Professional Learning

2016-17

What Happened at the State Level for this 2016-17?

Retention & intensive summer school for grade 3 delayed until spring & summer 2018!

New State Test!?!

Coming in 2017-18!

New literacy requirements in teacher preparation

"Modernizing" Secondary Career & Technical Education
- ➢ Establish career guidance teams
- ➢ Significant changes to CTE service areas
- ➢ New standards?
- ➢ Regional planning partnerships

Let's Meet Our New Family Members!

CONTENT OBJECTIVES…

1. I can explain Perry's professional learning framework.

2. I can list the initiatives that the district and my school will be working on during this school year.

3. I can identify where to find additional information & resources related to professional learning.

4. I can explain what the Perry Lau Plan contains.

5. I can identify the instructional coaches leading the Perry Teacher Leadership Program.

How do WE Ensure Learning at Perry?

Written ⟷ Learned

Guaranteed & Viable Curriculum

Tested ⟷ Taught
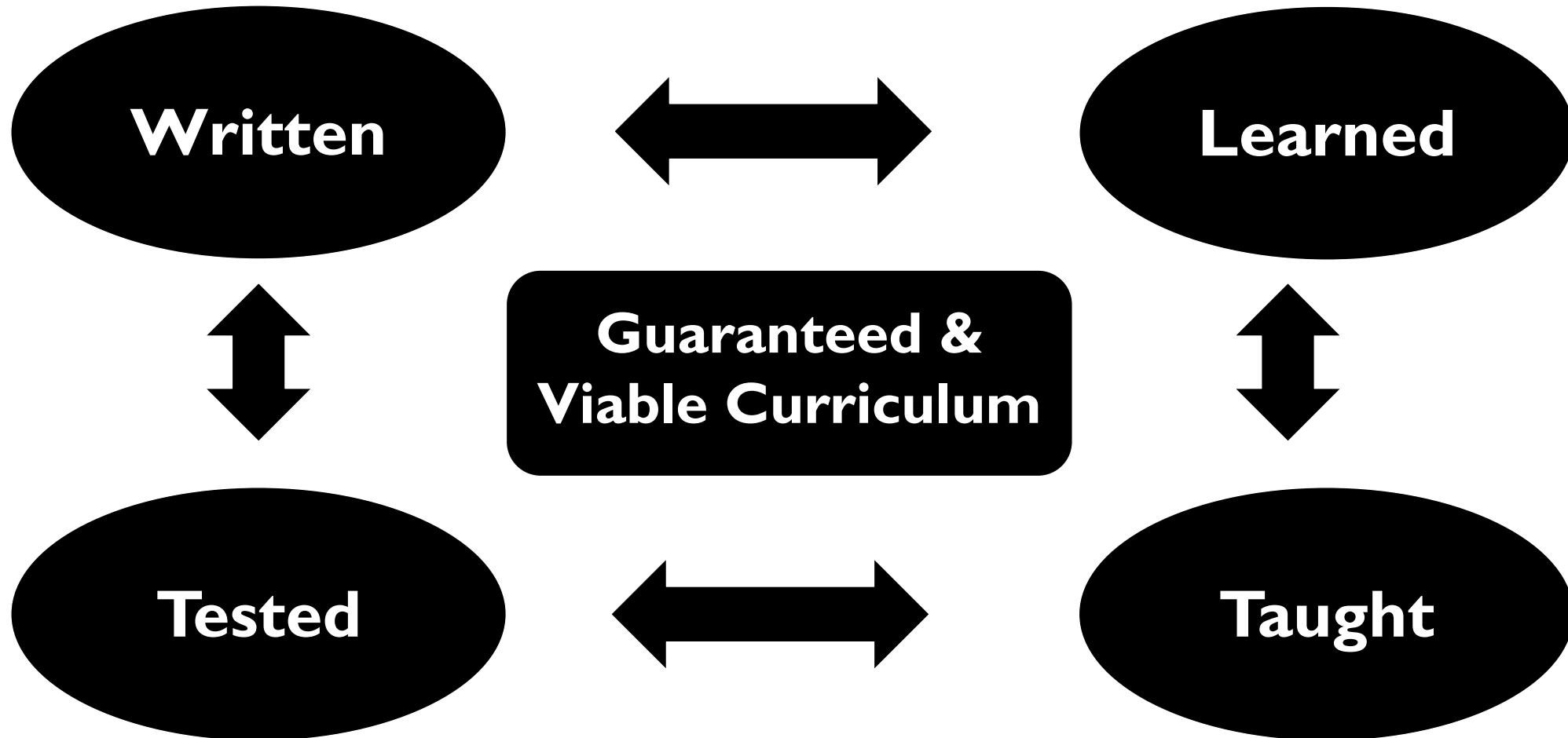
PERRY CSD
PROFESSIONAL LEARNING FRAMEWORK for 2013-2014

