's proactive commitment to educational quality and continuous improvement. They can be confident that DIS's faculty is consistently updating their skills and knowledge to meet the evolving demands of the curriculum and the unique needs of their children. For students, this means a learning environment that is constantly being refined and optimized by highly skilled, adaptable educators who are

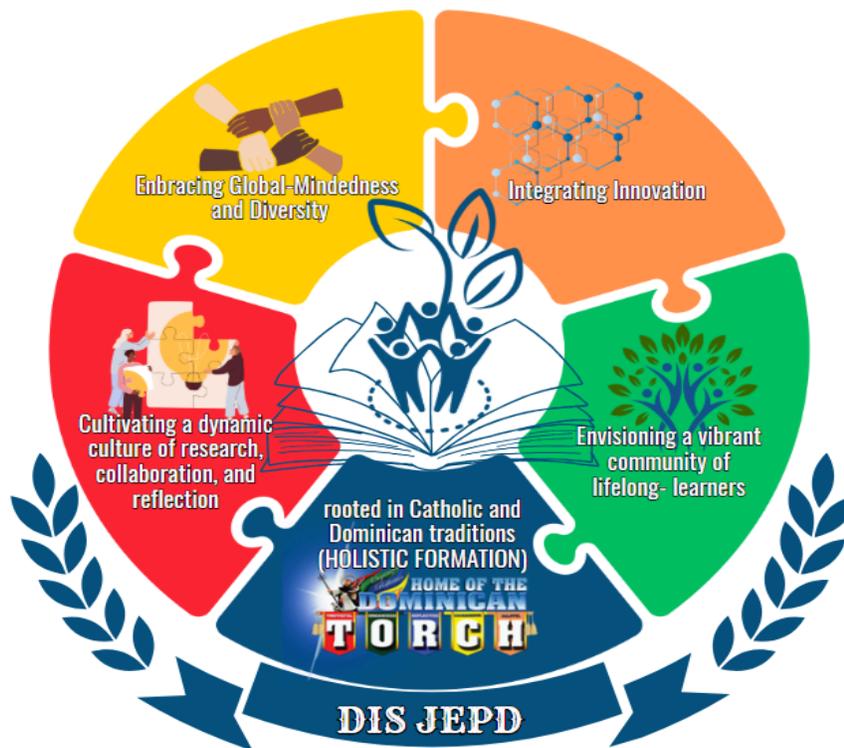
always striving to provide the most inclusive, transformative, and nurturing educational experience possible, ensuring they are at the center of every decision.

Importance for ACS Accreditation Documentation:

Crucially, the JEPD Manual's status as a living document that is updated annually provides compelling and systematic evidence for ACS (Accrediting Commission for Schools) WASC accreditation. It demonstrates a robust, ongoing process of self-evaluation, continuous improvement, and responsive adaptation to internal and external factors. The regular updates serve as tangible proof that DIS is not merely meeting accreditation standards but is actively engaged in a continuous cycle of enhancing staff capacity to address student learning needs. This dynamic record powerfully illustrates our commitment to excellence, providing accrediting bodies with clear, up-to-date documentation of our professional development initiatives and their direct impact on achieving our school's vision.

II. DIS JEPD DEVELOPMENT PLANNING FOR THE S.Y. 2025-2026

DIS JEPD Roadmap



The DIS JEPD consistently delivers holistic education, reflecting a commitment to upholding excellence. Through collaborative reflection, an analysis of existing data, and our principal's guidance, areas needing increased focus were identified. This has resulted in the expansion of our PLC (Professional Learning Community) groups to include additional offices and departments, as shown below.

The JEPD Coordinator

The JEPD Coordinator designs, plans, implements, and oversees professional learning initiatives across the international school community. This role requires a strategic approach to learning and a deep understanding of Catholic and International Education.

Key Responsibilities:

I. Program Design & Development

- Analyzes and documents faculty and staff learning needs through data analysis, observations, and consultation with other departments.
- Designs, coordinates, and communicates a comprehensive professional development program aligned with the school's vision, mission, and strategic goals through Professional Learning Communities (PLCs).
- Develops long and short-range plans/programs based on research and the needs and suggestions of faculty and staff, and collaborates with the vice-principal for professional development of the maintenance staff.
- Develops an orientation plan for all employees to discuss the faculty and staff handbook and core competencies, covering basic information that all employees should know, including ethics, diversity, communication, computer skills, etc.

II. Professional Learning Networks (PLNs)

- Collaborates with a variety of internal and external sources (e.g., EARCOS, MOE in Taiwan, ACS WASC, NCEA, PBK, NAIS, Government Agencies, international schools, professional organizations, ARDT, Guidance Office, etc.) to facilitate planning, implementing, and maintaining services and/or programs so all employees are allowed an opportunity for professional development.

III. Standards & Documentation

- Establishes and documents minimum and maximum hours for professional development to ensure the implementation of the PD Program.

Qualities of an Effective JEPD Coordinator:

Richard DuFour and Rebecca DuFour are highly influential figures in the field of education, particularly known for their work on Professional Learning Communities (PLCs). While they may not have explicitly listed "qualities of an effective JEPD Coordinator," their extensive writings on PLCs and effective school leadership strongly imply the characteristics essential for such a role. An effective JEPD Coordinator, in the DuFours' view, would embody the principles and practices that drive a successful PLC.

Based on their core tenets, here are the qualities of an effective JEPD Coordinator:

1. Unwavering Focus on Student Learning:

Student-Centered: The primary driver for all professional development initiatives must be improving student learning and achievement. The JEPD Coordinator relentlessly asks, "How will this professional learning impact student outcomes?"

Results-Oriented: They are committed to analyzing data to determine if students are learning at high levels and use this evidence to inform and adjust professional development strategies.

2. Facilitator of Collaborative Culture (PLC Expert):

Belief in Collaboration: They deeply understand that continuous, job-embedded learning for educators is the key to improved learning for students, and this learning occurs best in collaborative teams.

Team Builder: They excel at forming and supporting effective collaborative teams (PLCs), ensuring that these teams have shared goals, work interdependently, and engage in collective inquiry.

Process-Oriented: They understand and can guide teams through the PLC at Work process, including the four critical questions:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

3. Skilled in Collective Inquiry and Continuous Improvement:

Inquiry Mindset: They foster a culture of inquiry, encouraging educators to constantly question their current reality, research best practices, and experiment with new approaches.

Data-Literate: They can help staff collect, analyze, and interpret various forms of data (formative, summative, qualitative) to identify learning needs and evaluate the impact of professional development.

Action-Oriented: They guide teams to move quickly from insights to action, valuing experimentation and learning by doing.

Commitment to Iteration: They view professional development as an ongoing cycle of learning, planning, applying, and assessing, always seeking "a better way."

4. Strong Communicator and Influencer:

Clear Vision Caster: They can articulate a clear and compelling vision for professional development that aligns with the school's mission and inspires all staff to engage.

Effective Facilitator: They possess strong facilitation skills to guide discussions, manage group dynamics, and ensure productive collaborative time within PLCs.

Relationship Builder: They build trust and strong professional relationships with teachers, staff, administrators, and external partners. This includes fostering psychological safety where educators feel comfortable taking risks and sharing vulnerabilities.

Advocate: They champion the professional development needs of staff and effectively communicate the value and impact of JEPD to all stakeholders.

5. Strategic Thinker and Organizer:

Aligner of Initiatives: They ensure that all professional learning opportunities are coherent, well-planned, and directly support the school's strategic goals for student learning.

System Builder: They understand that effective PLCs require supportive structures, dedicated time, and necessary resources, and they work to put these systems in place.

Problem-Solver: They proactively identify potential barriers to professional learning and work collaboratively to find solutions.

In essence, an effective JEPD Coordinator, through the lens of DuFour and DuFour, is a lead learner who deeply believes in the collective capacity of educators to improve student outcomes. They don't just organize training; they cultivate a pervasive culture of continuous, collaborative, and results-oriented learning that is embedded into the daily work of the school.

Professional Learning Community (PLC) Leaders

The PLC Leaders play a pivotal role in fostering a dynamic and effective Professional Learning Community, driving continuous improvement in teaching and learning aligned with the school's overarching educational goals.

Key Responsibilities:

Strategic Alignment & Collaboration:

- Maintain constant and productive communication and collaboration with the Professional Development (PD) department and fellow master teachers/PLC leaders.
- Ensure all PLC concentration areas are directly aligned with the school's PD Vision-Mission and the overarching ACS WASC Learning Goals.
- Proactively identify opportunities for PLC work to contribute to broader school improvement initiatives.

Meeting Facilitation & Engagement:

- Skillfully facilitate PLC meetings to ensure they are productive, focused, and engaging for all members.
- Guide discussions, manage time effectively, and encourage active participation from all team members.

Leadership Development & Accountability:

- Actively mentor and empower PLC members to practice and hone their own leadership skills.
- Cultivate a culture of shared accountability within the PLC, ensuring all members contribute meaningfully to collective goals and outcomes.

Documentation & Reflection:

- Maintain accurate and comprehensive documentation of all PLC meeting discussions, decisions, action plans, and outcomes.
- Lead thorough reflection and critical analysis of PLC practices and their impact on teaching and student learning.
- Utilize reflections to inform future PLC strategies and contribute to ongoing professional growth.

Qualities of an Effective PLC Leader:

- Strong communication and interpersonal skills.
- Demonstrated commitment to continuous professional growth and learning.
- Ability to inspire and motivate colleagues.

- Organized and detail-oriented for effective documentation.
- Analytical thinking for insightful reflection and problem-solving.
- Deep understanding of pedagogical best practices and student learning needs.

To further support and motivate our Professional Learning Community (PLC) Leaders in their vital work, the following incentives were approved:

Incentive 1: Early Dismissal for PLC Leaders

Benefit: Eligible PLC Leaders may receive early dismissal twice per quarter.

Protocol for Early Dismissal:

1. **Advance Request:** PLC Leaders must secure an excuse slip from Ms. Sophie at least 24 hours in advance of the desired early dismissal.
2. **Required Signatures:** The excuse slip must bear the signatures of both the Professional Development (PD) Coordinator and the Academic Curriculum Coordinator.
3. **Submission:** The completed and signed slip should be submitted to Ms. Sophie prior to the early dismissal.

Incentive 2: Recognition and Appreciation:

Public acknowledgment: Regularly recognizing the efforts and successes of PLC leaders through announcements, newsletters, awards, or in staff meetings. **Employee awards:** Formal awards for outstanding contributions to the school community through their PLC leadership.

Composition of PLC Teams:

PLC 1. Teachers

Leaders: Master Teachers (Ms Mafalda Wu, Mr. Seb Langley, Mr. Eric Williams, Ms Janice Doyle, Ms Yvonne Lee, Mr. Joseph Amoguis, Mr. Leon Enrico, and Mr. Elliott Wakeling)

PLC 2. Teaching Assistants

Leader: Mr. Samir Eddio

PLC 3. Parents Learning Community

Leaders: Dr. Agosh Librea and Mr. John Erick Moje

PLC 4. Students' Support Services Team (Staff)

4.1. MTSS and Well-being Team

Leaders: Dr. Patrick Bugarin and Mr. Tank Tien

4.2. Registrar, Student Information System (CARE), Administrative Secretary, Finance Team

Leaders: Ms Coney Catalan and Dr. Ed Solis
4.3. Information and Technology, Curricular Activities, and House Team

Leaders: Mr. Ian Crisostomo and Ms Archie Racadio

PLC 5. Maintenance Staff (including Ms. Apao)

Leaders: Sr. Jean Bergado, O.P., Sr. Rosa Dabhi, CCV, and Fr. Francisco Carin, CCM

Teacher Orientation and Workshop August Schedule
Dates: From August 1 to 11, 2025

Day 1: August 1, 2025 (Friday) Recollection	
Focus: Spiritual Growth to kickstart the new school year	
Venue: Auditorium, B1	
Theme	<i>HOPE in transformative TRUST, Together!</i>
Guest Recollection Master	Rev. Fr. Elton Fernandez, SJ
Morning Session	
8:00 -8:35 AM	Complimentary School Breakfast
8:35-8:40 AM	Greetings and Introduction: Mr. John Erick Moje Opening Prayer and Blessing: Fr. Tomasz Zalewski, O.P.
8:40-9:00 AM	Administration: Mr. Joe LS: Ms. Mafalda MS: Mr. Amoguis HS: Ms. Victoria Teaching/Staff: Ms. Anne Guide Points for Sharing: https://docs.google.com/document/d/1JerTpBjGy5w_JXtJ_p-brzuDISKC/K4_8Xle61z2MWzo/edit?tab=t.0
9:00 -9:05 AM	Introduction to the Speaker: Dr. Patrick Dave Bugarin
9:05 -10:05 AM	Talk: Fr. Elton Fernandez, SJ
10:05 -10:30 AM	Snacks
10:30 -11:00 AM	Spiritual Response: Dr. Agosh Librea/Fr. Tomasz
11:00 -11:10 AM	Final words: Fr. Elton Fernandez, SJ

11:30 -1:30 AM	Lunch
Afternoon Session	
For Teachers 1:30 -3:30 PM 1:30-2:30 pm	Spiritual Consultation/ Confession with Fr. Tomasz Personal Reflection Time New PLC Leaders' Meeting
For Uncles and Aunties 1:30 pm-2:30 PM	Talk: Fr. Elton Fernandez, SJ Auditorium
Day 2: August 4, 2025 (Monday)	
Focus: Academic and PD Deep Dive	
Venue: Auditorium, B1	
8:00-8:45 AM	Opening Prayer and Solemn Blessing (Fr. Tomasz) General Instructions Welcome Message (Sr. Rosa) Welcome New Teachers/Quick Introduction (Mr. Joe) Video: Looking Back (Mr. Erick G.) Group Dynamics (Mr. Joe)
9:00-10:00 AM	Navigating Dominican Academic Pathways: An Orientation to Academic Curriculum Development (Mr. Joe and the ARDT Team) WASC Accreditation Updates/ Timeline Annual Calendar/Teacher Calendar Reorientation Syllabus and Unit Planning (Atlas Curriculum) Unit Lesson Planning (Mr. Samir) IOWA Test Result and Interpretation (Dr. Anne)
10:00-10:30 AM	Snacks
10:30-11:30 AM	Empowering Dominican Educators: Professional Development Orientation and PLC Initiatives (Mr. John Erick and PD Committee) Coaches/mentors for new teachers and assistant teachers VIPLC (Parents Learning Community) Dr. Agosh
11:30-12:00 AM	Preparation for the PLC Presentation (Experimental Lessons)
12:00-13:30 PM	Lunch
13:30-14:30 PM	Classroom and Syllabus Preparation Onboarding Session 1 for New Teachers: <i>DIS Vision-Mission, Dominican Ethos, D'TORCH Values (Sr. Rosa)</i> <i>Duties and Responsibilities (Mr. Tank)</i>

