

**PLC Day**  
**January 13, 2017**  
**Brookfield School Activities and Workshop Offerings**

**Brookfield High School:**

The BHS faculty (and paraprofessionals) will include:

- A focus on the NEASC self-study in standards committees.
- The entirety of the faculty (and paraprofessionals) will be placed into 7 different groups, 1 for each NEASC standard.
- Standards chairs will lead their committee through an exercise to conceptualize each of their indicators. The expectation is that each committee comes to a common definition of each indicator as they relate to practices at Brookfield High School.
- Each committee will review sample standards reports to develop understanding of formatting and the possible types of evidence that can be collected during the self-study process.
- The next steps will be to review alignment of current practices with standards and identify potential gaps in our practice.
- This work aligns directly to Strategic Coherence Plan Goals 1, 2, 3, and 4 as it provides a formal process to analyze our goals for learning (Core Values, Beliefs, and Learning Expectations), curriculum, instruction, assessment, leadership, school climate, school resources, and community resources.

**Whisconier Middle School**

**Literacy Staff:**

**Plan for Day:** A brief refresher on the DIBELS (DORF) Benchmark assessment and planning the interventions and probes for the next round (only 5th and 6th grade literacy teachers).

Teachers will also revisit the opinion/argument writing rubric and student checklist for opinion/argument to identify and prioritize areas in need of additional instruction and practice.

A portion of the day will also be spent scoring the Words Their Way Spelling Inventory and/or the MOY On-Demand Argument Writing.

**Audience:** Literacy teachers

**Goals:** Teacher will develop schedules for DIBELS (DORF) interventions (5th/6th) that target accuracy. They will continue to develop instructional plans and identify additional resources to use for instruction with their small ELT groups. (5th and 6th grade teachers only)

Teachers will identify priority areas in need of additional instruction in the opinion/argument writing based on the MOY Argument Baseline.

**Alignment:** Steps 2 and 3 of the Strategic Coherence plan Outcome 2 and Steps 2 and 3 of the Strategic Coherence plan Outcome 3. District Improvement Plan - Objective 2 - close reading of texts

**Outcomes:** Students will have scheduled times for DIBELS (DORF) interventions. Teachers will work together to create/find instructional materials and strategies. They will download a number of DORF assessment probes to have ready to administer every two weeks. (5th/6th). Teachers will have a list of priority areas in need of additional instruction in the opinion/argument writing and tailor their future lessons (whole group or small group) to address the need. They will identify mini-lessons and conference topics for their students based on the TC rubric and the Student Checklist for their grade level.

### **Science Staff:**

**Plan for Day:** Teachers will work collaboratively to complete module 5 that is part of the NextGen CT series. 5th and 8th grade science teachers will also have time to plan for the upcoming Science CMT which will be administered online for the first time to all students in these two grades.

**Audience:** Science teachers

**Goals:** To continue to develop an understanding of both the NGSS and how they are incorporated into instruction and assessment

**Alignment:** Steps 2 and 3 of the Strategic Coherence plan Outcome 2 and Steps 2 and 3 of the Strategic Coherence plan Outcome 3

**Outcomes:** Teachers will be able to understand how to develop units and instruction that reflect the DCI's, CCC's, and SEP's.

### **Social Studies Staff:**

**Plan for Day:** The social studies staff will study and make notes on two model curriculums that are inquiry-based: one from ODell Education- *Making Evidence-Based Claims* and from the C3 Teachers- *Was the American Revolution Avoidable?* They will annotate positive and negative aspects that are not limited to the content, but also consider the format. In addition, in partnerships, they will explore the C3 Teachers site from the National Council for the Social Studies and look for teacher resources to share with their colleagues.

**Audience:** The social studies teachers in grades 5-8.

**Goals:** The goal of reviewing curriculum documents is to start to develop an understanding of the elements that are required under both the C3 and the Ct Frameworks for the Social Studies. They will have the opportunity to understand how two different groups organized their units. It will also serve to illustrate how an inquiry approach to the social studies can be presented. Teachers should also note how both close reading and opinion/argument are addressed or not addressed in the units.