if we continue to learn, to improve our safe, supportive learning environment, and have leadership at all levels (teachers & administrators, building & district)....

THENwecan

Our Mission
To develop knowledgeable, skilled, and productive citizens of character.

Improve Student Learning Through...
Content & Language Objectives
PLCs & RTI
CGI (elem. Math)
IPI

Improve Programs Through...
Unpacking standards & grade level/dept. conversations
Curriculum adoption
Standards-based grading
Designing teacher leadership system
1:1 for 6-12

Improve Ourselves Through...
Book Studies & other professional reading
Attending educational conferences
Technology professional learning
Individual Teacher Professional Development Plans

Professional Learning Initiatives
2013-14

Three primary goal areas:

1. Improve student learning
2. Close an achievement gap
3. Provide a safe learning environment

Three levels of work:

1. District
2. Building
3. Individual (ITPDP)

START WITH:
What do we want all students to learn, know, and be able to do?

1. Unpack Iowa Core for each grade level, content area, & course into learning targets
2. Support each learning target with content & language objectives.
3. Identify which learning targets are essential for success at the next level & aligned with state tests.

How will we know they have learned it?

1. Identify levels of proficiency & learning progressions for each essential learning target.
2. Design & use effective strategies for gathering & analyzing evidence of student learning: quality test questions, formative assessment strategies, valid & reliable summative tests, performance assessments, and competency-based grading.

How will we teach it?

1. Craft & teach units of study directly tied to learning targets: focus on 'Big Ideas', essential questions & content/language objectives, and integrate 21st century skills, higher order questions, engaging real-world activities, student/student learning conversations, etc.
2. Ongoing formative assessment, error analysis to group students & differentiate instruction or interventions.

How do we respond when they struggle or don't learn?

How do we respond when they have already learned?

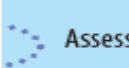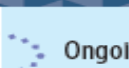Revise core instruction and differentiate instruction.

Ongoing formative assessment & error analysis.

Instruction focused on the essential learning that enriches and deepens knowledge.

Ongoing formative assessment & error analysis.

Create appropriate interventions & instruction

Assess again, monitoring for results.

How will we ensure students & adults feel safe to learn and try new things?

Provide each student and adult a positive, secure, challenging, and supportive learning environment.

What do we want all students to learn, know, and be able to do?

Provide a meaning-rich curriculum that is designed to engage learners and built around clearly articulated learning goals known to both teacher and students.

How will we know they have learned it?

Use continuous formative assessment to ensure that teacher and students alike are aware of student status relative to the specific learning goals and that teacher and students alike know what next steps are most likely to propel a given learner forward.

Ensure learning means all students will show evidence of progress in the essential skills and concepts through differentiated data-driven instruction.

How will we teach it?

Plan instruction based on formative assessment information to attend to whole-class, small-group, and individual differences in readiness, interest, and approach to learning. Work with students to create and implement classroom management routines that allow both predictability and flexibility.

How will we respond when they struggle or don't learn?

Provide students with differentiated instruction/ opportunities to learn based on formative assessment evidence.