	<p><i>Child Protection Policy (Mr. David)</i> <i>Other Important Reminders (Mr. John Erick)</i></p> <p>Venue: Conference Room, 2F</p>
14:30-15:30 PM	<p>Classroom and Syllabus Preparation</p> <p>Onboarding Session 2 for New Teachers: <i>ATLAS Curriculum Training, Unit Planning, Google Suite</i> <i>(Mr. Joe, Mr. Ian, and Mr. Tim)</i></p> <p>Venue: Computer Laboratory, 3F</p>
15:30-16:30 PM	Classroom and Syllabus Preparation
Day 3: August 5, 2025 (Tuesday)	
Focus: Health and Wellness	
Venue: D'TORCH Gymnasium	
8:00-8:10 AM	<p>General Instructions Guided Meditation: https://www.youtube.com/watch?v=ACYZXD3Ap1M Short Prayer (Mr. Jayno Jabonillo)</p>
8:10-9:00 AM	Life-Saving Skills: Mastering CPR Hands-On Experience
9:00-10:00 AM	Life-Saving Skills: Mastering CPR Hands-On Experience
10:00-10:30 AM	Snacks
10:30-11:30 AM	Life-Saving Skills: Mastering CPR Hands-On Experience
11:30-13:30 AM	Lunch
13:30-14:30 PM	Healthy Habits for Happy Teachers: Mastering Body Posture and Wellness
14:30-15:30 PM	Healthy Habits for Happy Teachers: Mastering Body Posture and Wellness
15:30-16:30 PM	Classroom and Syllabus Preparation
Day 4: August 6, 2025 (Wednesday)	
Focus: Student Support Services	
Venue: Auditorium, B1	
8:00-8:10 AM	<p>Opening Prayer (Ms. Jessy Cardenas) General Instructions</p>

8:10-9:30 AM	Discipline Office Report (Mr. Tank, Ms. Rebecca, and Mr. Mervin) SEL Updates (Ms. Jihan and Ms. Sofia) Extra-Curricular Activities /Athletics Department (Dr. Agosh/Dr. John) Campus Ministry and Service Learning Updates House System Updates (Ms. Archie) MIT Reminders/Report (Mr. Ian and team) Library Updates (Ms. Iris) Administrative Secretary and Cafeteria Reminders (Ms. Sophie)
9:30-10:00 AM	Snacks
10:10-10:45 AM	MTSS Part 1. Plenary Session (Dr. Patrick and team)
11:00-12:00 AM	MTSS Part 2. Break-out Session (Dr. Patrick and team)
11:30-13:30 AM	Lunch
13:30-14:30 AM	Classroom and Syllabus Preparation Communication Arts Department meeting
14:30-15:30 AM	Classroom and Syllabus Preparation Athletics Meeting (Only for volunteer coaches and managers)
15:30-16:30 AM	Classroom and Syllabus Preparation Advanced FFT Meeting with Ilya (PLC Master Teachers and EdTech Groups)
Day 5: August 7, 2025 (Thursday)	
Focus: Collective Hope in Action: A Showcase of Experimental Lessons	
Venues: AV Room for LS and Auditorium for the MS and HS teachers	
8:00-8:10 AM	Opening Prayer (Ms. Blanca Delariarte) General Instructions
8:10-8:50 AM	PLC Presentation Preparation (% Master Teachers)
9:00-10:00 AM	Breakout Sessions: LS Experimental Lessons (AV Room) LS Assistant Teachers Report (Mr. Samir) Facilitators: Ms. Mafalda and Mr. Eric Williams Presenters: (10 Minutes per group) -Ms. Mafalda -Mr. Eric -Ms. Carolyn Link: <i>Common Google Slides</i> MS/HS Experimental Lessons (Auditorium) Facilitator: Mr. John Erick Presenters: (10 Minutes per group)

	-Mr. Elliott -Ms. Yvonne -Mr. John Erick -Mr. Leon -Mr. Joseph Link: Common Google Slides
	Snacks (during the free session of non-participants)
10:00-11:00 AM	Classroom and Syllabus Preparation
11:00-12:00 AM	Classroom and Syllabus Preparation
12:00-13:30 PM	Lunch
13:30-14:30 PM	Classroom and Syllabus Preparation Religious Studies Department Meeting
14:30-15:30 PM	New Gradebook Orientation (Mr. Ed and Ms. Coney) (LS) Danielson's FFT Workshop (Hands-On)/Atlas Orientation at the Computer Lab (Ilya Zeldin) Classroom and Syllabus Preparation (Non-Participants)
15:30-16:30 PM	New Gradebook Orientation (Mr. Ed and Ms. Coney) (MS/HS) Danielson's FFT Workshop (Hands-On)/Atlas Orientation at the Computer Lab (Ilya Zeldin) Classroom and Syllabus Preparation (Non-Participants)
Day 6: August 8, 2025 (Friday) St. Dominic's Feast Day Celebration	
Focus: Celebrating the Gift of HOPE through the examples of our Holy Founder, St. Dominic de Guzman	
Venue: Auditorium, B1	
8:00-9:00 AM	Prep/Practice for the Holy Mass
9:30 AM	Holy Mass
11:00 AM	Lunch together at the Okada Hotel Taipei
Note	You have the option to return to DIS for work in the afternoon.
Day 7: August 11, 2025 (Monday) Prep Day	
Focus: Directress/Principal Greet and Meet Getting directed for the beginning of the SY 2025-2026	
Venue: Auditorium, B1	
8:00-8:30 AM	Opening Prayer (Dr. Patrick Dave Bugarin)

	General Instructions Welcome Message and Reminders (Sr. Jackie)
8:30-9:30 AM	Background SOAR Analysis: Looking forward to the SY 2025-2026 New PLC Groups New Teachers are Excused (Preparation)
9:30-10:30 AM	SOAR Analysis Group Report (10 minutes per group)
10:30-11:00 AM	Snacks
11:00-11:30 AM	Reminders in preparation for the beginning of classes Registrar (Ms. Coney) Academics and HR Orientation (Mr. Joe) General Assembly (Dr. Agosh and student leaders)
11:30-13:30 PM	Lunch
13:30-14:30 PM	Classroom and Syllabus Preparation SEL Team Leaders Meeting
14:30-15:30 PM	Classroom and Syllabus Preparation
15:30-16:30 PM	Classroom and Syllabus Preparation
First Day of School: August 12, 2025 (Tuesday)	

New Teachers and their respective coaches

Ms Jenny Sun - Gr. 3 Bl. Imelda Lambertini Homeroom Teacher (Mr. Kordula Konraad-Coach)

Mr. Isaac Kim - Gr. 4 St. Margaret of Hungary Homeroom Teacher (Mr. Ruttan Arden-Coach)

Ms Rita Wu-Gr.1 Bl. Mannes TA (Ms. Elaine De Bruyn)

Ms. Jessica Ng for Music-(Mr. Samir Eddio-Coach)

Ms. Blanca Delariarte and Fr. Paco Carin, CCM for RS-(Mr. John Erick Moje-Coach)

New Receptionist (Ms. Linda/Ms. Greta-Coach)

Ms. Vivian Lee- New LS Activities Coordinator (Dr. Agosh Librea-Mentor)

Syllabi submission: August 11, 2025 (Monday)

Link:

https://docs.google.com/document/d/1AaRSI2jSyE_RNA764DZE_y2JjgHjtF8r-17ZPFcMnQ/edit?tab=t.0

**Teachers and Leaders' Conference October 2025 Schedule
SY 2025-2026**

Day 1 Conference: October 7, 2025 (Tuesday)	
Focus: Laying the Foundation – Faith and Future-Ready Learning	
Venue: D'TORCH Gymnasium	
Theme	<i>"Kindling the Light of Faith, Hope, and Love: The Legacy of St. Dominic de Guzmán"</i>
Presider	Main Celebrant: <i>Rev. Fr. Nicanor Pier Giorgio Austriaco, O.P., PhD, SThD</i> Concelebrants: Fr. Paco/Fr. Tomasz
8:00 AM - 9:00 AM	Registration & Welcome Coffee
9:00 AM - 10:00 AM	Holy Mass – Celebrating the spirit of St. Dominic and opening our minds to learning.
10:00 AM - 10:30 AM	Opening Remarks: <i>Sr. Jackie Manuel, O.P. Directress/Principal</i> Keynote Introduction: <i>Mr. John Erick Moje</i>
10:30 AM - 12:00 PM	Keynote Speech: "St. Dominic's Legacy: A Call to Truth in Education" – This session will explore how St. Dominic's intellectual rigor and commitment to truth can inspire our approach to modern education, fostering an environment where faith, hope, and love thrive. Keynote Speaker: <i>Rev. Fr. Nicanor Pier Giorgio Austriaco, O.P., PhD, SThD</i>
12:00 PM - 1:00 PM	Lunch Break
1:00 PM - 2:00 PM	Session 1: Innovative Assessments for Deeper Learning – Dive into Project-Based Learning (PBL) , Action Research , and Cross-Curricular Assessments designed to develop literacy and critical thinking.
2:00 PM - 2:30 PM	Coffee Break
2:30 PM - 3:30 PM	Session 2: Mastering 21st Century Teaching Strategies & Differentiation – Explore dynamic teaching methods that cater to diverse learning styles and promote active student engagement.
3:30 PM-4:30 PM	Session 3: Cultivating Critical Thinkers: AI Integration & Classroom Management – Discover how to leverage AI ethically for enhanced learning while maintaining a productive and disciplined classroom environment.

Day 2 Conference: October 8, 2025 (Wednesday)	
Focus: Nurturing Growth – Hope and Practical Application	
Venue: Auditorium, B1	
8:30 AM - 9:00 AM	Morning Prayer & Reflection – Drawing inspiration from St. Dominic's devotion.
9:00 AM-10:30 AM	Leadership Workshop (<i>Department Heads</i>) Speaker: <i>Rev. Fr. Nicanor Pier Giorgio Austriaco, O.P., PhD, SThD</i>
9:00 AM - 10:30 AM	(Only for teachers) Concurrent Breakout Sessions (Choose 2) Option A: Deep Dive into AI-Powered Learning Tools – Hands-on workshop exploring specific AI applications for classroom use. Option B: Designing Effective Project-Based Learning Units – Practical guide to structuring and implementing successful PBL. Option C: Strategies for Building a Positive Classroom Culture – Focusing on proactive classroom management and fostering student well-being.
10:30 AM - 10:45 AM	Coffee Break
10:45 AM - 12:15 PM	Panel Discussion: "Educating for Hope in a Complex World" – Educators share insights on instilling hope and resilience in students through the curriculum and beyond.
12:15 PM - 1:15 PM	Lunch Break
1:15 PM - 2:45 PM	Concurrent Breakout Sessions (Choose 2): Option A: Differentiated Instruction in Practice – Real-world examples and techniques for tailoring instruction. Option B: Action Research in Your Classroom: A Step-by-Step Guide – How to conduct meaningful research to improve teaching practices. Option C: Fostering Cross-Curricular Literacy Skills – Strategies for integrating reading, writing, and critical thinking across subjects.
2:45 PM - 3:00 PM	Coffee Break
3:00 PM - 4:00 PM	Group Reflection & Planning: Participants will work in small PLC groups to synthesize learnings and brainstorm how to implement new strategies in their own classrooms.
4:00 PM-4:30 PM	General Instructions for the outdoor activity (Mr. Victor and Social Committee Members) Groupings

Day 3: October 9, 2025 (Thursday)	
Focus: Celebrating Community – Love and Gratitude	
Venue: Outdoor	
8:00 AM-8:40 AM	<p>Opening Prayer Group Meeting before departure</p> <p>(Tentative) DIS Recognition Ceremony: Honoring Our Educators and Staff – A heartfelt tribute to the dedication and hard work of all teachers and staff, acknowledging their vital role in "illuminating the light of faith, hope, and love." This will include individual acknowledgments and a closing address reinforcing the conference's theme.</p> <p>Program (In Progress)</p>
8:45 AM	Departure
9:00 AM-11:00 AM	Outdoor Activity & Team Building Yuanshan Bowling Sports Center
11:00 AM-11:30 AM	Departure to restaurant (Hilai Island Buffet Restaurant) Nangang Link: https://www.hilai-foods.com/brand-content/41/hilai-islandbuffet
11:30 AM-2:30 PM	Lunch Hilai Island Buffet Restaurant
2:30 PM	Home Sweet Home!

Skill Development Areas (Technical Skills, Soft Skills)

In an ever-evolving educational landscape, the Dominican International School (DIS) Job-embedded Professional Development (JEPD) program is meticulously designed to cultivate a comprehensive range of skills in our faculty and staff, ensuring both cutting-edge instruction and a nurturing school environment. We focus on two key areas: Technical Skills and Soft Skills.

Technical Skills: Empowering Instruction with Technology and AI

Recognizing the transformative power of technology and Artificial Intelligence (AI) in education, DIS has established a robust support system to integrate these tools seamlessly into instruction. A cornerstone of this initiative is our organized group of EdTech Team members, who are strategically embedded within our Professional Learning Communities (PLCs). This dedicated team serves as a vital resource, providing direct, hands-on assistance to teachers in effectively utilizing and integrating a wide array of technologies and AI tools in their classrooms. Their expertise ensures that our educators are not just familiar with new tools but are empowered to use them in pedagogically sound ways that enhance student engagement and learning outcomes.

