

## PD Plan for F&T 223 Staff Fall 2013 Semester

Type of PD	Dates(s)	Type of PD	Dates(s)	Type of PD	Dates(s)	Type of PD	Dates(s)	Type of PD	Dates(s)
Opening of School Items	9/3-9/4	Strategies for ELLs	10/21	Assessment/ Social-Emotional Needs	11/5	Universal Design for Learning	11/25	Teacher Planning Inquiry	12/9 Dept. Meetings: 12/9-12/13
<b>Facilitator:</b>	School Leaders	<b>Facilitator:</b>	Carla Espana, TCRWP	<b>Facilitator:</b>	Leadership PD Team	<b>Facilitator:</b>	PD Team	<b>Facilitator:</b>	School Leaders Coaches
<b>Participants:</b>	School Staff	<b>Participants:</b>	School Staff	<b>Participants:</b>	School Staff	<b>Participants:</b>	School Staff	<b>Participants:</b>	School Staff
Determination/Need		Determination/Need		Determination/Need		Determination/Need		Determination/Need	
At the beginning of the year it is necessary to make sure all staff members are familiar with the Instructional Shifts and expectations of the CCLS, school policies and procedures and the ADVANCE system.		Our school has 35 current ELLs who make up 9% of our student population. The largest subgroups of ELLs are long term and/or have and IEP. There are many other former ELLs across classrooms. In addition, the incorporation of language strategies supports all of our students.		The first round of informal observations revealed that a significant portion of the staff was rated as developing for assessment practices, both in planning and instruction. In competency 1f, 16 out of 21 teachers were rated developing or ineffective. In competency 3e, 28 out of 30 teachers were rated developing or ineffective. In addition, our staff survey indicated that teachers wanted additional support addressing the social emotional needs of their students.		The first round of informal observations revealed that teachers were unclear on best practices for classroom environment. Student work, essential questions, and process charts were lacking from some classrooms. We want standards for classroom environment to be consistent across grade levels. In addition, the current instructional shifts ask all students to engage in high level work. Only a limited number of teachers were familiar with the principles of UDL.		The first round of informal observations indicated that FfT Domain 1 was an area of relative weakness, specifically in areas of demonstrating knowledge of students and setting instructional outcomes aligned to CCLS. We wanted teachers to take ownership over their planning practices, and so designed an inquiry process for peer lesson and unit evaluation.	
Activities/Topics		Activities/Topics		Activities/Topics		Activities/Topics		Activities/Topics	
<ul style="list-style-type: none"> <li>• Curriculum Maps</li> <li>• Faculty Handbook</li> <li>• Chancellor's Regulations</li> <li>• School Discipline Code</li> <li>• Subject Area Meetings</li> <li>• Grade Level Meeting</li> <li>• Jupitergrades Training</li> <li>• Overview of SESIS and Accessing IEPs for all Staff</li> <li>• Study Hall Training and Planning</li> <li>• ADVANCE Workshops</li> <li>• Learning Environment Survey Data</li> </ul>		Developing Strategies for ELLs <ul style="list-style-type: none"> <li>• Concept Maps</li> <li>• Close Reading Strategies</li> <li>• Frayer Vocab Model</li> </ul>		Chancellor's Day <ul style="list-style-type: none"> <li>• Citywide Instructional Expectations</li> <li>• Norming the Quality Review Rubric around Self Reflection on Assessment</li> <li>• Norming Assessment Through the Lens of Danielson</li> <li>• Social Emotional Needs: norming on bullying, recognizing, preventing</li> </ul>		Classroom Environment <ul style="list-style-type: none"> <li>• Making Learning Visible Checklist</li> </ul> Universal Design for Learning <ul style="list-style-type: none"> <li>• Name and identify the ways in which they are offering multiple means of representation, expression and engagement.</li> <li>• Identify new opportunities to remove barriers to learning by allowing for multiple means of representation, expression and engagement.</li> </ul>		Unit Plan Inquiry - Evidence and Recommendations through: <ul style="list-style-type: none"> <li>• Lens 1: Standards and Content Alignment</li> <li>• Lens 2: Knowledge of Students</li> </ul> Lesson Plan Inquiry - Evidence and Recommendations through: <ul style="list-style-type: none"> <li>• Lens 1: Standards, Content Alignment and Structure</li> <li>• Lens 2: Knowledge of Students</li> </ul>	
FfT/CEP Alignment		FfT/CEP Alignment		FfT/CEP Alignment		FfT/CEP Alignment		FfT/CEP Alignment	
FfT Components: 1a, 1b, 1c, 1d, 1e, 2a, 2d 3d, 4a CEP Goals: 1, 2, 3, 4, 5		FfT Components: 1b, 1d, 1e, 3c, 3d CEP Goals: 1, 2, 4		FfT Components: 1a, 1b, 1c, 1e, 1f, 2a, 2d, 3a, 3e, 4d, 4e CEP Goals: 1, 2, 4		FfT Components: 1b, 1c, 1e, 2d, 3c, 3e CEP Goals: 1, 2, 4		FfT Components: 1a, 1b, 1c, 1d, 1e, 1f CEP Goals: 1, 2, 4	
Reinforcement/Follow-Up		Reinforcement/Follow-Up		Reinforcement/Follow-Up		Reinforcement/Follow-Up		Reinforcement/Follow-Up	
Department Meetings Grade Team Meetings Staff Bulletin New Teacher Mentoring Special Education/ICT Meetings		Department Meetings Observation Feedback		Department Meetings Observation Feedback December Staff Development		Grade Team Meetings Department Team Meetings New Teacher Mentoring Observation Feedback		Grade Team Meetings Observation Feedback March Staff Development	

