



# Professional Learning Plan

Presented to Salt River Schools' Education Board

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# Salt River Schools

10005 E. Osborn Road Scottsdale, AZ 85256

[www.saltriverschools.org](http://www.saltriverschools.org)

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Gayl Howell, Curriculum & Instruction Specialist

Kathy Tucker, Literacy & Tutoring Coordinator

Binh Vo, Instructional Technology

Dr. Cynthia Clary, Assistant Superintendent



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## Motto

Mat' o T'vem Ab O Ju (O'oham)

"We will do this together!"

Matwiik (Piipash)

## Mission

The purpose of Salt River Schools, in partnership with the community, is to provide EXEMPLARY EDUCATION in a safe learning environment IMMERSSED IN THE O'ODHAM and PIIPAASH CULTURES, for all students to secure a successful future.

## Vision

Community empowerment through culture, engagement, academic achievement and excellence.

All students can learn and are expected to learn. The education of our youth is a shared responsibility of the school, the family, and the Community. All groups should be focused on the pursuit of excellence in education.

## Curriculum & Instruction Purpose

The purpose of the Curriculum & Instruction Team is to provide proactive and reflective leadership around curriculum and instruction for the betterment of every child we serve. We will create, maintain and improve the Division's curriculum in all its forms, written and delivered. We will increase the effectiveness of instruction in every classroom. Our students will demonstrate high levels of literacy, skills and knowledge in academics, culture and ethic.

It is through clarity, teamwork, reflection, proactivity, and integrity that a well-defined, guaranteed and viable curriculum PK-12 will ensure mature teacher development processes and distributed instructional leadership.

## *1. Philosophical Framework for Professional Learning*

Professional Learning in the Salt River Schools occurs within a range of job-embedded, collaborative and data-driven activities that develop knowledge and understanding, sustain growth, and lead to refinements in practice. It is a collective and interactive process that expands capacity in order to produce improved student learning.

A vibrant professional learning culture requires a foundation of respect, trust, mutual interdependence, an active role by all educators, and shared belief that improved student learning must remain the ongoing goal for all professional learning.

The best professional learning requires

- Continuous cycles of doing, reflecting/discussing, and refinement;
- Feedback loops from colleagues, coaches, and/or supervisors to assist the educator in reflecting on practice and determining any changes that may be necessary;
- A balance of knowledge gained from looking inward at data and analysis of practice with what can be learned by looking outward at research or information from those acknowledged as experts;
- Learning about content balanced with learning about pedagogy;
- Technology to access knowledge through classroom videos, websites, webinars, online courses, professional learning networks and to plan collaboratively.

The individual educator, the school, and the Division share responsibility for sustaining professional learning by planning and implementing a coherent system that attends to the accomplishment of individual, school, and Division goals. This collective approach requires an active role for all educators in ongoing inquiry in order to

- Study present outcomes and practices at the individual, content area, school-wide and/or division-wide level (including administrative and collegial observation of practice);
- Determine strengths and challenges;
- Study and apply research to challenges;
- Select and implement solutions;
- Determine success;
- Reflect on outcomes; Refine as necessary.

Salt River School's Curriculum and Instruction Team recognizes that teaching quality and school leadership are the most important factors in raising student achievement. These qualities of teaching and leadership are framed by *Learning Forward's* four guiding questions:

1. What do students need to know and be able to do?
2. What do teachers need to know and be able to do?
3. What do leaders need to know and be able to do?
4. What are professional development needs?

To comply with recertification and more importantly to grow and develop professionally, educators will create a plan for their professional learning that includes goals for strengthening content area knowledge and professional skills, and solicits feedback on practice from both supervisors and colleagues. Educators need to be involved in decisions about their professional learning based on their backgrounds, experience levels, or learning needs. Educators will maintain their own records of professional learning activities undertaken to achieve their goals. Professional learning goals should be based on evidence for student growth, teacher learning, and in keeping with the Division's goals.

## 2. Standards of Professional Learning

The *Standards for Professional Learning* from the organization Learning Forward guide professional learning. These standards are representative of the most current research about adult/professional learning.