Furthermore, the Management Information Technology (MIT) department stands as a formidable and indispensable partner to the EdTech group. MIT plays a crucial role in ensuring the efficacious utilization of technology across the entire school. They provide the necessary infrastructure, support, and guidance to facilitate seamless technological integration, and actively collaborate on curricular and co-curricular activities that leverage technology to profoundly impact student learning. This synergy between the EdTech Team and MIT ensures that DIS remains at the forefront of educational innovation, preparing our students for a future shaped by advanced technology.

Soft Skills: Cultivating a Holistic and Trusting Community

Beyond technical proficiency, DIS firmly believes in nurturing the holistic growth of our teachers and staff, recognizing that a strong, compassionate, and trusting community is fundamental to an excellent educational environment. Through the JEPD program, we provide abundant opportunities for our faculty and staff to develop crucial Soft Skills, fostering an atmosphere where individuals feel valued, supported, and connected.

Trust, a cornerstone of our community, is built up over time through a rich variety of activities and initiatives. These include:

- **Social-Emotional Learning (SEL) for Adults:** Recognizing that well-being is foundational, we provide SEL opportunities designed specifically for our adult community, fostering emotional intelligence, resilience, and empathy.
- **Annual Teachers Conference and Recognition:** A dedicated event celebrating our educators' hard work and achievements, promoting professional camaraderie and shared learning.
- **Teachers' Day:** A special occasion to honor and appreciate the tireless dedication of our faculty.
- **Feast of St. Dominic de Guzman:** A significant celebration that reinforces our shared Dominican identity, values, and community spirit.
- **Christmas Party & Thanksgiving Celebrations:** Joyful gatherings that strengthen bonds, celebrate successes, and express gratitude within our DIS family.
- **Outdoor Activities and Community Events:** Opportunities for informal interaction, team-building, and fostering relationships outside the traditional school setting.

These initiatives, and many more, go beyond formal training; they are integral to our job-embedded approach, cultivating an environment where mutual respect, open communication, and deep trust flourish. By investing in both the technical prowess and the emotional intelligence of our staff, DIS ensures that we provide a truly inclusive, transformative, and nurturing environment where every member, especially our beloved students, can thrive.

PLCs Schedule and Meeting Agenda for the SY 2025-2026

PLC Regular Meeting: *Third Monday of the month*

PLC Leaders Meeting: *Quarterly or Semestral?*

PLC Group Google Classroom: *Include the PD Coordinator as a collaborator*

Google Classroom Link: <https://classroom.google.com/c/NzY5NjYzMjMzOTI0>

First Semester (2025)

<p>August and September</p> <p>For Master Teachers and TAs</p> <p>For Student Services Teams</p>	<p>GENERAL ORIENTATION AND REVISITING PLC INITIATIVES</p> <p>Welcome & Introductions</p> <ul style="list-style-type: none"> ● Brief welcome and purpose of the PLC. ● Icebreaker activity. (Optional) <p>PLC Core Principles & Foundational Concepts</p> <ul style="list-style-type: none"> ● Facilitator-led discussion: What is a Professional Learning Community? (Collaboration, results-oriented, collective responsibility). ● Activity: Small group discussion – "What does a successful PLC look like and sound like in our school?" <p>Driving/Guiding Questions in PLC</p> <ul style="list-style-type: none"> ● Facilitator-led discussion: <ol style="list-style-type: none"> 1. What is it we want our students to learn? 2. How will we know if they have learned it? 3. What will we do if they don't learn it? 4. What will we do if they already know it? <p>Connecting PLCs to ACS WASC Focus</p> <ul style="list-style-type: none"> ● Presentation/Discussion: Overview of the school's current ACS WASC accreditation status and key recommendations. ● Activity: Whole group discussion – How can our PLC work directly support our ACS WASC objectives? <p>Tasking and Facilitation & Next Steps</p> <ul style="list-style-type: none"> ● Discussion: Roles and responsibilities within PLCs (e.g., facilitator, note-taker, time-keeper). ● Action Planning: Assign initial tasks for the next meeting (e.g., bringing student work samples). ● Wrap-up & Q&A. <p>Danielson's Rubrics/FFT</p>
<p>October</p> <p>For Master Teachers and TAs</p>	<p>Focus: English Proficiency & Schoolwide-Drive for Literacy</p> <p>Agenda:</p> <ul style="list-style-type: none"> ● Review of August and September 2025 PLC outcomes. ● Sharing current strategies that enhance English language learners'

	<p>literacy across the curriculum.</p> <ul style="list-style-type: none"> • Analysis of school-wide literacy data (Examples: IOWA). • Brainstorming cross-curricular literacy initiatives. <p>PLC Guiding Questions: What strategies are effective? How will we know if students are improving?</p>
<p>November For Master Teachers and TAs</p>	<p>Focus: Critical Thinking and Action Research/New Methodology (Application) & Differentiated Instruction (Application)</p> <p>Agenda:</p> <ul style="list-style-type: none"> • Sharing outcomes of small-scale action research projects initiated in October. • Collaborative problem-solving related to specific student learning challenges, focusing on differentiated approaches. <p>PLC Guiding Questions: What did we learn from our action research? How can we refine our differentiation strategies based on results?</p>
<p>December For Master Teachers and TAs</p>	<p>Focus: Completion of the PLC Requirements for the First Semester</p> <p>PLC Leaders: PLC Meeting Minutes (4) PLC Google Classroom</p> <p>PLC Members: Experimental Lessons</p> <p>PLC Leader and Members: IPP (Individual Performance Plan)</p>

Second Semester (2026)

<p>January For Master Teachers and TAs</p>	<p>Focus: Differentiated Instruction & SEL (Social Emotional Learning)</p> <p>Agenda:</p> <ul style="list-style-type: none"> • Showcase of differentiated instruction strategies in various classrooms. • Discussion on the connection between SEL and academic success. • Sharing of resources and strategies for integrating SEL into daily instruction. <p>PLC Guiding Questions: How are we meeting the needs of all learners? How are we supporting students' social-emotional well-being?</p>
<p>February For Master Teachers and TAs</p>	<p>Focus: Sustaining PLC practices, integrating technology and AI, and preparing for ongoing ACS WASC alignment.</p> <p>Agenda:</p> <ul style="list-style-type: none"> • Sharing of effective digital resources and AI tools being used in classrooms.

	<ul style="list-style-type: none"> ● Discussion on ethical and pedagogical considerations of AI in education. ● Reviewing student data from Semester 1 to inform Semester 2 instructional planning. <p>PLC Guiding Questions: How can technology enhance learning? What does new data tell us about our students' needs?</p>
<p>March For Master Teachers and TAs</p>	<p>Focus: SEL (Social Emotional Learning) & Curriculum Development (Refinement)</p> <p>Agenda:</p> <ul style="list-style-type: none"> ● Sharing best practices for fostering student well-being and resilience. ● Reviewing curriculum for explicit and implicit SEL connections. ● Finalizing any curriculum revisions or enhancements for the next academic year. ● PLC Guiding Questions: How are we intentionally developing SEL skills? Is our curriculum holistic?
<p>April For Master Teachers and TAs</p>	<p>Focus: Annual PLC Reflection & Forward Planning for Continuous Improvement</p> <p>Agenda:</p> <ul style="list-style-type: none"> ● Reflection on the PLC's effectiveness throughout the year. ● Review of progress made on all ACS WASC Learning Goals. ● Discussion: Identifying areas of strength and areas for continued growth in PLC practices. ● Action Planning: Setting preliminary goals and priorities for the next academic year, aligning with ongoing ACS WASC requirements. ● Celebration of successes and accomplishments.
<p>May For Master Teachers and TAs</p>	<p>Focus: Completion of the PLC Requirements for the Second Semester</p> <p>PLC Leaders: Second Semester PLC Meeting/Planning Agenda (4) PLC Google Classroom</p> <p>PLC Members: Second Semester Experimental Lessons</p> <p>PLC Leader and Members:</p> <p>PLC Leader and Members: IPP (Individual Performance Plan)</p>

Student Services Teams (SST) Schedule and Meeting Agenda for the SY 2025-2026

First Semester:

SST PLC 1: MTSS and Well-Being Group		
First PLC Meeting	<p style="text-align: center;">GENERAL ORIENTATION AND REVISITING PLC INITIATIVES</p> <p>Note: Select only what applies to your group based on the contents above (For MTs and TAs). Please use the standard form for PLC Meeting/Planning.</p>	Date:
Second PLC Meeting	<ul style="list-style-type: none"> ● Meeting Focus: Integrating literacy support within the Multi-Tiered System of Supports (MTSS) and Well-being framework to address student academic and socio-emotional literacy needs. ● Welcome & Review ● Data Analysis & Student Needs: Analysis of student data related to literacy (e.g., universal screening data, Tier 2/3 intervention progress, attendance, behavioral referrals linked to academic frustration) ● Collaborative Strategy Development & Intervention Planning: Sharing effective strategies for integrating SEL into literacy instruction and interventions (e.g., building reading resilience, fostering a love of reading, managing frustration during writing tasks). ● Resource Sharing & Coordination: Sharing of effective literacy resources (digital or physical) specifically beneficial for MTSS interventions and well-being support. ● Action Planning & Next Steps: Identify 1-2 specific, measurable actions for the team to implement related to schoolwide literacy and MTSS/well-being. Assign responsibilities and set deadlines. 	Date:

SST PLC 2: (Registrar, SIS (CARE), Admin Secretary, Finance Team)		
First PLC Meeting	GENERAL ORIENTATION AND REVISITING PLC INITIATIVES	Date:
	<p>Note: Select only what applies to your group based on the contents above (For MTs and TAs). Please use the standard form for PLC Meeting/Planning.</p>	
Second PLC Meeting Note: Third/Fourth PLC Meeting (Optional)	<p>Meeting Focus: Enhancing schoolwide literacy through clear, effective communication, data accuracy, and administrative support systems.</p> <p style="text-align: center;">"What is it we want our stakeholders to understand clearly?"</p> <p>A. Current Practices & Literacy Impact: Discuss the clarity and readability of school communications (e.g., notices, forms, website content) for parents and students, especially for non-native English speakers.</p> <p>B. Analyze how data entry and management:</p> <ul style="list-style-type: none"> • (Registrar, SIS/CARE) can directly support or hinder literacy initiatives (e.g., accurate tracking of EL students, intervention flags, communication logs). • Share examples of effective, concise, and clear written communication (Admin Secretary). • Discuss how financial processes (Finance Team) can support literacy resources (e.g., procurement of literacy materials, funding for literacy-focused PD). <p>C. Identifying Areas for Improvement & Solutions: Brainstorm ways to improve the clarity and consistency of school communication.</p>	Date:

	<ul style="list-style-type: none"> • Discuss best practices for data entry in SIS/CARE to ensure information relevant to literacy support is easily accessible and accurate. • Explore strategies for standardizing templates for common communications. • Discuss mechanisms for receiving feedback on communication clarity. <p>D. Resource Sharing & Standardization</p> <ul style="list-style-type: none"> • Sharing of templates, style guides, or communication best practices. • Discussing potential needs for training on specific administrative software features that can aid literacy tracking or communication. <p>E. Action Planning & Next Steps</p> <ul style="list-style-type: none"> • Identify 1-2 concrete actions for each team member/role to enhance literacy through administrative processes (e.g., revising a key form for clarity, ensuring consistent data tags for EL students). • Assign responsibilities and set deadlines. 	
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SST PLC 3: (Information and Technology, Curricular Activities, and House Team)

<p>First PLC Meeting</p>	<p>GENERAL ORIENTATION AND REVISITING PLC INITIATIVES</p> <p>Note: Select only what applies to your group based on the contents above (For MTs and TAs). Please use the standard form for PLC Meeting/Planning.</p>	<p>Date:</p>
<p>Second PLC Meeting</p> <p>Note: Third/Fourth PLC Meeting (Optional)</p>	<p>Meeting Focus: Leveraging technology, extracurricular engagement, and a positive school culture to foster schoolwide literacy.</p> <p>"What is it we want students to learn/experience to enhance literacy?"</p>	<p>Date:</p>

	<p>A. Welcome & Review</p> <ul style="list-style-type: none"> • Welcome and brief check-in. • Recap of the overarching schoolwide literacy goal. • Review of the 4 Driving/Guiding PLC Questions in the context of technology integration, co-curriculars, and school culture. <p>B. Current Practices & Literacy Connection</p> <ul style="list-style-type: none"> • Information and Technology: Share current tech tools and platforms used for literacy (e.g., reading apps, digital libraries, writing software, AI grammar checkers). Discuss IT support for these tools and identify potential gaps. • Curricular Activities: Discuss how various clubs, events, and activities promote literacy (e.g., debate club, school newspaper, drama club scripts, book clubs, speech competitions). • House Team: Explore how house activities and competitions can incorporate literacy elements (e.g., reading challenges, creative writing contests, literacy-themed house points). Discuss building a reading culture within houses. <p>C. Opportunities for Literacy Enhancement</p> <ul style="list-style-type: none"> • Information and Technology: Brainstorm new digital tools or AI applications that could further literacy development. Discuss pilots or training needs for these tools. Explore ways IT can support data collection on digital literacy use. • Curricular Activities: Identify opportunities to explicitly integrate literacy skills (reading, writing, speaking, listening) into existing or new extracurriculars. Consider action research on the impact of specific activities on student literacy. • House Team: Develop specific literacy-focused challenges or events for house competitions. Discuss how 	
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	<p>house leaders can model and promote reading/writing.</p> <p>How will we know if these activities are enhancing literacy?" (e.g., participation rates, qualitative feedback, observed skills)</p> <p>D. Collaboration & Cross-Team Synergy</p> <ul style="list-style-type: none"> • Discuss how the IT team can support literacy initiatives in curricular activities and house teams (e.g., setting up platforms, troubleshooting, training). • Explore ways curricular activities and house teams can collaborate to create a cohesive schoolwide literacy environment. <p>E.Action Planning & Next Steps</p> <ul style="list-style-type: none"> • Identify 1-2 concrete actions for each team (e.g., IT researches a new reading software, Curricular Activities plans a literacy-themed event, House Team launches a reading challenge). • Assign responsibilities and set deadlines. • Plan for communication and promotion of literacy activities. 	
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SST PLC 4: VIP Parents Learning Community