How will we respond when they have already learned?

Provide students with differentiated instruction/ opportunities to learn based on formative assessment evidence.

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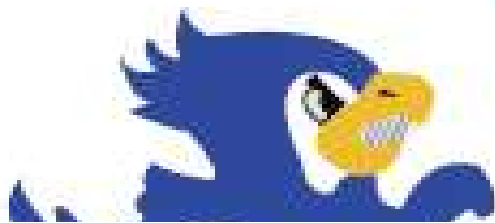As we review this framework, what do you notice is missing?

Ensure learning

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Ensure learning

means all students will show

Why these questions?

Set high expectations and deliver challenging instruction.

- Teacher expectations for students have a powerful influence on student achievement. Effective teachers see intelligence not as something that is innate to, or fixed within, students but as something that can be nurtured and developed. (ES 1.44!)

Foster engaging learning environments <u>and</u> meaningful relationships with students.

- Effective teachers are *warm demanders*, pressing students to achieve at high levels while developing strong relationships with them. (ES = 0.72)

(2012, p. 266)

Why these questions?

Intentionally match and monitor impact of instructional strategies with learning goals.

- Effective teachers provide clear and meaningful feedback in a timely manner to each student. (ES = 0.75)

- Effective teachers consistently monitor student progress toward learning goals and use appropriate teaching strategies to close the gap between what students know and what they are expected to learn. (ES = 0.90)

(2012, p. 266)

What makes a teacher effective?

Effective Teachers…

- Teach in a thinking way.

- Engage students and emphasize effort.

- Accurately assess students and advocate for them.

- Create community.

- Hold high expectations and are bearers of hope.

- Educate the whole child.

- Regard relationships as paramount to learning.

(Parrett & Budge, 2012, *Turning High Poverty Schools into High-Performing Schools*, p. 167)

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So, what did you notice is missing?

ENERGIZING BRAIN BREAK!

<u>Finger Tip Brain Break</u>

1. Stand up.

2. Make an X with your arms out in front of you. Move your palms to face you with your fingers up in the air. Lock your thumbs together.

3. With your index finger on your right hand, try to touch each of the finger tips of your other hand, one by one.

4. Now take your middle finger on your right hand and do the same thing and touch the finger tips of your other hand one by one.

5. Do this same process for your ring finger and pinkie on your right hand.

6. Now do the process for your left hand index, middle, ring and pinkie fingers.

Professional Learning 2016-17

District-level

- ✓ **Ensure learning**
- ✓ **Teacher Leadership**
- ✓ **Standards-based Grading (SBG)**
- ✓ **District Library Program**
- ✓ **Science Standards**
- ✓ **English Learners**

High School

- ✓ **Student engagement during lessons**
- ✓ **Positive relationships with students**
- ✓ **SBG grading policy**

Middle School

- ✓ **Power-Up**
- ✓ **Jay Feathers**
- ✓ **SBG rubrics & report card**

Elementary

- ✓ **Data-driven**
- ✓ **Family Engagement**
- ✓ **SBG rubrics & report card**

Standards-based Grading

Timeline & Actions:

➢ **Elementary & Middle school implementing 2017-18**

➢ **High School implement 2018-19**

➢ **Monday, Aug. 22: Dr. Tom Guskey!**

➢ **Sept. 7 & 21: Review all standards & learning target documents**

➢ **District & building grading guidelines, rubric scale, rubrics, report card format**

Library, Science, English Learners

Revitalizing district library program

New state standards for science

   Secondary actions

   Elementary actions

English Learners

Content & Language Objectives 'CO/LO'

- **District expectation: All teachers will write, display, and discuss CO/LO's with students during each lesson. (SE = 0.75; Teacher Clarity)**

- **Review of this expectation, as well as writing, displaying, and discussing CO/LO may occur Sept. 21.**

Professional Learning Communities (PLCs)

- Outcome 6 of the Iowa Core
- Two teachers facilitate (part of TLC)
  - 8 PLCs at elementary based on grade level teams
  - 9 PLCs at secondary* (6-12) by content area
  - K-12 PLCs for Art, Music, PE
- Meet every other Wednesday during early out
- Began authentic PLCs in Fall 2014 with a focus on formative assessment; more control to each PLC this year.