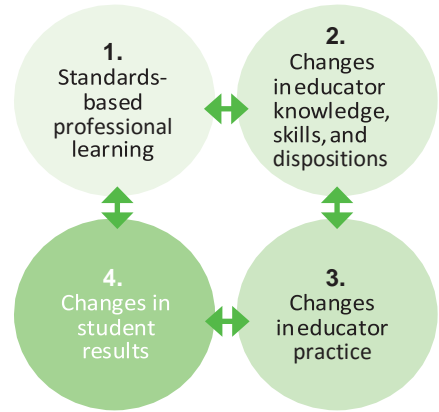
Standards for Professional Learning			
<p><i>Professional learning that increases educator effectiveness and results for all students ...</i></p>	<p><b>Learning Communities:</b> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	<p><b>Leadership:</b> Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>	<p><b>Resources:</b> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>
<p><b>Data:</b> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>	<p><b>Learning Design:</b> Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>	<p><b>Implementation:</b> Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<p><b>Outcomes:</b> Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>



## Relationship between professional learning and student results

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.



The Professional Development Plan is the product of continuous data review and analysis to address the principal goal of increasing student achievement. The purpose of the Division Leadership Team and Site Leadership Teams are to develop educational improvement plans that will address the Arizona Standards and performance on the state assessments. This data is used in professional development planning and will lead to improved student performance. The Professional Development Plan will be updated regularly to allow mid-course adjustments depending on the current student performance data. The areas identified in this plan are both a reflection of the newly-revised Division goals and the activities highlighted in the Division Improvement Action Plan and each School's Improvement Action Plan.

### *3. Roles & Responsibilities*

Salt River School's Curriculum and Instruction Team are charged with the ongoing planning, delivery and evaluation of staff development throughout the school year. The Curriculum & Instruction Team act as advisors to the site-based school improvement teams at each building. The Professional Development Plan recognizes and targets both Division-wide and site-specific initiatives.

The roles in professional learning are based on Learning Forward's Professional Learning Standards and are detailed in *Moving NSDC's Staff Development Standards into Practice: Innovation Configurations*.

#### **School Board**

- Adopts employee agreements that support continuous individual and organizational improvement
- Adopts policies that support ongoing professional learning and continuous improvement
- Adopts and supports the implementation of professional learning standards
- Funds professional learning adequately to attain intended results
- Commits adequate staff time to professional learning
- Supports professional learning for all employees

#### **Division Leadership** (Superintendent, Assistant Superintendent, Curriculum & Instruction Team and all other Division Leadership)

- Upholds, supports and communicates the vision of every student performing at benchmark or above
- Serves as a guiding force for educational decisions at every level of the Division
- Establishes comprehensive, coherent and articulated professional development program and professional practices across all levels and sites in the Division
- Supports the principals, coaches, facilitators, teachers, students and families by providing professional development materials, communication and resources
- Ensures that all stakeholders have access to all necessary data sets to promote student success
- Empowers staff by disseminating current research in best professional development practices
- Creates, coordinates, and communicates recognition and incentive system that rewards collaboration that achieves Division goals
- Develops teachers to serve as instructional leaders
- Models instructional leadership

**School Site Leadership (Principals, Assistant Principals and Site Leadership)**

- Creates an organizational structure that supports collegial learning
- Creates and maintains a learning community to support teacher and student learning
- Creates a culture of learning that upholds the vision of every student performing at or above expectations
- Promotes a school culture that supports ongoing team learning and improvement
- Participates in a school culture that is characterized by collegiality and shared responsibility
- Create compelling conversations that contribute to the collaborative culture
- Communicates Division strategic goals, strategies and professional practices
- Provides recommendations on improving the Division Literacy program based on contextual data and information
- Dedicates resources to support staff growth
- Collects and communicates data
- Stays current on research-based practices
- Supports Professional Learning Communities (PLC's) to ensure teams use data to drive instruction and make collective changes in practice

**Instructional Coaches, Facilitators, Specialists and Teacher Leaders**

- Participates in a school culture that is characterized by collegiality and shared responsibility
- Develops knowledge about effective group process
- Creates compelling conversations that contribute to the collaborative culture
- Communicates Division strategic goals, strategies and professional practices
- Ensures effective implementation of the approaches at each school and in the classrooms
- Provides recommendations on improving the Division professional development program based on contextual data and information
- Creates connections between people and resources to support Frameworks for Teaching
- Facilitates the collection, analysis and communication of data
- Ensures effective use of data to make instructional decisions
- Models current research-based instructional strategies with teachers
- Conducts observations, walkthroughs and conferences to support teacher growth based on the Framework for Teaching
- Facilitates and coaches Professional Learning Communities (PLC) Team meetings and activities to ensure teams use data to drive instruction and make collective changes in practice
- Monitors and collects data for evaluating professional development on teacher and student growth
- Celebrates successes with the school community