First PLC Meeting	% Dr. Agosh	Date:
Second PLC Meeting	% Dr. Agosh	Date:

SST PLC 5: Maintenance Staff (uncles and aunties)

First PLC Meeting	% Sr. Jean, Sr. Rosa, and Fr. Paco	Date:
Second PLC Meeting	% Sr. Jean, Sr. Rosa, and Fr. Paco	Date:
December 2025	Completion/Submission of the PLC Documentation for the first Semester PLC Minutes of the Meeting:	Date:

	Link: https://docs.google.com/document/d/1zUEPjn5CUFN8I19DfwyTamybV37RXDIBHYwWCnJV_C8/edit?tab=t.0	
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Second Semester:

SST PLC 1: MTSS and Well-Being Group		
First PLC Meeting	% Dr. Patrick and Mr. Tank	Date:
Second PLC Meeting	% Dr. Patrick and Mr. Tank	Date:
SST PLC 2: (Registrar, SIS (CARE), Admin Secretary, Finance Team)		
First PLC Meeting	% Dr. Ed and Ms. Coney	Date:
Second PLC Meeting	% Dr. Ed and Ms. Coney	Date:
SST PLC 3: (Information and Technology, Curricular Activities, and House Team)		
First PLC Meeting	% Mr. Ian and Ms. Archie	Date:
Second PLC Meeting	% Mr. Ian and Ms. Archie	Date:
SST PLC 5: VIP Parents Learning Community		
First PLC Meeting	% Dr. Agosh and Mr. John Erick	Date:
Second PLC Meeting	% Dr. Agosh and Mr. John Erick	Date:
SST PLC 5: Maintenance Staff (uncles and aunties)		
First PLC Meeting	% Sr. Jean, Sr. Rosa, and Fr. Paco	Date:
Second PLC Meeting	% Sr. Jean, Sr. Rosa, and Fr. Paco	Date:
May 2026	Completion/Submission of the PLC Documentation for the first Semester PLC Minutes of the Meeting: Link: https://docs.google.com/document/d/1zUEPjn5CUFN8I19DfwyTamybV37RXDIBHYwWCnJV_C8/edit?tab=t.0	Date:

General PLC Meeting Notes for All PLCs:
<ul style="list-style-type: none"> • Materials Needed: Relevant data, current communication examples, technology

access, and planning documents.

- **Roles:** Facilitator (appointed), Note-Taker (rotating), Timekeeper (rotating).
- **Norms:** Respectful listening, equitable participation, focus on solutions, commitment to action.
- **Follow-up:** Minutes distributed within 3 days. Action items tracked for subsequent meetings.

Key Considerations for Facilitators:

- **Data-Driven Conversations:** Encourage the use of student data (formative and summative) to drive all discussions.
- **Collaborative Norms:** Establish and reinforce collaborative norms at the beginning of each meeting.
- **Action-Oriented:** Ensure each meeting results in concrete action steps and shared commitments.
- **Differentiation within PLCs:** Acknowledge that different teams/departments may be at different stages of PLC implementation and provide differentiated support.
- **Celebration of Successes:** Regularly acknowledge and celebrate progress and achievements, both small and large.
- **Documentation:** Maintain clear records of discussions, decisions, and action items from each meeting.

III. DEVELOPMENT OPPORTUNITIES AND RESOURCES

Training Programs and Conferences (Internal and External)

The DIS JEPD organizes its training programs and conferences into two categories: Internal and External, both driven by data and strategic alignment.

Internal Professional Development:

DIS's internal PD is a data-driven process. The JEPD Coordinator collaborates closely with Academic Teams (Curriculum Coordinator, Academic and Research Development Team/Subject Coordinators, Heads of Departments/Offices) and gathers PD Survey data to identify specific gaps in professional development and PLC initiatives. This survey data directly informs the content and focus of August Teacher Orientation and Workshop activities, as well as the Annual Teachers' Conferences, ensuring all internal programs are tailored to the actual learning needs of teachers and staff.

External Professional Development:

For external PD, DIS aligns its professional goals with opportunities provided by affiliated organizations. Annual Conferences organized by EARCOS (East Asia Regional Council of Schools), a key member of which DIS is, are utilized to send

selected leaders and teachers according to available conference strands and school priorities. Delegates are carefully chosen through a deliberation process, with DIS typically shouldering 50% of the total expenses for overseas attendance. Additionally, DIS staff engage with conferences organized by other affiliated bodies, such as the National Catholic Education Association (NCEA) in the United States. Furthermore, many teachers proactively attend virtual conferences or webinars out of personal initiative, demonstrating a strong culture of inquiry.

Conferences and PLN (Professional Learning Networks)

55th Annual Leadership Conference (EARCOS)

Theme: *Future-Visible*

Date: October 23-25, 2025

Place: Bangkok Thailand

Link: <https://www.earcos.org/conferences.php>

21st Annual Teachers' Conference (EARCOS)

Date: March 18-21, 2026

Place: Bangkok Thailand

Strands:

Literacy / Reading

Early Childhood

Special Needs

Modern Languages

Media Technology/Libraries

Counselors

ESL

Technology

Children's Authors

Child Protection

General Education

Link: <https://www.earcos.org/conferences.php>

DIS Affiliated PLN (Professional Learning Networks)

EARCOS (East Asia Regional Councils of Schools): <https://www.earcos.org/>

NCEA (National Catholic Education Association): <https://www.ncea.org/>

CATES (Council on Administrators of Taiwan Expatriate Schools):
<https://www.cates.tw/about-cates>

CAVES Education: <https://www.caves.com.tw/Affiliates-e.html>

Panorama Education: <https://www.panoramaed.com/>

Solution Tree: <https://www.solutiontree.com/about/overview>

PBL Works: <https://www.pblworks.org/>

Edutopia: <https://www.edutopia.org/>

Branching Minds (MTSS): <https://www.branchingminds.com/>

Others

Mentorship and Coaching Programs

The DIS JEPD program leverages mentorship and coaching as vital support systems for teacher development. Coaching is primarily provided to new teachers, offering dedicated support to align their pedagogical goals with school expectations and best practices. In contrast, mentors are assigned to individuals transitioning from one teaching position to an administrative or other new role, guiding them through their evolving responsibilities. Complementing this, onboarding sessions are conducted for all new teachers to thoroughly orient them to the school's vision and mission, ensuring they are mindful of their duties and responsibilities from the outset. This multi-faceted approach ensures comprehensive support for all staff, whether new to the profession or new to a role.

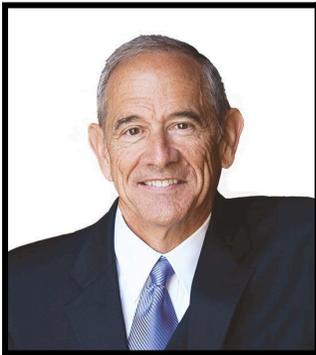
Resources Library

New PLC and PBL Books for the SY 2025-2026

Titles	Links
<p>Revisiting Professional Learning Communities at Work: Proven Insights for Sustained, Substantive School Improvement, Second Edition</p>	<p>https://www.amazon.com/dp/1952812577/ref=sspa_dk_hqp_detail_aax_0?psc=1&sp_csd=d2lkZ2V0TmFtZT1zcf9ocXBfc2hpcmVk</p>
<p>Learning by Doing [Fourth Edition]: A Handbook for Professional Learning Communities at Work (A practical guide for implementing the PLC process and transforming schools)</p>	<p>https://www.amazon.com/dp/1960574140/ref=sspa_dk_hqp_detail_aax_0?psc=1&sp_csd=d2lkZ2V0TmFtZT1zcf9ocXBfc2hpcmVk</p>
<p>Formative Tools for Leaders in a PLC at Work: Assessing, Analyzing, and Acting to Support Collaborative Teams (Implement Effective Professional Learning Communities in Schools and Measure Progress)</p>	<p>https://www.amazon.com/dp/1951075854/ref=sspa_dk_hqp_detail_aax_0?psc=1&sp_csd=d2lkZ2V0TmFtZT1zcf9ocXBfc2hpcmVk</p>

**ProjectBased Learning Made Simple:
100 Classroom-Ready Activities that
Inspire Curiosity, Problem Solving and
Self-Guided Discovery** (Books for
Teachers)

https://www.amazon.com/Project-Based-Learning-Made-Simple-ebook/dp/B076MNH7JH/ref=reads_cwrbar_d_sccl_1_5/139-7853447-9684337?pd_rd_w=TRyRT&content-id=amzn1.sym.23f221a7-8325-47d9-9380-1f9cf6de0ac7&pf_rd_p=23f221a7-8325-47d9-9380-1f9cf6de0ac7&pf_rd_r=3T4AFWJ3TJSYS8ZJ2D40&pd_rd_wg=7qXlf&pd_rd_r=e56d092a-51bd-4426-bcd1-32c6106688a7&pd_rd_i=B076MNH7JH&psc=1



Information about the author:

Richard DuFour

Dr. Richard DuFour spent over 40 years in public education, from teaching to leading school districts. His main goal was to help schools make sure all students learned at high levels.

He became a world expert on Professional Learning Communities (PLCs) at Work, offering practical solutions, not just ideas. Under his leadership, Adlai E. Stevenson High School won an amazing four U.S. Department of Education Blue Ribbon Awards, becoming a national example for school improvement.

Dr. DuFour also wrote many important books, like *Professional Learning Communities at Work*. His work changed the lives of countless educators and students, earning him recognition as one of North America's Top 100 School Administrators. This article looks at his remarkable career and lasting impact on education.

IV. POLICIES AND PROCEDURES

DIS Professional Conferences Policy & Procedures: EARCOS Annual Conferences for Teachers or Leaders

Policy Statement: Dominican International School (DIS) is committed to fostering continuous professional growth among its faculty. This policy outlines the procedures for supporting teacher participation in the East Asia Regional Council of Schools (EARCOS) Annual Conferences, ensuring that such opportunities align with the school's vision, mission, strategic goals, and the professional development needs of our staff, ultimately enhancing student learning.

Purpose: This policy aims to:

- Provide teachers with high-quality, relevant professional learning experiences from regional and international experts.
- Encourage networking and collaboration with educators from other EARCOS member schools.
- Facilitate the integration of cutting-edge pedagogical practices, research, and educational trends into DIS classrooms.
- Support individual teacher professional development plans (PDPs) and broader school-wide improvement initiatives.
- Generate valuable insights and best practices that contribute to the ongoing evolution of the DIS JEPD (Job-embedded Professional Development) Manual as a living document.
- Provide tangible evidence of continuous professional development for ACS WASC accreditation.

Scope: This policy applies to all full-time teaching faculty at Dominican International School.

1. Eligibility Criteria for Teacher Delegates

To be considered for attendance at an EARCOS Annual Conference, a teacher must generally meet the following criteria:

- **Service at DIS:** Minimum of two (2) full academic years of service at DIS by the application deadline (exceptions may be considered by the Administration based on critical school needs).
- **Performance:** Consistently demonstrate "Meets Expectations" or "Exceeds Expectations" in their most recent annual performance review.
- **Professional Development Plan (PDP) Alignment:** The conference's strands and learning outcomes must directly align with the teacher's current PDP goals and identified areas for growth, as discussed with their immediate supervisor/Head of Department.
- **School/Departmental Need:** The proposed learning must address a specific, identified need within their department, academic team, or school-wide strategic plan (e.g., integration of AI, SEL, specific subject pedagogy).
- **Prior Attendance:** Preference may be given to teachers who have not attended an overseas EARCOS conference in the past two (2) academic years, to ensure equitable distribution of opportunities.
- **Commitment to Sharing:** Demonstrate a clear understanding and commitment to fulfilling all post-conference sharing and implementation responsibilities.

2. Application Process

1. **Call for Applications:** The JEPD Coordinator will issue a formal call for applications annually, typically during the first semester, announcing the upcoming EARCOS Annual Conference details, themes, and key dates.
2. **Application Submission:** Interested teachers must complete and submit the official "EARCOS Conference Application Form" by the specified deadline. Accomplish also the standard DIS JEPD Form as required. The form will require:
 - Personal details and current teaching assignment.
 - Justification for attendance, outlining specific sessions/strands of interest.
 - Expected benefits for personal growth, department/team, and student learning.
 - A brief overview of their current Professional Development Plan (PDP).
 - Acknowledgement and agreement to adhere to all policy terms, including financial responsibilities and post-conference sharing.
 - Endorsement/recommendation from their immediate supervisor/Head of Department.

3. Selection Process

1. **Review Committee:** Applications will be reviewed by a committee comprising the JEPD Coordinator, Vice-Principal for Academics, and relevant Academic Team/Department Heads.
2. **Selection Criteria:** Delegates will be carefully selected based on:
 - Strength of alignment between conference content and individual, departmental, and school-wide strategic goals.
 - Potential for positive impact on student learning and instructional practices.
 - Commitment to knowledge sharing and application within DIS.
 - Ensuring an equitable distribution of opportunities across departments and a rotation of delegates over time.
 - Budget availability.
3. **Notification:** All applicants will be notified of the decision in a timely manner.

4. Financial Support

1. **Contribution:** DIS will shoulder **50% of the total expenses (for teachers)** related to the EARCOS Annual Conference for selected delegates. The remaining 50% will be the responsibility of the individual teacher.
2. **Covered Expenses:** DIS's 50% contribution will cover:
 - Conference Registration Fee.
 - Round-trip economy airfare (most direct and economical route from Taipei).

- Accommodation for the duration of the conference (shared occupancy, if applicable, based on school policy).
 - A reasonable daily per diem for meals and incidentals, as determined by the school's finance office.
- 3. Reimbursement Procedure:**
- Delegates will be responsible for purchasing their own flights and booking accommodation in advance (unless alternative arrangements are explicitly made and approved by DIS Finance).
 - Original receipts for all expenses (registration, flights, accommodation, and daily per diem breakdown) must be submitted to the school's finance office within **ten (10) working days** upon return from the conference.
 - Reimbursement will be processed upon verification of submitted documentation and adherence to all policy guidelines.