Where to Learn More…

- **Start at district web page**
  - **Departments**
    - **Teaching and Learning**
      - **Professional Learning**
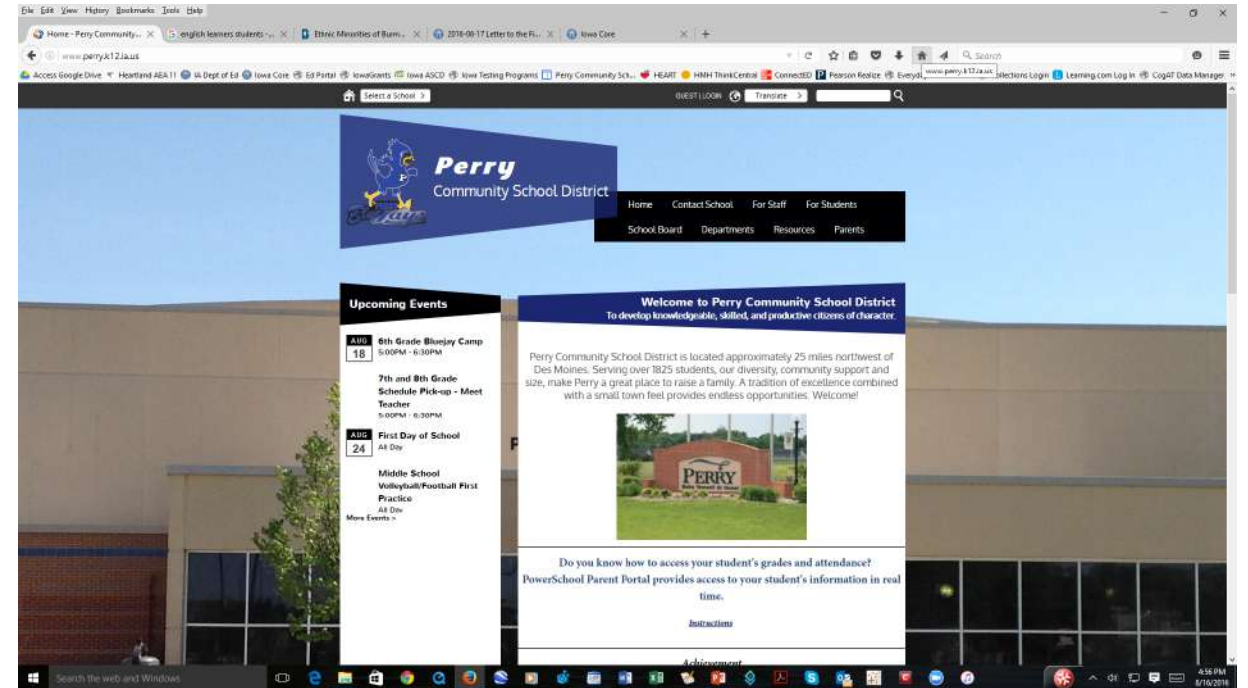
Reflect....

Content Objectives:

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ENERGIZING BRAIN BREAK!

ABC/123 Energizing Brain Break

1. **Stand up.**

2. **Use your index finger and write a large "A" in the air out in front of you and at the same time say out loud the number "1".**

3. **Now use your index finger and write a large "B" in the air out in front of you and at the same time say out loud the number "2".**

4. **Continue writing the letters in the air and saying the numbers out loud as far as you can go or until the end of the alphabet.**

Extra Challenge: Alternate saying the letter and then the number.