## Teachers

- Participate in learning teams
- Participate in a school culture that is characterized by collegiality and shared responsibility
- Develop knowledge about effective group process
- Create compelling conversations that contribute to the collaborative culture
- Participate in instructional leadership development experiences
- Serve in a variety of instructional leadership roles
- Analyze disaggregated student data to identify adult learning priorities at the classroom, school, and Division levels
- Work with colleagues to use disaggregated data to establish professional learning goals
- Analyze relevant student data in order to monitor and revise school and classroom improvement strategies
- Facilitate Professional Learning Communities (PLC) Team meetings and activities to ensure teams use data to drive instruction and make collective changes in practice
- Monitor and collect data for evaluating personal professional learning and student growth
- Celebrate successes with the school community

## *4. Professional Learning Goals and Initiatives*

A majority of professional development will occur at grade or building levels in accordance with Division-wide professional development goals.

Goals for professional learning ensure

- Alignment with state, division, and school performance goals;
- Effective personnel in every classroom/instructional setting;
- Effective leadership for every site;
- High levels of continuous learning for all;
- Application of learning to benefit students.

Ongoing Professional Development Initiatives

- Language/Culture
- Professional Learning Communities
- Instructional Unit Planning/Lesson Planning
- Data/Assessment
- Framework for Teaching/Teacher Evaluation Instrument
- Social-Emotional Learning
- Instructional Coaching

Upcoming Professional Development Initiatives

- Writing
- Reading
- Math

## *5. Professional Development Processes*

Professional development processes that support leader, teacher, and student learning include

- Needs assessments, teacher surveys, student-learning data analysis, walk-throughs and teacher observation data to determine teacher needs.

Examples of Needs Assessment Sources are

- ADE School Report Card,
  - NWEA data,
  - Student performance results disaggregated by subpopulations,
  - Longitudinal student data,
  - Attendance rates,
  - Graduation rate cohort data,
  - Dropout rate cohort data,
  - Behavioral data, and
  - Quarterly reports.
- Job-embedded professional development with follow-up provided
- Methods of assessing effectiveness of professional development and its impact upon student achievement
- Teachers' written evaluations of professional development opportunities and recommendations for future workshops
  - Follow-up discussions during team meetings and faculty meetings on classroom implementation of specific, required instructional techniques
  - Analysis of student work
- Observations, coaching, modeling and feedback
  - Walkthroughs, evaluations, Innovations Configuration Maps and other tools are used to measure implementation
  - Ongoing program evaluation

## *6. Professional Development Planning and Implementation*

The Professional Development Taxonomy created by Katherine Tucker (2013) will be used to support planning and implementation of professional development. Refer to Appendix A for the taxonomy template and Appendix B for an example of filling in the taxonomy template. The taxonomy is used to plan each of the division's initiatives, through an analysis of where each Division initiative is in its implementation progress.

The Professional Development Taxonomy is a framework that organizes and describes a progression of professional learning activities. This framework has proven to be very useful for planning professional learning, supporting implementation, measuring progress and evaluating results. Divided into five phases, each focuses on a different sort of professional learning. Each is described below.

### Phase 1: Build Knowledge

During this initial stage the individual is developing awareness and building knowledge. This phase focuses on increasing information about the topic, understanding "what it is" and developing the deeper conceptual understanding awareness, including comprehending models, theories, principles and generalizations of the topic. For example if the professional learning content is on differentiated instruction, the participants are learning what differentiated instruction is, about the model(s) used and how it informs teaching.

### Phase 2: Develop Skills

During this phase, the focus is on learning "how to do it". What skills and processes do you need to know to be able to apply your understanding of the topic? If we continue with the example of differentiated instruction, teachers are learning how to differentiate instruction through lesson planning, instructional delivery and assessment based on the model you have learned.