5. Pre-Conference Responsibilities of Delegates

1. **Class Coverage:** Delegates are responsible for coordinating with their department heads/colleagues to arrange appropriate class coverage for their absence. Lesson plans and materials must be prepared in advance to ensure minimal disruption to student learning.
2. **Pre-Briefing:** Attend a mandatory pre-conference briefing with the JEPD Coordinator and their immediate supervisor/Head of Department to discuss specific learning objectives and expected contributions.
3. **Travel Arrangements:** Promptly make all necessary travel and accommodation bookings in accordance with school guidelines and financial policies.

6. During-Conference Expectations of Delegates

1. **Active Participation:** Actively participate in chosen sessions, workshops, and networking events to maximize learning.
2. **Professional Conduct:** Maintain professional conduct and represent DIS positively at all times.
3. **Note-Taking:** Take detailed notes and collect relevant materials, resources, and contact information.
4. **Networking:** Engage in meaningful discussions with other educators to broaden perspectives and gather diverse insights.

7. Post-Conference Responsibilities of Delegates

1. **Expense Submission:** Submit complete expense reports with all original receipts to the Finance Office within **ten (10) working days** of returning.
2. **Knowledge Sharing (Mandatory):** Delegates are required to share their acquired knowledge and insights with the DIS community through at least **two (2)** of the following avenues, within three (3) weeks of their return:

- A formal presentation to their department or academic team.
 - Facilitation of a Professional Learning Community (PLC) session based on key takeaways.
 - A practical workshop for colleagues demonstrating a new strategy or tool.
 - Contribution of a written summary or resource guide to the DIS JEPD Manual or internal professional development platform.
 - Implementation of a new strategy/tool in their classroom, followed by a brief report on its initial impact, to be discussed with their supervisor.
3. **Impact Report:** Submit a concise "Conference Impact Report" to the JEPD Coordinator outlining key learnings, proposed applications, and anticipated impact on student learning and school improvement.
 4. **Follow-Up:** Engage in follow-up discussions with the JEPD Coordinator and their supervisor to discuss the implementation of new strategies and their effectiveness.

8. Monitoring and Evaluation

The JEPD Coordinator, in collaboration with Academic Teams and Administration, will monitor the impact of conference participation through:

- Feedback from knowledge-sharing sessions.
- Observation of implemented strategies in classrooms.
- Discussions within PLCs regarding the application of new learning.
- Assessment of contribution to school-wide goals and student learning outcomes, which will feed into the annual update of the JEPD Manual and contribute to ACS WASC accreditation documentation.

NOTE: *This policy is subject to review and revision by the DIS Administration as deemed necessary to ensure its effectiveness and alignment with the school's evolving needs and strategic direction.*

DIS JEDP's Strategic Record Keeping for Proper Documentation

The DIS JEDP (likely an educational program or department) employed a multi-faceted approach to strategic "Record Keeping" to ensure proper and comprehensive documentation. This strategy focused on centralizing and regularly updating critical information, contributing to enhanced accountability, transparency, and data-driven decision-making.

Key components of this strategic record-keeping included:

- **Unified IPP (Individual Performance Plan):** The DIS JEDP strategically utilized a unified Individual Performance Plan (IPP). This standardized plan served as a critical tool for documenting individual performance goals, progress, and evaluations for staff members. By maintaining consistent IPPs, the program

ensured clear expectations, facilitated regular feedback, and provided a structured record of individual professional development and achievement.

- **Unified PLC Agenda/Planning Form:** The DIS JEDP made strategic use of a unified PLC (Professional Learning Community) Agenda/Planning Form. This form served as a singular, consistent tool to meticulously record every single PLC meeting. By standardizing the documentation process, it ensured that all relevant details—such as topics discussed, decisions made, action items, assigned responsibilities, and timelines—were consistently captured. This created a comprehensive historical record of professional development initiatives and collaborative planning sessions, allowing for easy retrieval, review, and follow-up. It also provided a clear framework for future planning and ensured continuity across different PLC sessions.
- **Documentation of Experimental Lessons:** The program also strategically documented "Experimental Lessons." This involved meticulously recording the planning, implementation, observations, and outcomes of innovative teaching approaches or pedagogical experiments. This documentation allowed for systematic evaluation of new methods, sharing of best practices, and informed decision-making regarding curriculum development and instructional strategies.
- **Updated Record of Teachers' Professional Development (PD) Participations and Academic Accomplishments:** The program maintained an updated and comprehensive record of teachers' participation in professional development activities. This included details such as the type of PD, dates attended, learning outcomes, and any certifications or acknowledgments received. Furthermore, academic accomplishments of teachers were also systematically recorded. This meticulous tracking allowed the DIS JEDP to:
 - Monitor the professional growth of its teaching staff.
 - Identify areas where further training might be needed.
 - Recognize and celebrate teacher achievements.
 - Provide data for performance reviews and career progression planning.
 - Demonstrate the program's commitment to continuous improvement and staff development.
- **Electronic Folder for Centralized Data Keeping:** To streamline data management, the JEDP Coordinator utilized an electronic folder system. This digital repository served as a central hub for containing all the information collected from the PLC Leaders. This electronic system facilitated efficient organization, secure storage, and easy accessibility of critical data, ensuring that all documentation was readily available for analysis, reporting, and strategic planning.

By implementing these comprehensive strategies, the DIS JEDP established a robust system for documentation that went beyond mere data collection. It transformed record-keeping into a strategic asset, providing actionable insights and supporting the overall goals of the program.

V. EVALUATION AND FEEDBACK

Charlotte Danielson's Framework for Teaching: A Brief Description

Charlotte Danielson's "Framework for Teaching" is a comprehensive, research-based model that defines and describes the complex work of teaching. The framework is designed to provide a common language for teaching practice, guide professional conversations, facilitate self-assessment, and support professional growth rather than solely serving as a punitive evaluation tool.

It breaks down the teaching profession into **22 components**, organized into **four domains** of professional practice:

1. **Planning and Preparation:** This domain focuses on the teacher's knowledge of content and pedagogy, knowledge of students, setting instructional outcomes, demonstrating knowledge of resources, designing coherent instruction, and designing student assessments.
2. **Classroom Environment:** This domain addresses how the classroom is managed and the atmosphere created for learning. Components include creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior, and organizing physical space.
3. **Instruction:** This domain centers on the act of teaching itself. It includes communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction, and demonstrating flexibility and responsiveness.
4. **Professional Responsibilities:** This domain covers a broader range of professional duties, such as reflecting on teaching, maintaining accurate records, communicating with families, participating in a professional community, growing and developing professionally, and showing professionalism.

For each of the 22 components, Danielson provides detailed **rubrics** that describe four levels of performance:

- **Unsatisfactory:** Performance at this level is not acceptable.
- **Basic:** Performance at this level is minimally competent but needs improvement.
- **Proficient:** Performance at this level is fully competent and demonstrates a clear understanding of the component.
- **Distinguished:** Performance at this level demonstrates exceptional skill and leadership, often serving as a model for others.

Integrating Danielson's Framework into DIS Teacher Evaluation and Feedback

At DIS, the integration of Danielson's Framework within the PD/PLC structure ensures consistency, clarity, and a growth-oriented approach to teacher evaluation and feedback.

1. Peer Observation and Post-Conference:

- **How it uses Danielson:** Before the observation, the observed teacher and the peer observer would collaboratively identify specific Danielson components or elements within a domain (e.g., *Domain 3b: Questioning and Discussion Techniques* or *Domain 2b: Establishing a Culture for Learning*) to be the focus of the observation.
- **Feedback:** During the post-conference, feedback would be highly specific, referencing the Danielson rubric language. For example, "I noticed your students were actively engaged in complex problem-solving, which demonstrates a distinguished level in *3c: Engaging Students in Learning*, as they were taking intellectual risks." This provides concrete examples tied to a recognized standard, fostering objective discussion and shared understanding of effective practice.

2. Conference with ARDT/Department Head:

- **How it uses Danielson:** The ARDT representative or Department Head would use the complete Danielson Framework as the primary lens for their discussions and evaluations. They would be trained to gather evidence across all four domains through observations, review of lesson plans, student work, and teacher reflections.
- **Feedback:** Feedback sessions would involve a comprehensive review of the teacher's practice, explicitly aligning observations and evidence with performance levels across various Danielson components. Goals for improvement would often be directly linked to moving from one performance level to the next within specific components, providing clear targets for professional growth (e.g., "Let's focus on strategies to enhance student-led discussions to move from 'Basic' to 'Proficient' in *3b: Questioning and Discussion Techniques*").

3. Results of the Quarterly Students' Perception Survey:

- **How it uses Danielson:** While student surveys don't directly evaluate Danielson components, their insights can strongly inform them. Questions related to classroom atmosphere, clarity of instruction, teacher support, and fairness can provide valuable student perspectives that map to components in *Domain 2: Classroom Environment* (e.g., *2a: Creating an Environment of Respect and*

Rapport, 2b: Establishing a Culture for Learning) and *Domain 3: Instruction* (e.g., *3a: Communicating with Students*).

- **Feedback:** Teachers would analyze their anonymized survey results, reflecting on how student perceptions align with their self-assessment using Danielson's rubrics. For instance, if students indicate a lack of clarity, the teacher might focus on improving their *3a: Communicating with Students* strategies, perhaps by revisiting the "Proficient" descriptors for that component. This data provides a unique perspective for targeted professional development.

4. Personal Evaluation of Teachers using the IPP (Individual Performance Plan):

- **How it uses Danielson:** The IPP becomes a personalized roadmap for professional growth, with goals explicitly framed using Danielson's language. Teachers would conduct a self-assessment using the rubrics, identifying specific components where they aim to grow (e.g., "I will focus on moving from 'Basic' to 'Proficient' in *1c: Setting Instructional Outcomes*").
- **Feedback:** Throughout the year, progress on the IPP would be discussed in conferences, always referencing the Danielson rubric. The ARDT/Department Head provides feedback on the strategies employed and the evidence of growth against the defined performance levels. The final evaluation of the IPP would assess the teacher's success in achieving the targeted Danielson-aligned goals, emphasizing continuous improvement and professional mastery.

By consistently applying Danielson's Framework across these diverse avenues, DIS establishes a coherent, transparent, and developmental system for teacher evaluation and feedback. It fosters a common understanding of high-quality teaching, facilitates meaningful professional conversations within PLCs, and empowers teachers to take ownership of their continuous growth.

VI. FACULTY AND STAFF APPRAISAL

Guidelines for Teacher Service Recognition at Dominican International School, Taipei City, Taiwan (ROC)

These guidelines outline a formal system for recognizing the invaluable contributions of teachers at Dominican International School (DIS) based on their years of dedicated service. This initiative aims to acknowledge loyalty, celebrate commitment, and foster a strong sense of community and appreciation within the school.

Purpose:

- To formally recognize and appreciate the long-term commitment and dedication of teachers to DIS.

- To acknowledge the profound impact these experienced educators have on student learning and the school community.
- To foster a culture of gratitude and reinforce the value of continuous service.
- To serve as an inspiration for newer faculty members.

Eligibility:

All full-time teaching staff members who have completed the specified years of continuous service at Dominican International School are eligible for recognition. Years of service will be calculated based on the start date of their initial employment contract with DIS.

Recognition Milestones and Forms of Recognition:

Recognition will be awarded at the following service milestones, with varying forms of acknowledgment:

- **5 Years of Service:**
 - **Acknowledgement:** A personalized certificate of appreciation from the school administration.
 - **Token:** A small, symbolic gift (e.g., a high-quality DIS-branded item, a gift voucher for a local bookstore/cafe).
 - **Public Recognition:** Mention in the school newsletter and during a school assembly or faculty meeting.
- **10 Years of Service:**
 - **Acknowledgement:** A personalized certificate of appreciation signed by the School Principal and Board representatives.
 - **Token:** A more substantial gift, symbolic of a decade of service (e.g., a personalized plaque, a significant gift voucher, or a curated gift basket).
 - **Public Recognition:** Special mention and brief acknowledgment during a major school event (e.g., year-end awards ceremony, faculty dinner). A featured profile in the school's annual yearbook or alumni newsletter.
- **15 Years of Service:**
 - **Acknowledgement:** A framed certificate of commendation, presented by the School Principal and a representative from the Board.
 - **Token:** A commemorative gift of significant value, potentially tailored to the teacher's preference or field (e.g., a custom-designed pin, a significant professional development allowance, or a substantial gift certificate).
 - **Public Recognition:** Formal recognition at a major school event with an opportunity for a brief speech or video tribute. A dedicated feature on the school website's "Faculty Spotlight" page.
- **20 Years of Service:**
 - **Acknowledgement:** A distinguished service award plaque, presented by the School Principal and a representative from the Board, possibly at a special faculty event.

- **Token:** A premium gift or experience (e.g., a travel voucher, a significant educational grant, or a customized piece of artwork).
- **Public Recognition:** Formal announcement and presentation at a public school event. Permanent inclusion on a "Long-Serving Faculty" display or plaque within the school premises.
- **25 Years of Service:**
 - **Acknowledgement:** The "Dominican International School Quarter-Century of Service Award," a prestigious recognition presented by the School Principal and a Board representative.
 - **Token:** A substantial monetary gift or a significant sabbatical leave opportunity (e.g., for professional development or personal enrichment), upon discussion and approval.
 - **Public Recognition:** Honored at a special reception or dinner dedicated to celebrating long-serving faculty. A comprehensive feature story in school publications and media.
- **30 Years and Beyond:**
 - **Acknowledgement:** The "DIS Distinguished Legacy Award," recognizing exceptional and enduring commitment to the school's mission.
 - **Token:** A highly personalized and significant token of appreciation, potentially including a naming opportunity for a school award or scholarship in their honor, or a lifetime pass to school events.
 - **Public Recognition:** Grand celebration at a major school-wide event, potentially involving alumni and past faculty. A dedicated section in the school archives acknowledging their historical contribution.