"1"

say "1"
out-loud
and
write A
in the air
at same time
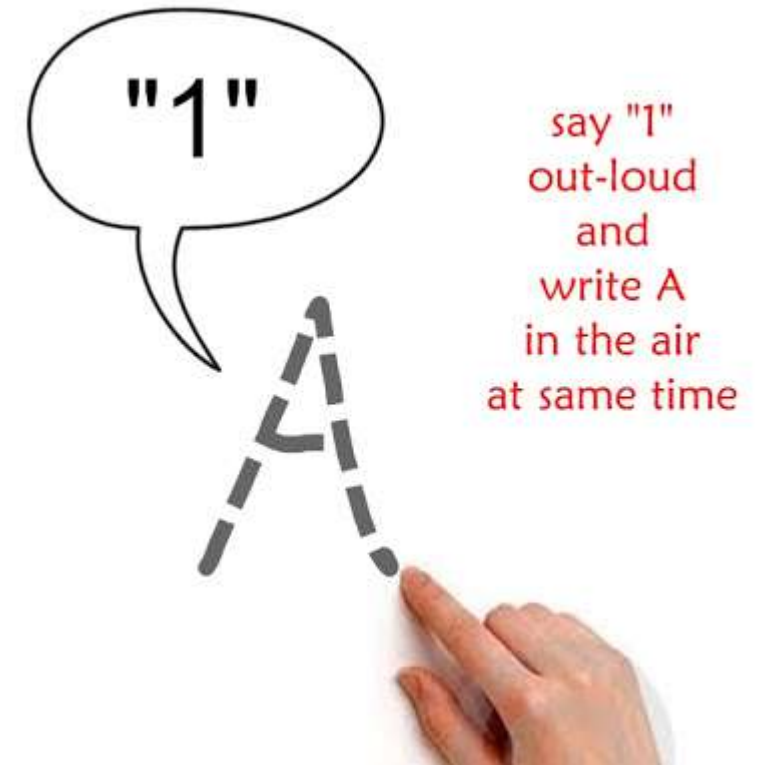
ENGLISH LEARNERS (EL) UPDATE

LAURA SKEEL, DIRECTOR OF LEARNING SUPPORTS

LAU PLAN

Goals of the Lau Plan:

- **Teach English language comprehension through listening, speaking, reading, and writing**

- **Support students to achieve proficiency in 5-7 years in the area of reading and math according to the Iowa Assessments**

- **Support English learners so that they can successfully participate in the learning environment including in other school and extra-curricular activities**

ELP STANDARDS

- **Response to federal site visit**

- **Created 6 modules to review the new ELP standards**

- **Purpose of the new modules:**

  - **College and career ready standards carry rigorous language demands and identify necessary linguistic practices, but they do not provide clear expectations of student language use, progressions, or competencies.**

  - **Poor predictive validity of the previous ELP assessments for student performance in ELA and mathematics**

  - **Interest in using ELP standards and linked assessments measure the academic language proficiency needed for the content areas**