### Phase 3: Apply to Practice

This phase emphasizes preparing, implementing and refining practice. The learner is beginning to determine when and how they prepare to implement the new learning. For example, if the initiative focuses on vocabulary, when and how do they teach vocabulary using their new understanding? This phase also includes beginning use and experimentation with the new procedures in the classroom. At this point, it is particularly important that learners are supported without being distracted or deterred by a high stakes evaluation. Next, the learner refines their practice, moving towards

high quality, consistent application of the new practices. To get to this level, supports for implementation look quite different than during earlier phases. Collaboration becomes key to being able to refine and share practice. A coach may provide support for refinement, as well as a collaborative learning team or peer coach.

#### Phase 4: Improve Results

By Phase 4, collaboration becomes central to improving results and extending impact. Improving results includes assessing progress, reflecting on the results of that assessment and ensuring a continuous improvement cycle is implemented. This phase is necessarily done by groups of people versus each learner separately, given that it represents shared understanding of what effective practice looks like and how to improve collective impact of the innovation. Assessing teacher implementation of vocabulary strategies, analyzing student work and assessing students' vocabulary knowledge might measure improving vocabulary. On the other hand, differentiated instruction might be measured by analyzing lesson plans and student success with related performance tasks. Ongoing results analysis will guide the adjustments, additional support and monitoring required to achieve success. Collectively, these activities support the individual to grow and collaborative teams to refine strategies that work in their setting while the organization remains on track for continuous improvement.

#### Phase 5: Extend Impact

In the final phase, emphasis is on how progress made by individuals, by collaborative learning teams and how the organization is maximized. Impact may be extended to other groups. For example, if the vocabulary initiative was focused on English language arts classes, applying the lessons learned to mathematics vocabulary instruction can extend the impact. Or, if focused on upper elementary, the initiative may be extended to middle grades classes. Successful differentiated instruction focused on improving instruction for English Language Learners may be extended to include other groups or all students. Finally, the initiative may show promise for impacting additional schools within a district or even beyond the district or local community. How will you maximize the impact of the intensive efforts that have gone into implementing this improvement effort?

Tucker, K. (2013). *Insights for Learning*.



## *7. Professional Development Design*

Professional development is designed based on identified goals and student, teacher, leader needs. Professional Learning designs include active engagement, modeling, reflection, and metacognition, while supporting change in knowledge, skills, dispositions, and practice.

Professional learning times are flexible in that they include

- Full day in-services,
- Early release days,
- Professional Learning Community meetings,
- Before and afterschool,
- During instruction and planning periods, and
- Saturdays and summer special sessions.

Professional Learning Communities (PLCs) are a vital voice when designing professional development. Professional learning goals are developed as a result of the PLC's analysis of

- Student work,
- Lesson plans,
- Progress monitoring,
- Summative assessments,
- Student data tied to School Integrated Action Plan Goals,
- State requirements,
- Division and/or school initiatives, and
- Outcomes of inquiry processes.

See Appendix D for the Professional Development Calendar.

## 8. Professional Development Evaluation

To ensure the effectiveness of professional development, the Guskey model will be used to structure Professional Development Evaluation. Guskey proposes that professional learning evaluation should include the following critical components:

1. Participants' reactions
2. Participants' learning
3. Organization support and change
4. Participants' use of new knowledge and skills
5. Student learning outcomes

**Guskey's Five Critical Levels of Professional Development Evaluation**

Evaluation Level	Typical Questions Addressed	Typical Info. Gathering Methods	What is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	<ul style="list-style-type: none"> <li>• Did participants like it?</li> <li>• Was time well spent?</li> <li>• Did the material make sense?</li> <li>• Will it be useful?</li> <li>• Was the presenter knowledgeable?</li> <li>• Did the physical conditions of the activity support learning?</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires administered at the end of sessions.</li> <li>• Focus groups</li> <li>• Interviews</li> <li>• Personal learning log</li> <li>• Meeting Works internet-based sessions</li> <li>• Analysis of threaded discussion forums</li> </ul>	<ul style="list-style-type: none"> <li>• Initial satisfaction with experience.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve program delivery and design</li> </ul>
2. Participants' Learning	<ul style="list-style-type: none"> <li>• Did participants acquire the intended knowledge or skill?</li> </ul>	<ul style="list-style-type: none"> <li>• Paper and pencil tests</li> <li>• Simulations and demonstrations</li> <li>• Participant reflections (oral and/or written)</li> <li>• Participant portfolios</li> <li>• Case study analysis</li> <li>• MeetingWorks internet-based sessions</li> <li>• Analysis of threaded discussion forums</li> </ul>	<ul style="list-style-type: none"> <li>• New knowledge and/or skills of participants</li> </ul>	<ul style="list-style-type: none"> <li>• To improve program content, format, and organization</li> </ul>