Annual Recognition Event:

An annual "DIS Service Recognition Ceremony" will be held to formally acknowledge all teachers reaching a service milestone within that academic year. This event will provide an opportunity for the entire school community to express its gratitude and celebrate the dedication of its educators.

Recognition for Outstanding Teachers

In addition to recognizing years of service, DIS is committed to acknowledging teachers who consistently demonstrate exceptional performance, innovation, and leadership in their roles. This recognition aims to highlight exemplary teaching practices and inspire excellence across all academic levels.

Purpose:

- To identify and celebrate teachers who exemplify outstanding teaching, commitment to student success, and contributions to the school community.
- To promote best practices and foster a culture of continuous improvement and pedagogical innovation.

- To provide public recognition that motivates and validates exemplary educators.

Selection Process:

A selection committee, potentially comprising school administration, department heads, and peer representatives, will identify outstanding teachers based on a combination of criteria, which may include:

- **Instructional Excellence:** Demonstrated mastery of subject matter, innovative teaching methodologies, engaging classroom environments, and measurable positive impact on student learning and achievement.
- **Professionalism and Collaboration:** Active participation in professional learning communities (PLCs), collaboration with colleagues, commitment to continuous professional development, and adherence to school values.
- **Student Support and Engagement:** Ability to build strong rapport with students, provide effective individualized support, foster a positive and inclusive learning environment, and inspire a love of learning.
- **Contribution to School Community:** Involvement in extracurricular activities, leadership in school initiatives, mentorship of other teachers, and positive contributions to the overall school culture.

Categories of Recognition:

One outstanding teacher will be recognized from each of the following divisions annually:

- **Lower School Outstanding Teacher**
- **Middle School Outstanding Teacher**
- **High School Outstanding Teacher**

Forms of Recognition:

- **Acknowledgement:** A "DIS Outstanding Teacher Award" plaque presented by the School Principal and Board representatives.
- **Token:** A significant professional development grant, a monetary award, or a customized token of appreciation.
- **Public Recognition:**
 - Formal announcement and presentation at the annual "DIS Service Recognition Ceremony" or a special faculty event.
 - A dedicated feature story in the school's official newsletter, yearbook, and website.
 - Opportunity to share best practices with colleagues in a professional development session.
 - Permanent inclusion of their name on an "Outstanding Teachers" display within the school.

The DIS TORCH Awards

The DIS TORCH Awards are established to recognize teachers who embody the core values of **T**ruthful, **O**rganized, **R**eflective, **C**ourageous, and **H**elpful in their daily practice and interactions. This award celebrates educators who shine as examples of character, professionalism, and dedication within the DIS community.

Purpose:

- To highlight teachers who consistently demonstrate the qualities of Truthfulness, Organization, Reflection, Courage, and Helpfulness.
- To reinforce and celebrate the core values that contribute to a positive and effective learning environment at DIS.
- To inspire all faculty members to embody these virtues in their professional and personal lives.

Meaning of TORCH:

- **T - Truthful:** Demonstrates honesty, integrity, and authenticity in all interactions, fostering trust among students, colleagues, and parents. Upholds ethical standards and transparency.
- **O - Organized:** Exhibits effective planning, systematic approach to tasks, and efficient management of time, resources, and classroom environment, leading to smooth operations and clear expectations.
- **R - Reflective:** Engages in continuous self-assessment and thoughtful consideration of teaching practices, student outcomes, and personal growth, using insights to refine and improve.
- **C - Courageous:** Shows boldness in tackling challenges, advocating for students' needs, embracing new ideas, and leading by example, even when faced with adversity or discomfort.
- **H - Helpful:** Consistently supports and assists students, colleagues, and the wider school community, offering guidance, collaboration, and a willingness to contribute positively to the collective well-being.

Eligibility:

All full-time teaching staff members who have completed at least one full academic year at Dominican International School are eligible for nomination.

Nomination and Selection Process:

- **Nomination:** Nominations can be submitted by students (Middle and High School), parents, colleagues, department heads, and school administration. A

nomination form will be provided, requiring specific examples and justifications for how the nominee embodies each of the TORCH values.

- **Review Committee:** A dedicated TORCH Awards Committee, comprising representatives from school administration, department heads, and faculty (potentially including past awardees), will review all nominations.
- **Selection Criteria:** The committee will evaluate nominations based on the clarity and strength of the evidence provided for each of the five TORCH values. The nominee's overall impact on the school community will also be considered.
- **Confidentiality:** The nomination and selection process will be strictly confidential to ensure integrity and impartiality.

Categories of Recognition:

One teacher will be recognized for embodying each of the TORCH values, resulting in five distinct TORCH Awardees. These may be from any division (Lower, Middle, or High School).

- **Truthful Teacher Award**
- **Organized Teacher Award**
- **Reflective Teacher Award**
- **Courageous Teacher Award**
- **Helpful Teacher Award**

The Overall TORCH Awardee:

From the five individual TORCH Award recipients, the committee will select **one exceptional teacher** to receive the **Overall TORCH Awardee**. This individual will be someone who not only excels in one specific value but comprehensively embodies all five principles of TORCH to an outstanding degree, serving as a beacon of DIS values.

Forms of Recognition:

- **Individual TORCH Awardees:**
 - **Acknowledgement:** A personalized "DIS TORCH Award" certificate and a specially designed medallion or plaque.
 - **Token:** A meaningful gift or professional development opportunity related to their recognized quality.
 - **Public Recognition:** Formal announcement and presentation at the annual "DIS Service Recognition Ceremony" or a key faculty meeting. Feature in school newsletters and on the school website.
- **Overall TORCH Awardee:**
 - **Acknowledgement:** A larger, distinctive "Overall DIS TORCH Award" trophy or plaque.
 - **Token:** A more significant monetary award or a substantial professional development grant.

- **Public Recognition:** Prominent recognition at a major school event (e.g., year-end awards ceremony), with an opportunity for a short acceptance speech. A dedicated feature in all school publications, and their name permanently inscribed on a central "DIS TORCH Award" display within the school. They may also be invited to serve on future TORCH Awards committees or mentor colleagues.

Review and Adaptability (Original Section):

These guidelines will be reviewed periodically (e.g., every three years) by the school administration, in consultation with faculty representatives, to ensure their continued relevance, fairness, and alignment with the school's values and resources. Adjustments may be made to the forms of recognition based on feedback and evolving circumstances.

VII. PD Document Templates



Dominican International School
台北市私立道明外僑學校
No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.
10464 臺北市中山區大直街 76 號



PROFESSIONAL DEVELOPMENT SUPPORT REQUEST FORM S.Y. 2025-2026

To: Sr. Jacqueline Manuel, O.P.

From: _____

Date: June ____, 2025

Dear Sr. Jackie,

Attached is the information for the **[Name of the Conference]**. I wanted to share this with you because [briefly state your reason, e.g., 'I believe it would be a valuable opportunity,' or 'it aligns with my current designation'].

Conference Details

Conference Name: [Name of the Conference]

Modality: Online, In-Person, Hybrid/Blended

Date(s): [Start Date] – [End Date]

Venue: [Conference Venue]

Estimated Costs

Please note that all amounts are estimates and may be subject to change.

Particulars	Amount in US Dollars	Amount in NT Dollars
Registration Fee		
Transportation: -Local -Flights		
Accommodation		
Meals/Per Diem		
Other (Specify)		
TOTAL ESTIMATE		

Request for Sponsorship

I would like to request that the school sponsor the PD cost for the [Conference Name] conference. Rest assured that attending this conference will directly benefit our school by [mention a specific

benefit, e.g., allowing us to bring back new teaching strategies, improving our skills in a certain area, networking with other educators].

Upon my return, I am committed to sharing the knowledge and resources gained with our staff, ensuring that the entire school community benefits from this investment.

Thank you for considering my request and for your continued support of professional growth.

Sincerely yours,|

[Signature over printed name]

Name: _____
[Your Full Name]

Designation: [Your Designation]

Noted: _____
Mr. John Erick S. Moje, M.A. Ed., LPT
PD Coordinator

Approved: _____
Sr Jacqueline Manuel, O.P.
Directress/Principal

Sr. Lorna Alamares, O.P.
School's Treasurer

Approved

Not approved

Professional Learning Community Meeting/Planning Agenda SY 2025-2026

PLC Meeting Number	
Date and time:	
PLC Leader/s	
Facilitator (<i>Rotating Roles</i>)	
Members Present	
Note Taker (<i>Rotating Roles</i>)	
PLC Core Principles	Clearly evident- Focus on Student Learning: The primary purpose of PLC meetings is to improve student

	<p>outcomes. Conversations should always circle back to how decisions and actions will impact students.</p> <p>Clearly Evident - Collaborative Culture: Foster an environment of trust, respect, and open communication where all voices are valued.</p> <p>Clearly Evident - Results-Oriented: Meetings should aim for tangible outcomes related to student learning and instructional practices.</p> <p>Clearly Evident - Commitment to Continuous Improvement: Embrace a mindset of ongoing learning and adjustment based on data and reflection.</p>
<p>Guide Questions for Effective PLC (by Richard DuFour)</p>	<p>Effectively Addressed <u>What is it we want our students to learn?</u> <i>This question pushes teams to clarify essential learning outcomes, standards, and curriculum. It's about identifying the "what" of learning – what knowledge, skills, and understandings are non-negotiable for all students.</i></p> <p>Effectively Addressed <u>How will we know when they have learned it?</u> <i>This question focuses on assessment. PLCs need to determine how they will collectively gather evidence of student learning. This often involves developing common formative and summative assessments, analyzing student work, and establishing clear criteria for proficiency.</i></p> <p>Effectively Addressed <u>How will we respond when some students do not learn?</u> <i>This question addresses intervention. When data reveals that students haven't mastered essential learning, what systematic and timely support will be provided? This moves beyond remediation to proactive, targeted interventions designed to ensure all students catch up.</i></p> <p>Effectively Addressed <u>How will we respond when they already know it?</u> <i>This question focuses on extension and enrichment. For students who have already demonstrated proficiency, how will their learning be deepened and expanded? This ensures that all students are continually challenged and engaged, regardless of their starting point.</i></p>
<p>DIS ACS WASC Learning Goals</p>	<p>Not Evident - Goal 1: Improve the English Proficiency of Students</p> <p>Not Evident - Goal 2: Develop learners' critical thinking skills by finding new ways to address this issue through action research and experimental methodology.</p>

	<p>Not Evident - Goal 3: Develop assessment by means of analysis of student performance data and continuous evaluation and improvement of assessment methods. Implement data-driven improvement based on internal assessment data.</p> <p>Not Evident - Goal 4: Teachers focus on differentiated instruction in their teaching.</p> <p>Partially Evident - Goal 5: Implement a school-wide drive to develop literacy throughout the entire curriculum.</p> <p>Clearly evident - Goal 6: Keep a database of all the successful experimental lessons for other teachers to repeat and refine.</p> <p>Not Evident - Goal 7: Train teachers to use digital resources more effectively.</p> <p>Not Evident - Goal 8: Create and maintain an environment that takes care of students' social-emotional well-being and allows all learners to thrive by fostering equity and diversity.</p> <p>Not Evident - Goal 9: Curriculum Development.</p> <p>Source: <i>DIS ACS WASC Interim Report 2024</i></p>
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Meeting/Planning Proper

- Welcome/Attendance
- Opening Prayer
- Review of Previous Meeting's Action Items/Follow-Up (PLC Leader)
- Agenda

Agenda item	Notes from the Meeting	Action Steps/Decision Taken

“Kindling the Light of Faith, Hope, and Love: The Legacy of St. Dominic de Guzmán”

Results of PD Survey (May 2025)

A. Culture of Research & PD Effectiveness

Qualitative Question A.1: In what ways does DIS PD support or hinder your ability to engage in research or in-depth investigation related to your work?

I. Challenges and Hindrances to Research and In-Depth Investigation

- **Time Constraints:**

- "The P&P time I do have is consumed by grading, meetings, and substitutions."
- "Limited time and follow-up support make it difficult to fully explore and implement new strategies in a meaningful, research-driven way."
- "I haven't considered engaging in research or in-depth investigations. As a classroom teacher, I'm already constantly in work mode while on campus due to the number of students and the number of teaching loads I currently have."
- "During the school year, I don't have time to engage in research or in-depth investigation related to my work. I use my summer holiday for PD."
- "Some PD sessions are overly broad or mandatory without relevance to my subject area, which limits the time I have to pursue research that directly impacts my students."
- "Sometimes it takes a lot of time at the beginning of the year when I could be planning more effectively by myself or grade level co-teachers."
- "Maybe one hindrance I can foresee to allow me to engage in-depth research will be time."
- "Time Constraint due to heavy teaching load"

- **Relevance and Focus of PD:**

- "Much of the PD is broad in scope and doesn't always allow for deep dives into specific areas of interest or classroom needs."
- "Some PDs were seemingly irrelevant to education, (the Thomas Aquinas lecture and the anti-trans priest) which just felt like a waste of time and just left many of us feeling disappointed. This hindered my ability to prepare and research for the upcoming school year."
- "Some PD topics may be interesting, but there's often little follow-up or support for implementing or studying the impact of these ideas in practice."
- "While most PDs are important in school, the ones DIS have offered are not targeted for our year group, thus I find it difficult to apply in my teaching."
- "A school-wide PD system, can't possibly provide a template of one size fits all for a school with levels from PRE-K 2 to graduation with an AP program."

- **Lack of Structure/Support:**

- "Limited time and follow-up support make it difficult to fully explore and implement new strategies in a meaningful, research-driven way."
- "There is no structured approach."
- "Some PD topics may be interesting, but there's often little follow-up or support for implementing or studying the impact of these ideas in practice."

- **Financial Constraints:**

- "Financial Constraint."

II. Opportunities and Support for Research and Professional Growth

- **Provision of Research Opportunities and Time:**

- "Provide research opportunities and time."
- "Allowing people to do their research/experiment lessons on students, which is

very helpful."