**Alignment:** Strategic Coherence Plan Outcome 1 Step#2- District Improvement Plan - Objective 2 and 3 - close reading of texts including primary and secondary source documents and opinion/argument writing.

**Outcome:** By reviewing and studying model curriculums, the teachers will be better prepared to revise the existing curriculums to reflect the C3 and the standards in the CT Frameworks for the Social Studies. They will also identify resources that are on the C3 website to help them planning units, instruction, and assessments.

### **Special Education and Reading Support Staff:**

**Plan for Day:** Special educators and reading specialists will continue to learn about the Cognitive Model of Reading, focusing on the second pathway of which includes: vocabulary,

background information, and text structures and language (sentence) patterns. They will have resources and activities that will help them to work with their students.

**Audience:** Special education and reading teachers in grades 5-8.

**Goals:** The goals for this workshop include developing a deeper understanding of how assessment informs instruction for students who have reading difficulties in the areas of the second pathway. The session will provide current research and instructional ideas that the teachers can use with a variety of their students.

**Alignment:** Outcome 2 - steps 2 and 3 and Outcome 3 - step 2 and 3

**Outcome:** Teachers will have a deeper understanding of how assessment informs instruction for students who have reading difficulties in the areas of the second pathway.

### **Math Staff:**

**Plan for Day:** Create and analyze STAR math reports to revise and create intervention groups based on Goals.

**Audience:** Grades 5-8 teachers

**Goals:** Students will compare current STAR results with the Fall results to create an action plan for the second half of the school year.

- Activities: Create and analyze reports
- Identify strengths/weaknesses
- Create intervention plan and groups

**Alignment:** Steps 2 and 3 of the Strategic Coherence plan Outcome 2. District Improvement Plan - Objective 4 - around STAR Math

**Outcomes:** List of priority students and weaknesses. If time, create an action plan for addressing identified needs.

## **World Language Staff:**

**Plan for Day:** Discussions around:

- Impact around WL resulting from Special BOE meeting
- NECTFL
  - Set up share folders for WL department
  - Are there workshops that the WL teachers are interested in learning more about so that those attending can come back to the department with newly learned material?
- Questions/Thoughts about Mid-Year Dip-Stick Assessments
- Thoughts about applying for PTO Grants
- Discussion of what proficiency levels look like at our level. What is the expectation?
- Thoughts on writing Can-Do Statement
- Year in Review

**Audience:** Grades 5-8 World Language teachers

**Goals:** World Language department to collaborate around proficiency expectations, assessments and professional development (NECTFL).

**Alignment:** Steps 2 and 3 of the Strategic Coherence plan Outcome 2 and steps 2 and 3 of the Strategic Coherence plan Outcome 3.

**Outcomes:** Teachers will be on the same page regarding expectations of proficiency, assessments, and instruction.

## **School Counselors Staff:**

**Plan for Day:** Continue to work on Career Fair and lessons from Career Cruising.

**Audience:** Grade 5-8 counselors

**Goals:** To develop a schedule for speakers and lessons prior to the Career Fair Day.

**Alignment:** District Improvement Plan - Goal 4 - Objective 1

**Outcomes:** 2017 WMS Career Fair and lessons created or modified for Career Cruising.

## Huckleberry Hill Elementary School

### **Literacy and SPED Para-educators - *information provided by Deirdre Coury***

- 12:30-3:25 - EL PD with Deirdre Coury at Center Elementary School (more information to follow)

### **ELC Teacher and Para-educators - *information provided by Tina Parchin***

- 12:30-4:00 - work with Cindy (BCBA) on backwards chaining

### **Grades 2, 3, and 4 Classroom Teachers, Special Education Teachers, Reading Teachers, Math Coach, and Curriculum Specialist**

- 12:30-3:25
  - Argumentation Protocol - *DIP/SIP Goal 2, Objectives 1 and 3*
    - Goal - Teachers will review the argumentation protocol introduced last year, understand how to approach the instruction surrounding the protocol via the Gradual Release Model, and identify opportunities to apply the protocol in upcoming units
    - Activities
      - Review argumentation protocol through lens of Gradual Release Model
      - Identify opportunities to incorporate argumentation protocol into existing units and develop plans

#### **Review Science of Teaching and Assessing Reading - *DIP/SIP Goal 3***

Goal: Building on the PD provided in November 2016 regarding the Cognitive Model of Reading, teachers will have a greater understanding of the three essential components of reading comprehension, how the components are related, how to use the model to determine if a student has a reading problem (e.g., what questions to ask, assessments to administer), and how to use assessment data to plan targeted instruction.