Evaluation Level	Typical Questions Addressed	Typical Info. Gathering Methods	What is Measured or Assessed?	How Will Information Be Used?
3. Organization support and change	<ul style="list-style-type: none"> <li>• What was the impact on the organization?</li> <li>• Did it affect organizational climate or procedures?</li> <li>• Was implementation advocated, facilitated, and supported?</li> <li>• Was the support public and overt?</li> </ul>	<ul style="list-style-type: none"> <li>• District and school records</li> <li>• Minutes from meetings</li> <li>• Questionnaires</li> <li>• Focus groups</li> <li>• Structured interviews with participants and school or district administrators</li> <li>• Participant portfolios</li> <li>• MeetingWorks internet-based sessions</li> <li>• Analysis of threaded</li> </ul>	<ul style="list-style-type: none"> <li>• The organization's advocacy, support, accommodations, facilitation and recognition</li> </ul>	<ul style="list-style-type: none"> <li>• To document and improve organizational support</li> <li>• To improve future change efforts</li> </ul>
4. Participants' use of new knowledge or skills	<ul style="list-style-type: none"> <li>• Did participants effectively apply the new knowledge and skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Structured interviews with participants and their supervisors</li> <li>• Participant reflections (oral and/or written)</li> <li>• Participant portfolios</li> <li>• Direct observations</li> <li>• Video or audio tapes</li> <li>• Concerns-based Adoption Model</li> </ul>	<ul style="list-style-type: none"> <li>• Degree and quality of information</li> </ul>	<ul style="list-style-type: none"> <li>• To document and improve the implementation of program content</li> </ul>

Evaluation Level	Typical Questions Addressed	Typical Info. Gathering Methods	What is Measured or Assessed?	How Will Information Be Used?
5. Student Learning Outcomes	<ul style="list-style-type: none"> <li>› What was the impact on students?</li> <li>› Did it affect student performance or achievement?</li> <li>› Did it influence students' physical or emotional well-being?</li> <li>› Are students more confident as learners?</li> <li>› Is student attendance improving?</li> <li>› Are dropouts decreasing?</li> </ul>	<ul style="list-style-type: none"> <li>• Student records</li> <li>• School records</li> <li>• Questionnaires</li> <li>• Structured interviews with students, parents, teachers, and/or administrators</li> <li>• Participant portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Student learning outcomes: <ul style="list-style-type: none"> <li>○ cognitive (performance and achievement)</li> <li>○ affective (attitudes and dispositions)</li> <li>○ psychomotor (skills and behavior)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To focus and improve all aspects of program design, implementation, and follow-up</li> <li>• To demonstrate the overall impact of professional development</li> </ul>

## Appendix A Professional Development Taxonomy Template

Professional Development Taxonomy												
	Phase 1 Build Knowledge		Phase 2 Develop Skills	Phase 3 Apply to Practice				Phase 4 Improve Results			Phase 5 Extend Impact	
Level of Use												
PD Purpose												
Needs to Know												
Type of Knowledge												
Assessment												

Individual Learning

Job-embedded Learning

Organizational Improvement

Tucker, K. (2010). Insights for Learning, Inc. Flagstaff, AZ. Prepared for Arizona Department of Education's Professional Development Leadership Academy.