- "DIS PD supports my ability to engage in research by providing structured time for collaboration, clear instruction and expected outcomes, and access to relevant resources."
- **Structured Learning Opportunities through DIS PD:**
 - "Access to Structured Learning Opportunities: DIS PD often includes workshops, training sessions, and seminars that introduce educators to current educational research, tools, and methodologies. This can spark ideas or provide frameworks for further inquiry."
 - "Introduction to New Resources and Tools: PD sessions may highlight databases, software, or analytical methods that support research or data-driven investigation."
 - "DIS PD occasionally provides a jumping-off point or a topic that I find worthy of investigating myself."
 - "It might provide an idea to try out in class."
 - "So far DIS PD is supporting research."
- **Collaborative Learning and Peer Support:**
 - "Collaborative Learning Communities: Some PD programs encourage peer collaboration or Professional Learning Communities (PLCs), which can be a valuable springboard for joint research or reflective practice."
 - "There are opportunities to collaborate with peers and provide valuable feedback."
 - "I learned some new methods of teaching from my colleagues."
 - "I have found that the PD that DIS provides us with is good for the classroom approach but not necessarily develop drastic changes for myself as a teacher of the school."
 - "DIS PD supports my ability to engage in research by providing structured time for collaboration, clear instruction and expected outcomes, and access to relevant resources."
- **Specific Examples of Beneficial PD/Learning:**
 - "By supporting me with a new curriculum to try with students in Spanish class. Learned the Comprehensible input approach with the new curriculum the school bought and it gave me a way to investigate new ways of teaching the language to my students. Willing to learn more about this methodology."
 - "I got a chance to teach AP Micro."
 - "I also received some input from the outside speakers invited for our PD Workshop."
 - "The SEL PD for example would be something that benefits both the teachers and the students and the members of STUCO should have been involved with the SEL program because through the SEL PD many techniques were discussed and having our students be a part of that would be incredibly beneficial."
- **Supportive Environment:**
 - "DIS PD and the people behind it are always supportive and accommodating and are sincerely open-minded."

III. Teacher Experience and Needs

- **Understanding School Culture:**
 - "I have acquired a deeper understanding of the school's culture through careful observation and learning from my colleagues."
- **Teacher Agency and School Culture:**
 - "There is a great deal of agency, but is that by design, or is it a result of the positive school teaching culture?"
- **Desire for Deeper Engagement/Growth:**
 - "More focused, content-specific PD and opportunities for self-directed or

- inquiry-based learning would better support in-depth professional growth."
- "Willing to learn more about this methodology."

Qualitative Question A.2: Can you provide an example of a time when professional development you received directly led to a positive impact on a research-oriented project or decision?

Impact of Professional Development on Teaching and Research

I. Direct Impact on Classroom Practice and Student Outcomes

- **Implementation of Specific Strategies/Methods:**
 - "I attended several webinars on orthographic mapping and the Science of reading. I implemented the researched based strategies into my phonics lessons. It helped my students decode text and develop fluency."
 - "I learnt about Socratic Seminar Method and I implemented in my Physics class and it was of great success."
 - "When I obtained the Postgraduate Diploma in Education and Teaching, the knowledge I gained greatly helped me implement effective classroom management strategies in my P.E. classes. It also significantly improved my students' behavior."
 - "The PD sessions for TA's have improved classroom management in my class from the 1st quarter to the 2nd quarter."
- **Data-Informed Instruction and Assessment:**
 - "A notable example of professional development directly impacting my research-oriented work occurred during a district-sponsored PD on data-informed instruction and formative assessment practices. The session was facilitated by an external consultant who introduced us to the Plan-Do-Study-Act (PDSA) cycle and shared case studies where schools had used it effectively to improve student learning outcomes."
- **Observation and Student Development:**
 - "I have once attended a workshop led by a doctor/ physical therapist who walked the teachers through the appropriate development of young children, thus led me to observe students in my class more carefully and make sound judgement whether they are developing appropriately for their age."

II. Foundational and Ongoing Professional Growth

- **Degree Programs and Formal Qualifications:**
 - "My PGCE and MA program had the biggest impact." (Repeated entry, indicating significant influence)
 - "When I obtained the Postgraduate Diploma in Education and Teaching, the knowledge I gained greatly helped me implement effective classroom management strategies in my P.E. classes."
- **Continuous Learning Philosophy:**
 - "I don't think that any research that a professional teacher will lead to any 'AHA!!' moments. I think each course, podcast, practice, experimental lesson has provided me with evidence of how it worked on that day with those students. Over time the students change and the curriculum changes. Continuous PD learning, practice, experiment and reflect lead to better teacher and better outcomes."
- **Reflection and Purpose:**

- "SEL meetings reminded me of why I am here ~ work for education."

Qualitative Question A.3: What specific types of professional development do you believe would most effectively foster a stronger culture of research within our organization?

Fostering a Culture of Research and Targeted Professional Development

I. Principles for Effective Professional Development and Research Culture

- **Intentionality and Integration:**

- "To foster a stronger culture of research within our organization, professional development should be intentional, sustained, and embedded in our day-to-day work."
- "To foster a stronger culture of research, professional development should move beyond one-time workshops and toward ongoing, inquiry-driven learning experiences related to our school-wide learning goals."
- "Foundational PD for a Research Culture (for All Teachers), Promoting Academic Integrity and Ethical Research in a Digital Age, Ongoing Support & Infrastructure for a Research Culture."
- "Professional learning that places greater emphasis on the thinking process rather than solely on outcomes."

- **Defining "Culture of Research":**

- "I think we need to better define what a "culture of research" means. Most teachers who want to improve their classrooms research constantly."

- **Minimizing Broad Sessions:**

- "I think it needs to be subject and level-specific, and minimize a large group overall session unless it is something everyone will need to know."

II. Specific Professional Development Approaches to Support Research

- **Action Research and Inquiry-Based Learning:**

- "Action Research Training: Provide educators with structured PD on how to design and conduct classroom- or program-based research. This should include instruction on research questions, data collection methods, analysis techniques, and how to draw conclusions that inform practice."
- "Training in action-based research."
- "ACTION RESEARCH and SEL Collaborations."
- "Hands-on training on play-based learning/ inquiry-based learning/ student-centered approach."
- "Offering structured guidance, time to implement research cycles, and forums to share findings would normalize reflective practice and continuous improvement."
- "Equip staff with the tools to design, conduct, and reflect on small-scale, classroom-based or program-based research."

- **Data Literacy and Usage:**

- "Data Literacy Workshops: Offer ongoing PD focused on interpreting and using both qualitative and quantitative data. Equipping staff with the skills to analyze student outcomes, survey results, and assessment trends empowers them to ask deeper questions and investigate instructional impact."
- "Encourage teachers to conduct surveys in class."

- **Professional Learning Communities (PLCs) and Collaboration:**

- "Professional Learning Communities (PLCs) with a Research Focus: Facilitate PLCs that go beyond lesson planning and use cycles of inquiry (e.g., Plan-Do-Study-Act) to explore and test ideas. Regular collaboration on shared research questions can normalize inquiry as part of the professional culture."
- "Technique/ tactic sharing with colleagues."
- "Workshops, Peer Observation, and PLCs."
- "Perhaps more LS, MS, HS specific training. For example, the PLC sharing of experimental lessons could be separated into three groups."

III. Tailored and Relevant Content for Professional Development

- **Subject and Level Specificity:**

- "I think it needs to be subject and level-specific, and minimize large group overall session unless it is something everyone will need to know."
- "Teaching related information. Classroom management strategies. Subject related updates."
- "PD would need to be better tailored to ages/disciplines at present. PD intended for the entire school has to apply to high school and pre-k equally, rendering it vague and relatively useless."
- "Department-based PD would be beneficial. The Caves Professional Development Seminars that I have attended with other teachers have been very helpful in seeing what other teachers at different institutions are doing and how effective the different approaches to teaching can be."
- "Perhaps more LS, MS, HS specific training. For "I believe the Kindergartens need a separate professional development catered for our age group."
- "The PD that is targeted to our professional field. More practical skills training."

- **Modern Pedagogy and Assessment:**

- "In the lower school, a move away from students receiving number grades and having so many formal assessments would bring us closer in line to modern pedagogy. PD related to this, combined with concrete action, might foster this culture."

- **Technology Integration:**

- "Learning about differentiation or using technology in the classroom. Teaching us how to check and effectively use the surface pads."

- **Cross-Curricular and Innovative Approaches:**

- "Cross-Curricular Collaboration and Flipped Classroom teachings."

- **Current Issues (e.g., Child Safety/AI):**

- "You need child safety and AI. AI bullying has taken new heights especially on social media. Based on the child safety reports, students and teachers have not been timely or consistent in sharing or reporting problems Asap. Allison Ochs at Edulead was excellent in showing how deep AI and cyberbullying are. This is even in schools with no phones."

IV. Resources and Opportunities for External Learning

- **Dedicated Time for Study:**

- "Time and Resources for Independent Study: Offer structured time within the school schedule for teachers to engage in professional reading, conduct investigations, or attend research-based webinars and conferences."

- **Conferences and External Speakers:**

- "The EARCOS teachers conference is a good example."
- "Inviting Highly Qualified Speakers."

- "Regularly attending conferences and learning the latest developments in the field greatly helps us foster a stronger culture of research within our organization."

B. Culture of Collaboration and PD

Qualitative Question B.1: Describe a recent collaborative effort that was particularly successful. What made it successful, and did any past professional development contribute to its success?

Collaboration in Education: Experiences, Successes, and Challenges

I. Successful Collaborative Initiatives and Their Drivers

- **Shared Goals and Communication:**

- "My PLC group is pretty good. We always share ideas and help each other."
- "Grade 5 graduation ceremony. Successful collaboration due to open communication."
- "Our group helped each other prepare in advance for an event. There was a lot of advance notice so everyone was prepared. The advance notice led to less rifts between colleagues."
- "I collaborated with Ms. Zoe on a service learning outreach project, which was highly successful because we shared the same goal."
- "A recent successful collaborative effort was a HOUSE meeting where all mentors worked together to plan activities for the upcoming school event. Despite our busy schedules, we communicated effectively through shared documents and group chats, allowing everyone to contribute ideas in advance. The success came from clear role distribution, mutual respect, and a shared goal. Past professional development on communication strategies and using collaborative tools like Google Workspace played a key role in making the process smooth and efficient."
- "In our SEL group, we had a pizza party recently. All our group members collaborated very well and we had a good time together chatting and sharing."

- **Curriculum Alignment and Instruction:**

- "ELA and EAL teachers have worked more closely this year in the classroom and in terms of aligning the curriculum. I don't recall if any specific PD contributed to this."
- "A recent collaborative effort that stands out as particularly successful was the development and implementation of a cross-grade literacy intervention strategy at our school. This project brought together classroom teachers, reading specialists, and instructional coaches to address a shared concern: inconsistent reading comprehension outcomes across grade levels."
- "Sharing G8 ELA and EAL with Mr. Henry."
- "Having the EAL and ELA classes combined for some writing activities was very beneficial to the students. Narrative writing is a great chance for students to give peer feedback and advice and by collaborating with Mr. Wakeling and combining my EAL class with his, the students of my EAL class benefited tremendously."
- "My EAL/ELA collaboration has been improving this year. Our weekly meetings made our classes more effective."
- "Worked with my team and came up to a logistic reading plan for students from G4-G8. It works very well and all teachers are working toward the goal. The PD was provided by a local university in 2019 and we have been using the tool since then."

- "EAL PROGRAM- A regular meeting and discussion on how to address the learners' needs based on WIDA and IOWA Tests definitely put the teachers on track."
- **Student Support and Behavior:**
 - "Discussing student behavior in the lower years has improved classroom instruction."
 - "Coordination with subject teachers and counselors about a bullying incident before an MUN conference involving the bullied student. Collaboration among teachers resulted in a positive event despite obstacles."
 - "Collaborating as a Senior Project mentor, especially guiding Grade 12 students who test their projects within my classes, has been notably successful."
- **General Collaboration Efforts:**
 - "I collaborated with colleagues to support Grade 5 graduation. We aligned our strategies across classes. It worked OK, not great."
 - "I collaborated with my colleagues in the grade throughout the year teaching weekly reading lessons. No past PD contributed to the experience."
 - "My collaboration has been timely sharing of information. Mr. Leon and I share information about G11s. Sofia the counselor gave us pertinent information about bullying."

II. Factors Influencing Collaboration Success and Challenges

- **Impact of Professional Development (PD):**
 - "While specific PD sessions did not directly enable this success [Senior Project mentoring], my accumulated PD experiences have undeniably refined my instructional methods and collaboration skills."
 - "Past professional development on communication strategies and using collaborative tools like Google Workspace played a key role in making the process smooth and efficient."
 - "Differentiation in class, years ago I attended an Earcos conference that involved this topic and was very useful for Religious Studies and Spanish classes approach with students that needed this kind of support."
 - (Absence of PD mentioned): "ELA and EAL teachers have worked more closely this year... I don't recall if any specific PD contributed to this." and "I collaborated with my colleagues in the grade throughout the year... No past PD contributed to the experience."
- **Time and Scheduling Constraints (Challenges):**
 - "The most significant challenge in collaboration is the constraint of time and scheduling conflicts."
 - "For cross-curricular, I express skepticism because many of us have course content we need to cover, grades to submit, and are on deadlines. To align content with other departments is difficult and adds time constraints."
- **Recommendations for Enhanced Collaboration:**
 - "PD aimed at optimizing collaborative scheduling and effective time management strategies could mitigate these challenges."
 - "Identifying the most effective types of PD for enhancing collaboration should ideally involve consultation with PD specialists. An external expert could objectively assess our current collaborative practices and recommend evidence-based strategies tailored to our specific context."
 - "Having teachers from other departments in one PLC group."

III. General Professional Practice & Learning

- **Observational Learning:**
 - "Observing other teachers teach."

Qualitative Question B.2: What are the biggest challenges you face when trying to collaborate with other individuals or teams at DIS? How might specific PD address these challenges?