## PD Plan for F&T 223 Staff Spring 2014 Semester

Type of PD	Dates(s)	Type of PD	Dates(s)	Type of PD	Dates(s)	Type of PD	Dates(s)	Type of PD	Dates(s)
Questioning and Discussion	January 2014	Questioning Techniques	February 2014	Midyear Data Reflection; Testing	March 2014	CCLS Alignment Essential Qs	April 2014	Performance Assessments	May 2014
<b>Facilitator:</b>	Leadership PD Team	<b>Facilitator:</b>	Leadership PD Team	<b>Facilitator:</b>	Leadership PD Team	<b>Facilitator:</b>	Leadership PD Team	<b>Facilitator:</b>	Leadership PD Team
<b>Participants:</b>	Whole Staff	<b>Participants:</b>	Whole Staff	<b>Participants:</b>	Whole Staff	<b>Participants:</b>	Whole Staff	<b>Participants:</b>	Whole Staff
Determination/Need		Determination/Need		Determination/Need		Determination/Need		Determination/Need	
Classroom observation data has shown that FfT Component 3b: Using Questioning and Discussion Techniques is an area of need for our staff. In addition, teachers have identified this as an area for development through our FfT aligned professional development survey. In addition, we want to tie this work into our prior work on DOK, but ensuring that questions are at DOK Levels 2 and 3 as often as possible.		Based on staff surveys and an additional round of data from ADVANCE, teachers want and need additional support with FfT Component 3b. We will continue our professional development on Using Questioning and Discussion Techniques, with a focus on questioning.		We typically use March as an opportunity to review midyear data, create plans for small group and individual instruction. In addition, we need to review the testing procedures to ensure that all teachers are able to provide an appropriate testing environment for students, both with and without testing accommodations.		As we prepare for June and begin to draft new curricula, we want to focus on ensuring that all staff is comfortable with Grant Wiggins' Understanding by Design backwards planning model. Focusing on essential questions will allow us to incorporate previous PD workshops from the year (UDL, strategies for ELLs, Alignment to CCLS), as well as work with staff to ensure that essential questions connect to the real world and push students to contemplate larger challenges.		In May teachers will have given the second round of performance assessments and we want to provide staff with an opportunity to analyze the data and reflect on their planning and instruction as they prepare to draft new curricula for next year.	
Activities/Topics		Activities/Topics		Activities/Topics		Activities/Topics		Activities/Topics	
Understanding 3b <ul style="list-style-type: none"> <li>• Close Reading of 3b</li> <li>• LIN on Classroom Video</li> <li>• Structures for Small Group Talk</li> <li>• Creating Scaffolded Questions Aligned to DOK</li> </ul>		Advancing our Understanding of Questioning Techniques <ul style="list-style-type: none"> <li>• Developing a Shared Understanding of 3b: Questioning Techniques</li> <li>• LIN on Classroom Video</li> <li>• Developing Question Stems and Prompts</li> </ul>		Reviewing Midyear Data <ul style="list-style-type: none"> <li>• Understanding Data from Midpoint Assessments</li> <li>• Changes in Instruction               <ul style="list-style-type: none"> <li>• Individual/Small Groups Level</li> <li>• Class/Course Level</li> </ul> </li> </ul> Testing Procedures <ul style="list-style-type: none"> <li>• Review of NYSED, NYCDOE and MS 223 Testing Procedures</li> <li>• Practice with Distributing and Collecting Test Materials</li> </ul>		Essential Questions <ul style="list-style-type: none"> <li>• Role in Backwards Planning</li> <li>• Connection to DOK</li> <li>• How essential is it?</li> <li>• Alignment with CCLS and Assessing through Multiple Modalities</li> </ul>		Spring Performance Assessments <ul style="list-style-type: none"> <li>• Outcomes</li> <li>• Subgroups of students</li> <li>• Areas of strength</li> <li>• Reflections and next steps</li> </ul>	
FfT/CEP Alignment		FfT/CEP Alignment		FfT/CEP Alignment		FfT/CEP Alignment		FfT/CEP Alignment	
FfT Components: 3b CEP Goals: 1, 2, 4		FfT Components: 3b CEP Goals: 1, 2, 4		FfT Components: 1a, 1c, 1e, 1f, 4b, 4f CEP Goals: 1, 2, 4		FfT Components: 1a, 1b, 1c, 1e, 1f CEP Goals: 1, 2, 4		FfT Components: 1b, 1c, 1e, 1f CEP Goals: 1, 2, 4	
Reinforcement/Follow-Up		Reinforcement/Follow-Up		Reinforcement/Follow-Up		Reinforcement/Follow-Up		Reinforcement/Follow-Up	
Grade Team Meetings Department Team Meetings New Teacher Mentoring Observation Feedback February Staff Development		Grade Team Meetings Department Team Meetings New Teacher Mentoring Observation Feedback		Grade Team Meetings Department Team Meetings New Teacher Mentoring Observation Feedback		Grade Team Meetings Department Team Meetings New Teacher Mentoring Observation Feedback		Department Team Meetings New Teacher Mentoring Observation Feedback	