## Appendix B Professional Development Taxonomy Example



Professional Development Taxonomy Planner													
Initiative or Innovation			Data/Assessment				Participant(s)			Instructional Staff; Leadership		Planning Date	
	Phase 1 Build Knowledge		Phase 2 Develop Skills	Phase 3 Apply to Practice				Phase 4 Improve Results			Phase 5 Extend Impact		
PD Purpose	Develop Awareness	Build Knowledge	Develop Skills	Prepare for Practice	Implement Practice	Refine Practice	Determine Value in Practice	Assess Practice	Reflect on Results	Continuous Improvement	Impact others	Impact on organization	
<b>Completed Professional Development Activities</b>	<ul style="list-style-type: none"> <li>• <i>NWEA My Learning PD</i> (Individual Staff &amp; Leadership)</li> <li>• 8-24 NWEA MAP Professional Development</li> <li>• 9-21 NWEA Applying Essential Reports (SRES, SRHS, ALA)</li> <li>• 10-26 NWEA Train the Trainer PD Data Conversations</li> <li>• 10-28-16 CPAA PD &amp; Post PD Discussion with Leadership</li> <li>• 11-17-16 NWEA proctor PD Dialogue</li> </ul>		<ul style="list-style-type: none"> <li>• Instructional Dialogues</li> <li>• NWEA Reports (SRES, SRHS, ALA) following each assessment date</li> </ul>	<ul style="list-style-type: none"> <li>• Using Learning Progressions to plan</li> <li>• Grouping students based on NWEA data</li> </ul>									
<b>Planned Professional Development Activities</b>	<ul style="list-style-type: none"> <li>• Site-based annual summative gallery walk</li> <li>• Using Data Routines</li> <li>• Learning Progressions</li> <li>• Grouping &amp; Differentiation using NWEA</li> <li>• Formative Assessments</li> <li>• Progress Monitoring</li> <li>• Analyzing Student Work</li> </ul>												
<b>Assessment</b>	Participants' reactions Participants' learning		Participants' learning	Participants' use of new knowledge and skills				Results driven student learning outcomes					

## Appendix C Professional Development Strategic Initiatives (Ongoing)

Initiatives	Timeline	Topic	Outcomes	Provider
Framework for Teaching and the Evaluation Instrument	July – June Multiple Years	<ul style="list-style-type: none"> <li>• Introduction to FFT <a href="#">Q1</a></li> <li>• Building Understanding of the Domains <a href="#">Q1</a></li> <li>• Using SRS Evaluation Instrument in the classroom <a href="#">Q1</a></li> <li>• Classroom applications of FFT</li> <li>• Coaching FFT</li> <li>• Using SRS Evaluation Tool/FFT for observation and evaluations for administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of FFT</li> <li>• Use FFT as a common language</li> <li>• Understand SRS evaluation instrument, teaching expectations, evaluation procedures</li> <li>• Develop leadership skills through coaching using FFT</li> <li>• Develop leadership skills through observations and evaluations</li> </ul>	Curriculum & Instruction (C & I)
Writing	July - June Multiple Years	• Writing Process <a href="#">Q1</a> W.5	• Develop an understanding of planning, revising, editing, and rewriting process and how to implement each	C & I and Specialists
		Purpose and Publishing W.4-6	• Develop an understanding of the role of the audience and the celebration of publishing and presenting a writing piece	C & I and Specialists
		Writer’s workshop	• Develop skills to manage writer’s workshop	C & I and Specialists
		6 Traits	• Develop an understanding of each of the 6 Traits and its place in the writing process	C & I and Specialists

Initiatives	Timeline	Topic	Outcomes	Provider
		Rubrics, anchor papers and Writing Progressions	<ul style="list-style-type: none"> <li>• Develop an understanding of the use of rubrics</li> <li>• Become familiar with commonly available rubrics</li> <li>• Design rubrics</li> <li>• Use writing progressions</li> </ul>	C & I and Specialists
		Narrative	<ul style="list-style-type: none"> <li>• Identify text structure</li> <li>• Apply writing process</li> <li>• Create effective performance tasks</li> </ul>	C & I and Specialists
		Informative/Explanatory	<ul style="list-style-type: none"> <li>• Identify text structures</li> <li>• Apply writing process</li> <li>• Create effective performance tasks</li> </ul>	C & I and Specialists
		Opinion/Argument	<ul style="list-style-type: none"> <li>• Identify text structure</li> <li>• Apply writing process</li> <li>• Create effective performance tasks</li> </ul>	C & I and Specialists
		Sentence Writing with Inventive spelling <a href="#">Q1</a>	<ul style="list-style-type: none"> <li>• Develop pre-writing and early writing strategies</li> </ul>	C & I ECEC staff
Math	June – July Multiple Years	Engage NY <a href="#">Q1</a> PK-6 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>• Gain an understanding of the purpose and structure of Engage NY.</li> <li>• Engage in a process to break down Modules</li> <li>• Modify assessments to match instruction</li> <li>• Learn to modify and adjust</li> </ul>	C & I and Specialists