Shift in Understanding of Language Proficiency & Content Learning

Previously Framed as a Sequential Relationship

ELP
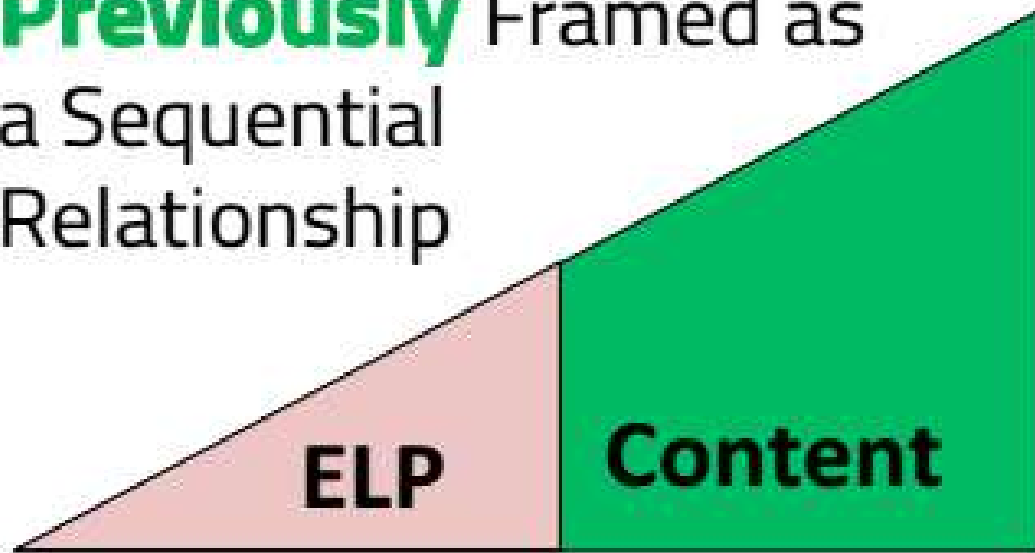
Content

ELP standards and instruction provided a foundation from which to approach content standards

Now Framed as a Parallel Relationship

Content

ELP

ELP standards and instruction reflect the language expectations contained in content standards

Source: WestEd

ELP STANDARDS (continued)

1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading and viewing.

2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

3. Speak and write about grade-appropriate complex literary and informational texts and topics

4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence.

5. Conduct research and evaluate and communicate findings to answer questions or solve problems

ELP STANDARDS (continued)

6. Analyze and critique the arguments of others orally and in writing.

7. Adapt language choices to purpose, task, and audience when speaking and writing.

8. Determine the meaning of words and phrases in oral presentations and literary and informational text

9. Create clear and coherent grade-appropriate speech and text

10. Make accurate use of standard English to communicate in grade-appropriate speech and writing.

New ELP Standards Shift the Focus

What language does a student have?

What is a student able to do with language within content areas?

ENERGIZING BRAIN BREAK!

Finger Aerobics Ripple

1. **Stand up.**

2. **Make an X with your arms out in front of you. Move your palms to face you with your fingers up in the air.**

3. **You will be "triggering" two fingers at a time. Triggering is when you pull your finger like you pull the trigger of a spray bottle.**

4. **Here is the order that you will be doing this:**

   - **Right-Index and Left-Pinkie**

   - **Right-Middle and Left-Ring**

   - **Right-Ring and Left-Index**

   - **Right-Pinkie and Left-Index**

5. **Now do this same sequence in reverse order.**

6. **Try to do this as fast as possible to make a rippling effect.**

Teacher Leadership

- **Teacher Leadership & Mentor Coordinator**

- **Instructional Coaches (5)**

- **Mentors (15)**

- **PLC Leaders (up to 32)**

- **Model Teachers**

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It's going to be a multicultural afternoon!

Three speakers to share information & insights so we can ensure learning for our refugees, migrants, and other students from around the world

> ➢ **Amy Doyle, Ethnic Minorities of Burma, Advocacy, & Resource Center**
>
> ➢ **Dr. Jobi Lawrence, Iowa DE**
>
> ➢ **Terry Wilkinson, Tyson, Inc.**

It's going to be a multicultural afternoon!

Time	Event	Location
1:00 p.m. – 1:30 p.m.	Terry Wilkinson from Tyson Inc.	High School Library
1:40 p.m. – 2:10 p.m.	Dr. Jobi Lawrence from Iowa DE	Perry Performing Arts Center
2:20 p.m. – 2:50 p.m.	Amy Doyle from Embarc (Ethic Minorities of Burma Advocacy and Resource Center)	Middle School Library

High School Staff

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Time	Event	Location
1:00 p.m. – 1:30 p.m.	Amy Doyle from Embarc (Ethic Minorities of Burma Advocacy and Resource Center)	Middle School Library
1:40 p.m. – 2:10 p.m.	Terry Wilkinson from Tyson Inc.	High School Library
2:20 p.m. – 2:50 p.m.	Dr. Jobi Lawrence from Iowa DE	Perry Performing Arts Center

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Elementary Staff

Thank You!