#### **Activities**

- Jigsaw Chapter 1 from *Assessment For Reading Instruction* (by McKenna and Stahl) and the article by Spear-Swerling
- Connect to Cognitive Model of Reading PD provided in November 2016

Revisit process for using data to identify reading intervention focus areas/objectives - *DIP/SIP Goal 3*

Goal: Teachers will use benchmark data to develop targeted, effective classroom intervention plans following the steps provided.

#### **Activities:**

- Review steps for identifying instructional profiles and focus areas
- Introduce flowchart for determining next steps in determining intervention focus areas/objectives
- Introduce/review skill sequence chart
- Introduce/explain concept of “standard treatments”
- Model how to apply the process using several case studies

*\*\*Please note: This process will be continued during January IDT meetings as teachers apply the process using their MOY Benchmark data to develop intervention plans.*

### **Specials and Spanish Teachers**

- Art and Music - **information provided by Margaret Fitzgerald**
  - 12:30-3:25 - Gradual Release Model & UbD in the Music & Art Classroom, HHES music room
- PE - **information provided by Steve Baldwin**
  - 12:30-3:25 - Work on Health Curriculum (more information provided by K-12 department chair)
- Spanish - **information provided by Liz Spencer**
  - 12:30-3:25 - Work on Spanish Curriculum, years 4 and 5 (more information provided by K-12 department chair)

### **SLPs - information provided by Tina Parchin/Charlie Manos**

- 12:30-3:25 - K-12 PD on Cycles, location TBD

### **Psychologist, Social worker, SPED dept. Chair**

- 12:30-3:25 - Webinar: Tier 2, 3 Small Group and Individual Interventions Working with the Anxious Student: Understanding Their Struggle and Helping them Succeed in the Academic Setting; Jen Burke's room - *DIP/SIP Goals 1, 3, and 4*
  - Goal: Mental Health Team members will learn strategies for 1) better understanding the needs of students with challenging behaviors and 2) developing Tiers 2 and 3 intervention plans
  - Activities
    - Participate in webinar (see above)
    - Discuss application of strategies to current cases

### **Nurses, Secretaries and Custodians**

- 12:30-end of day - work on tasks/projects

## **Center Elementary School:**

### **Audience:**

### **Grade K and Grade 1 teachers, special education teacher**

- **Goals: Increase understanding of Next Generation Science Standards**

- Activities: Complete Module 4 and begin Module 5- Teachers will work with grade level peers ; and curriculum leaders to continue developing their understanding of the ways teachers can use inquiry and problem based learning in science instruction within their classroom.
- Alignment with Strategic Coherence Plan/DIP/or SIP/Data (student or adult): Teaching for Learning. Student engagement in vertically aligned rigorous, higher-order thinking activities and/or outcome 4- Alignment and Coherence- vertical alignment of curriculum and curriculum development.
- Outcome/Deliverable- Assessments at the end of each module, completion of module 4

#### **Audience: Reading Teachers**

- **Goals: Increase understanding of ways to support teachers in coaching situations using student data and word study resources.**
- Activities: Reading teachers will create a support guide to use in coaching teachers with students struggling with phonemic awareness and word study skills in kindergarten and grade one. Using grade level data reading teachers will prepare a guide for supporting teachers with various learners with research based strategies, including a plan for demonstration and modeling of new strategies.
- Alignment with Strategic Coherence Plan/DIP/or SIP/Data (student or adult): CES SIP Objective 2: Reading teachers will support classroom teachers in implementing consistent and effective foundations of reading instruction.