Initiatives	Timeline	Topic	Outcomes	Provider
			<ul style="list-style-type: none"> <li>lesson plans</li> <li>Incorporate task based learning</li> <li>Clarify fluency component</li> </ul>	
		Math 20/20 Q1	<ul style="list-style-type: none"> <li>Understand mathematical content within each grade level</li> <li>Understand pedagogy for best practices</li> <li>Implement task based learning</li> <li>Engage in the formative process</li> <li>Learn how to engage students in number talk routines</li> </ul>	C & I and Specialists
Reading/Literacy	June – July Multiple Years	Teaching the Literacy Core (Tier 1)	<ul style="list-style-type: none"> <li>Introduce literacy core resources</li> <li>Plan</li> <li>Manage</li> <li>Assess</li> </ul>	C & I Vendors
		Academic Vocabulary	<ul style="list-style-type: none"> <li>Understand types of vocabulary</li> <li>Teach vocabulary</li> <li>Assess progress</li> </ul>	C & I Specialists
		Small Group/Tier 2 Instruction	<ul style="list-style-type: none"> <li>Purpose and structure of Tier 2 Instruction</li> <li>Small group strategies</li> <li>Using data to inform grouping and focus skills, and progress monitoring</li> </ul>	C & I Specialists
		Tier 3 Skills-Based Intervention	<ul style="list-style-type: none"> <li>Purpose and structure of Tier 3</li> </ul>	C & I

Initiatives	Timeline	Topic	Outcomes	Provider
			Instruction <ul style="list-style-type: none"> <li>• Organize for Tier 3 Instruction</li> <li>• Scaffold instruction to accelerate learning</li> <li>• Use data and the leaning continuum to inform focus skills and progress monitoring</li> <li>•</li> </ul>	Specialists
		Enrichment	<ul style="list-style-type: none"> <li>• Using data to inform student needs</li> <li>• Modify instruction for enrichment and acceleration</li> <li>• Monitor student progress</li> </ul>	C & I
		ELA Lesson Planning	<ul style="list-style-type: none"> <li>• Introduction to ELA Lesson Planning</li> <li>• Design effective lessons</li> <li>• Differentiate lessons</li> <li>• Select appropriate resources</li> </ul>	C & I
		Dialogic Reading	<ul style="list-style-type: none"> <li>• Understand the processes and principals</li> <li>• Apply the process and principals</li> <li>• Use program implementation data</li> </ul>	C & I Specialist
Instructional Unit	June – July Multiple Years	Designing units	<ul style="list-style-type: none"> <li>• Frame the course and units</li> <li>• Map Standards Distribution</li> <li>• Develop Pacing Guide</li> <li>• Develop unit description</li> </ul>	C & I

Initiatives	Timeline	Topic	Outcomes	Provider
			<ul style="list-style-type: none"> <li>• Select appropriate resources</li> <li>• Align Standards, Objectives, Activities and Assessments</li> <li>• Write Enduring Understandings and Essential Questions</li> <li>• Establish Cultural Connections</li> <li>• Identify Instructional Routines</li> <li>• Sequence Lessons.</li> <li>• Develop Problem-Solution based-unit design</li> </ul>	
		Translating Standards	<ul style="list-style-type: none"> <li>• Clarify Objectives and Identify Content and Skills</li> <li>• Identify Priority Standards</li> <li>• Identify Level of Thinking</li> </ul>	C & I
		Effective Lesson Planning	<ul style="list-style-type: none"> <li>• Determine Focus Standards/ Objectives</li> <li>• Develop Background Knowledge and Lesson introduction</li> <li>• Vocabulary development</li> <li>• Select and refine or design lesson</li> <li>• Identify student task(s) and evidence of learning</li> <li>• Include Key Questions and Questioning Strategies</li> <li>• Differentiation</li> <li>• Identify extension/intervention/</li> </ul>	C & I