Challenges to Effective Collaboration at DIS

I. Systemic and Structural Barriers

- **Time and Scheduling Constraints:**
 - "Time, schedules, and workload."
 - "I feel that we don't have time to collaborate; a more flexible schedule would be helpful."
 - "One of the biggest challenges I face when trying to collaborate with other individuals or teams at DIS is the lack of consistent time and alignment across departments."
 - "Even when there's shared interest, logistical barriers like conflicting schedules or unclear roles often get in the way."
 - "Lack of time from both sides."
 - "One of the biggest challenges is finding consistent time to collaborate. Different departments or teams often have conflicting schedules, which makes joint planning or shared work difficult to sustain."
 - "The most significant challenge in collaboration is the constraint of time and scheduling conflicts."
 - "Finding time to make projects that are cross curriculum is difficult."
 - "Scheduling and curriculum hinder cross-curricular activities."
 - "Sometimes the regular workday is too busy, so it's hard to collaborate effectively."
 - "Limited time is one of the challenges I face when trying to collaborate with other individuals or teams at DIS. For example, the HOUSE Committee wanted to schedule a meeting with all HOUSE mentors, but our class schedules differ. Even after school, I have sports training, which makes finding a common time difficult."
- **Communication and Information Flow:**
 - "I think the communication and lack of SOP for big events can be something we need to work on."
 - "No advance notice for preparation for events."
 - "Lack of Real-time, Nuanced Contextual Understanding."
 - "Limited awareness of what other individuals or departments are working on. This leads to duplication of efforts or missed opportunities for synergy."
 - "It is difficult to find a clear guideline on where each individual or teams meet their standards."
- **Organizational Structure and Leadership:**
 - "Collaboration across departments or roles may be hindered by rigid organizational structures."
 - "Some department heads are basically absentee, so there's basically no help at all."
 - "A top-down approach is needed. Department heads need to address this question and discuss their ideas with the teachers they manage."

- "Perhaps one of our action research requirements could be a cross curricula lesson or series of lessons." (Implies a need for systemic integration of cross-curricular work).
- "Unless a large department wide push is made, I think this will remain an informal initiative." (Regarding cross-curricular projects).
- **Lack of Clear Guidelines/Alignment:**
 - "It is difficult to find a clear guideline on where each individual or teams meet their standards."
 - "Identifying goals."

II. Interpersonal and Cultural Barriers

- **Reluctance to Give/Receive Feedback:**
 - "As a group, we are reluctant to say anything to anyone that could be construed as criticism. Many people mistakenly take it as a personal criticism. So instead I say nothing to avoid upsetting anyone."
 - "Basically, it's just self-preservation. I'm afraid of rejection."
- **Varying Comfort/Effort Levels:**
 - "Lack of teachers effort in the team."
 - "Another key challenge is varying levels of comfort and experience with collaborative inquiry. While some team members are well-versed in data analysis, research, or reflective dialogue, others may be newer to those practices, leading to uneven engagement and outcomes. This can create hesitation or even resistance to deeper, more research-oriented collaboration."
 - "Collaborative work between peers might address these challenges since maybe the school's culture is not very used to collaborate as a whole team."
- **Divisive Topics in PD:**
 - "PD that does not cause division amongst the teachers and staff. The one about gender made for a very uncomfortable few weeks."

III. Proposed Solutions/Areas for Improvement (Implied)

- **Improved Planning and Communication:**
 - "Maybe some PD on using calendar technology. Or PD for planning in general."
 - "This would be best solved by discussing in August while constructing syllabi." (For cross-curricular activities).
- **Direct Management and Support:**
 - "More direct management could address this. For example, a teacher with classroom management challenges should be directly told that there are things to improve with regards to this, and given advice and strategies to implement to improve this, with praise or consequences depending on their ability to do so."
- **Professional Development (General Suggestions):**
 - "Some PD suggestions could be PD on Contextual and Empathetic Communication, PD on Proactive Problem Identification and Solution Design, PD on Data Literacy and Information Sharing Protocols, PD on Interpersonal Skills, Conflict Resolution, and Team Building."
 - "PD aimed at optimizing collaborative scheduling and effective time management strategies could mitigate these challenges."
- **Cross-Curricular Initiatives:**
 - "Cross-Discipline Projects" (Mentioned as a type of work, but implied as a challenging area to implement).

IV. Absence of Challenges (Positive Experiences)

- **No Personal Challenges:**

- "I don't have any challenges working within my team so far and I think we work well together."
- "So far I haven't experienced any challenges."
- "All our colleagues are very helpful and understanding. I never faced any challenge."
- "I have not. Me, Andrew and Jake agreed on content. We agreed on writing skills to build on."

Qualitative Question B.3: What types of professional development would most effectively enhance collaboration skills and practices across our organization?

Recommended Professional Development for Enhanced Collaboration and School Improvement

I. Enhancing Communication and Interpersonal Skills

- **Communication & Conflict Resolution Workshops:**

- "Team-Building and Communication Workshops: Focused on active listening, constructive feedback, and conflict resolution—key elements of strong collaboration."
- "Collaborative Communication and Team Dynamics Training: Offer PD that builds interpersonal skills such as active listening, giving and receiving feedback, conflict resolution, and shared decision-making. These are foundational for trust, psychological safety, and productive dialogue—especially across diverse roles or departments."
- "PD that trains teachers in active listening, effective communication, and constructive feedback could enhance our ability to navigate differences and maintain productive dialogue in collaborative settings."
- "Team building, workshop (useful teaching skills) and the PD should have the follow-up system, so people always remember and it will become part of DIS culture."
- "Team-building workshops is one of effective types of professional development in our DIS."

- **Team Dynamics and Practical Skills:**

- "Practical Skills for Effective Teamwork, Technology & Tools for Seamless Collaboration."
- "Technique and skill sharing. Sit downs to discuss how to help particular students."
- "Professional development that offers innovative insights."

II. Fostering Structured and Effective Collaboration

- **Structured Collaboration Protocols:**

- "Structured Collaboration Protocols: Train staff in the use of structured protocols like tuning protocols, inquiry cycles, or data conversation frameworks that make meetings more purposeful and efficient. This helps create a common approach to discussion, problem-solving, and decision-making."
- "Have clear instructions in the PLC group."

- **Cross-Functional and Cross-Departmental Collaboration:**

- "Cross-Functional Team Training: Facilitate PD that brings together individuals from different teams or departments to solve real problems collaboratively. Include training on how to navigate different priorities and communicate across roles to build alignment and shared ownership."
- "Cross-disciplinary or interdepartmental PD can encourage networking and break down through case studies."
- **Putting Collaboration into Practice:**
 - "Putting collaboration into practice."
- **Clear Guidelines and Standard Operating Procedures (SOPs):**
 - "Different expectation for different school level and SOPs for events. So we have a guideline to follow."

III. Content-Specific and Pedagogical Development

- **Subject and Classroom-Related PD:**
 - "Anything subject related or classroom related."
- **Curriculum and Assessment Alignment:**
 - "Assessment alignment and making sure that teachers throughout the school remain aligned with each other and stay consistent so that students do not need to adapt and change each year."
 - "Year groups from the same grades should come together and discuss levelling in their classes and how they bridge them from the grades before and after."
- **Innovative Pedagogical Approaches:**
 - "PBL, AI Integration, Differentiation, Subject Integration."
- **Critical School-Wide Topics:**
 - "Child safety by TES and AI workshops. All departments must be align in safeguarding our school."

IV. Strategic Implementation and Follow-Up

- C. **Alignment with School Goals:**
 - a. "PD that focuses on the school wide goals would enhance collaboration."
- D. **Top-Down Support and Leadership:**
 - a. "A top-down approach is needed. Key administrators and the department heads need to address this question and discuss their ideas with the teachers they manage."
- E. **Targeted and Differentiated PD:**
 - a. "Professional developments to smaller groups who wants to acquire or is interested to that specific topic to their resume and personal growth. These group members can work together and then lead another smaller group to teach them their skills."
- F. **External Expertise and Consultation:**
 - a. "Identifying the most effective types of PD for enhancing collaboration should ideally involve consultation with PD specialists. An external expert could objectively assess our current collaborative practices and recommend evidence-based strategies tailored to our specific context."
- G. **Follow-up and Embedding Culture:**
 - a. "The PD should have the follow-up system, so people always remember and it will become part of DIS culture."
- H. **Diverse Learning Formats:**
 - a. "Workshop."
 - b. "Peer Learning/Teaching/Observation; On the Job Training with Workshops; Job Rotation, SEL collaboration, and ACTION RESEARCH."

- c. "I don't know what we need, but I'm not a big fan of the Zoom-type classes anymore. If we can't bring the speaker physically to us, I don't think we should have the PD."

I. Self-Reflection:

- a. "Self-assessment and Reflection."

J. Culture of Reflection & PD Effectiveness

Qualitative Question 1: How do you personally engage in reflection regarding your work at DIS? What supports or hinders this process, and has any PD influenced your reflective practices?

Teacher Reflection at DIS: Practices, Influences, and Challenges

I. Methods and Habits of Reflection

• **Individual Reflection Practices:**

- "I often jot down quick notes after class or during prep periods to capture fresh insights."
- "I use writing to reflect on my work at DIS, and the professional development I engaged in has prompted me to think deeply, reflect critically, and refine my beliefs about teaching."
- "By reflecting on how each lesson went and asking why something didn't work. Then reading on education websites based on this (edutopia, reading rockets etc)"
- "I engage in reflection regarding my work at DIS primarily through a combination of individual journaling, data analysis, and collaborative dialogue with colleagues."
- "After major projects, meetings, or instructional initiatives, I set aside time to ask myself key reflective questions such as: What went well? What challenges emerged? What evidence do I have of impact? What would I do differently next time?"
- "I try to reflect after my lessons so that I make adjustments or plan for the coming lessons."
- "I regularly review student work and informal feedback to assess the effectiveness of my instruction."
- "I view reflection as a continuous loop of learning and refinement. After each unit, I conduct a post-mortem on the curriculum and assessments, asking if the learning objectives were met and if the activities effectively supported those objectives. This involves looking at my lesson plans, resources used, and student responses."
- "I also make it a point to reflect on my own professional growth goals, evaluating my progress and identifying areas where I need further development. This intentional reflection helps me stay proactive in my teaching journey."
- "Reflection is integral to my daily practice; I regularly reflect at the end of each day and extensively during the summer, implementing insights gained to enhance my teaching effectiveness."
- "I write in my daily journal."
- "Exit tickets w/ students and comparisons with previous years' attempts at similar activities."
- "I think about what to do."
- "I engage in reflection by regularly reviewing my lesson outcomes, student feedback, and classroom dynamics to identify what worked well and what could be

improved. I often take notes after classes and discuss challenges or ideas with colleagues for feedback."

- "I have a self-time for my reflection."
- "I will reflect on myself very often."

- **Collaborative Reflection Practices:**

- "My PLC group helped a lot."
- "Collaboration also plays a big role in my reflection. Regular conversations with colleagues, especially in team meetings or Professional Learning Communities (PLCs), give me a broader perspective and often prompt insights I might not reach on my own."
- "I often take notes after classes and discuss challenges or ideas with colleagues for feedback."
- "I share my reflection with a colleague."
- "I write in my daily journal and talk with fellow teachers about the material/teaching plans."

II. Influences and Support for Reflection

- **Professional Development (PD):**

- "The professional development I engaged in has prompted me to think deeply, reflect critically, and refine my beliefs about teaching."
- "Summer PD."
- "PD introduces models like Danielson's Rubric or reflective protocols can guide deeper reflection."
- "With the many trends in education going on, an educator/learning facilitator should always reflect on his/her practices. Different types of PD in DIS definitely contributed to a continuing process of my evolution as a learning facilitator."
- "Past PD sessions on reflective teaching practices and goal-setting have helped me develop a more structured approach to reflection, making it a more consistent part of my routine."
- "I just got lucky because we have a supportive department head. There hasn't been any PD influence on my reflections that I remember."

- **Feedback and Mentorship:**

- "Continuous feedback from the school referring my job as a teacher. My RS coordinator gives valuable feedback about our performance and comments about different issues helps me to engage on how to improve certain things or skills at DIS. I can reflect and try new challenges or things I want to apply."
- "Good students, parents, and colleagues support this process."

- **Supportive Culture:**

- "One support is the collaborative culture at DIS, which encourages open dialogue and idea sharing."

- **Self-Motivation/Commitment:**

- "I think I am trying everything I can to make education happen at DIS and that's the love of education from"

III. Challenges to Effective Reflection

- **Time Constraints:**

- "I have little time to reflect. I have many things to solve daily."
- "Time constraints can sometimes hinder deeper reflection, especially during busy periods."

- "The biggest hindrance is time. Teachers with heavy loads and many students have to use a lot of mental effort to satisfactorily meet their core objectives."
- "I often feel that I don't have the energy or the time to reflect deeply."
- "Limited time due to teaching and extracurricular responsibilities can hinder deeper reflection."
- **Workload Imbalance:**
 - "Imbalance of teaching and work loads."
- **Lack of Guidance/Resources:**
 - "I unsure of what questions to ask or where to find the necessary resources to support meaningful reflection that results in lasting changes."
- **Overly Time-Consuming Methods:**
 - "NBPTS certification does this but in a manner that is too time consuming for regular use."

IV. Impact and Outcomes of Reflection

- **Improved Lessons and Teaching:**
 - "I need adequate prep time to think about how my lesson went and then research any adjustments I could make in the future;"
 - "By reflecting on how each lesson went and asking why something didn't work."
 - "This intentional reflection helps me stay proactive in my teaching journey."
 - "Reflection is integral to my daily practice...implementing insights gained to enhance my teaching effectiveness."
 - "When I first got here, G11s tore me to pieces for a bad lessons. I sat down and created deeper engaging lessons."
 - "Reflect on different ways to do it, and consider the pros and cons of each."
- **Professional Growth:**
 - "This practice helps me stay aligned with both our organizational goals and my personal growth as a professional."
 - "Different types of PD in DIS definitely contributed to a continuing process of my evolution as a learning facilitator."

Qualitative Question 2: Can you recall a time when professional development directly led to improved reflective practices, resulting in a significant positive change in a project or process?

During the 1st quarter of SY 2-24-2025, there was a PD where the guidance gave us a training regarding positive discipline.

I attended a virtual 3 day conference about reading and I began to understand some of the missing pieces in the way I was teaching reading. There was a shift in my perspective and I began to teach reading differently.