## **World Language**

BHS: NEASC work

HHES: Continue curriculum work on 4th year FLES Units of Study

WMS:

- Discussion- any impact of WL resulting from Special BOE meeting
- NECTFL
  - Set up share folders for WL department
  - Are there workshops that the WL teachers are interested in learning more about so that those attending can come back to the department with newly learned material?
- Questions/Thoughts about Mid-Year Dip-Stick Assessments
- Thoughts about applying for PTO Grants
- Discussion of what proficiency levels look like at our level. What is the expectation?
- Thoughts on writing Can-Do Statement
- Year in Review

## **English Language Learners: Para Professionals**

### **Topic: Sheltered Instruction Strategies**

- Audience- paraprofessionals
- Goals- ELs - The Basics: preliminaries, overview of our district, and sheltered instruction leveled to EL student profiles
- Activities- see Slides presentation which I will share soon (examples of embedded activities in the presentation-- word sorts, Myth or Fact, watch short model SIOP lesson video and identify SIOP strategies used, using LAS scores to select strategies leveled to student)
- Alignment with Strategic Coherence Plan/DIP/or SIP/Data (student or adult)
 

Outcome/Deliverable-- paraprofessionals will:

  - Understand EL terminology
  - Match LAS Levels of their students with Sheltered Instruction strategies and supports
  - Use time after my PD for independent learning on related topics using within Slides presentation

- Complete Questions and Reflections Exit Ticket
  
- Questions and Reflection-- (To be shared on a googledoc):
  1. Questions: Please list all questions you still have after today's PD on EL Basics. I will answer your questions in a shared googledoc.
  2. What did you learn today that you think will be most helpful while working with EL /other students? Be specific. Please explain with examples.
  3. Which websites/links did you review on your own? What did you learn?
  4. What additional EL topics would you like to learn more about? Please be specific.

## **Music and Art k-4**

### Goals-

- Become familiar with the Gradual Release Model (I will be using the article that Mary Rose gave us, but will be looking at it through an arts lens.)
- Ground/connect that model with the UbD that we are familiar with.
- Create a lesson plan using this new information.

### Activities

- We will read and discuss an article about Gradual Release of Responsibility (jigsaw it).
- We will discuss the 4 different types of instruction and how they would look in our classes.
- We will fill out a lesson plan template (I made a hybrid one from the "Better Learning through Structured Teaching" book and added in some UbD components that we, as a department, need to focus on. I will provide a model arts sample.

### Deliverable:

- Teachers will leave with their own ready to go lesson plan using the Gradual Release model with UbD pieces.

## **Special Education:**

### **CES:**

- Staff – Case studies and data analysis including SMART objectives and reviewing individual student files.
- SLPs – Framework for evaluating and enhancing optimal phonological patterns with Fran Wengart
- ELC TAs – Backwards chaining with Cynthia Steele-Pucci
- TAs – Strategies for working with students who are EL and a review of language acquisition for our EL students with Deidre Coury

### **HHES:**

- Staff – Argumentation protocol and developing reading intervention plans with grade level partners
- SLPs – Framework for evaluating and enhancing optimal phonological patterns with Fran Wengart
- ELC TAs – Backwards chaining with Cynthis Steele-Pucci
- TAs – Strategies for working with students who are EL and a review of language acquisition for our EL students with Deidre Coury

### **WMS:**

- Staff – Star Math with Jim Fitzpatrick
- SLPs – Framework for evaluating and enhancing optimal phonological patterns with Fran Wengart
- All TAs – 12-1:15pm – Strategies for working with students who are EL and a review of language acquisition for our EL students with Deidre Coury (Part 1 of 2)
- All TAs – 1:15-2:40 – EL activities with Nancy Power

### **BHS:**

- All Staff – Building-wide NEASC session with Marc Balanda

## **Health and P.E.**

Health and PE teachers will be engaged in a crosswalk of activities of the CT State Department of Education Health Curriculum and our district Health Curricula as part of the curriculum revision process.

BHS faculty will be involved with the all staff NEASC work.