Initiatives	Timeline	Topic	Outcomes	Provider
			homework strategies	
		Diary Mapping	<ul style="list-style-type: none"> <li>Identify what worked in the lesson/unit</li> <li>Reflect on and make recommendations for changing what didn't work</li> </ul>	C & I
		Designing Performance Based Tasks and Assignments	<ul style="list-style-type: none"> <li>Selecting Tasks Types based on DOK</li> <li>Identify task, product and quality requirements</li> <li>Write task description</li> <li>Test Task and revise</li> </ul>	C & I
		Scoring Guides and rubrics	<ul style="list-style-type: none"> <li>Identify assignment questions and standards</li> <li>Establish criterion</li> <li>Test rubric by scoring sample assignments and refine</li> </ul>	C & I
Data/Assessment		NWEA Student Goal Setting Growth Mindset Formative Assessment CPAA CLASS TPOT TPITOS	<ul style="list-style-type: none"> <li></li> </ul>	C & I Specialists
PLC	June – July Multiple Years	Introduction and Implementation to PLCs	<ul style="list-style-type: none"> <li>Establish norms</li> <li>Understand structure</li> <li>Establish teams, roles, meetings, accountability and</li> </ul>	

Initiatives	Timeline	Topic	Outcomes	Provider
			<ul style="list-style-type: none"> <li>focus</li> </ul>	
Language/Culture	TBA	O’odham Words and phrases to use in classroom/office	<ul style="list-style-type: none"> <li>Use acquired language in the classroom/office setting</li> </ul>	ENLC Staff
Instructional Coaching		Head Start Practice Based Coaching	<ul style="list-style-type: none"> <li>Apply principles and practices</li> <li>Use implementation and results data</li> </ul>	
Social Emotional Health		Positive Behavior Intervention Support (PBIS) Conscious Discipline ACEs (Adverse Childhood Experiences)	<ul style="list-style-type: none"> <li>Understand structure</li> <li>Understand the processes and principals</li> <li>Apply the process and principles</li> <li>Use program/processes implementation and results data</li> </ul>	C & I Specialists Counselors

## Appendix D: Professional Development Menu of Offerings

Topic	Timeline	Topic	Outcomes	Department
Reading/Literacy	Q1	CLOSE Reading Routine	<ul style="list-style-type: none"> <li>Understand purposes</li> <li>Understand three phase process</li> <li>Develop questions</li> </ul>	C & I Specialists
	Q1	Small Group Instruction	<ul style="list-style-type: none"> <li>Grouping students</li> <li>Identifying objectives, stations and tasks.</li> <li>Measuring progress</li> </ul>	C & I Specialists
	Q2	Text Talks		C & I Specialists
	Q2	Managing Independent Reading		C & I Specialists
	Q2	Understanding Lexiles		C & I Specialists
Writing	Q1	Writer's Notebook		C & I Specialists
	Q2	Quick Writes		C & I Specialists
Instructional Strategies	Q1	Developing Learning Goals & Objectives		C & I Specialists
	Q2	Building background knowledge		C & I Specialists
	Q3	Using Questioning Stems		C & I Specialists
	Q2	Making Lessons Relevant		C & I Specialists
	Q1-4	Kagan Cooperative Learning		Teacher Leaders

Topic	Timeline	Topic	Outcomes	Department
		Strategies		
	Q2	Differentiating Lesson Plans		Teacher Leaders
	Q2	Checking for Understanding		Teacher Leaders
	Q1	Managing your Grade Book		Specialists
	Q2	How to allow for productive struggle	<ul style="list-style-type: none"> <li>Develop stamina and perseverance with a growth mindset</li> </ul>	C & I Specialists
Language and Culture	Q1-4		<ul style="list-style-type: none"> <li></li> </ul>	
Social Emotional Learning	Q1-4	Family engagement in learning		C & I, Specialist, Community Liaisons, Teachers
Technology	Q1	Basic Operation of Promethean Board	Effective Technology Use in the Classroom	C & I, Specialists, Teacher Models
	Q3	Creating Active Inspire Lessons	Effective Technology Use in the Classroom	
Math	Q3	Storytelling and literature in Math		C & I, Specialists, Teacher Models
	Q2	Effective Use of Math Manipulatives		