

# Welcome to the 2013-2014 Teacher Education Council (TEC)

## Your Meeting Navigators

*Michele Wiles, SJCS D Director for Professional Development*

*Jesse Gates, SJCS D Program Specialist for Instructional Technology*

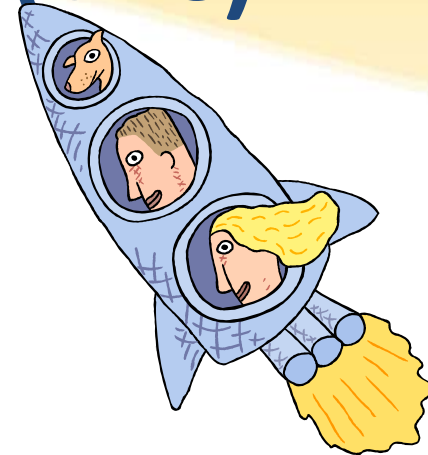
### *Learning Goals*

*Council members will understand the purpose of the TEC.*

*Council members will understand and be able to share with their school staff:*

- *SJCS D Professional Development System Plan*
- *SJCS D New Master Inservice Plan*
  - *Activities eligible for inservice points*
  - *Activities ineligible for inservice points*
- *Florida Professional Development Protocol Review*
  - *Florida Professional Learning Standards*
- *Upcoming inservice opportunities*
  - *ESOL, Gifted And Reading Endorsement Courses*
  - *October 25 Non-Instructional PD Day*
- *New certification requirements*
- *New Teacher Induction/Mentoring*

## ***PLCs – A Collegial Conversation***



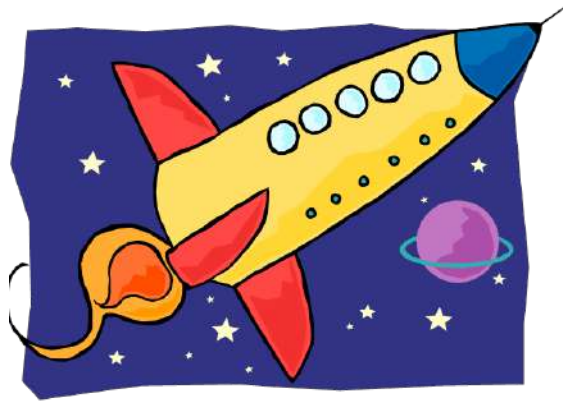
# Goals of Professional Learning



*“The primary purpose of professional learning is to improve educator practice and student results.”*

*Standards for Professional Learning, Learning Forward 2011*

*“As students are expected to learn more complex analytical skills in preparation for further education and work in the 21<sup>st</sup> century, teachers must learn to teach in ways that develop higher-order thinking and performance.” (Darling-Hammond, Wei, Andree, Richardson & Orphanos, 2009, p.7)*



# What is the Teacher Education Council?

The Teacher Education Council is a team of SJCSD instructional personnel who partner as liaisons with the Professional Development Department to:

- Provide feedback on professional learning activities
- Provide feedback on professional learning protocols
- Recommend professional learning activities
- Receive and share information regarding professional learning opportunities with their school staffs
- Receive and share professional learning resources and best practices

# SJCSD Professional Development System Plan



## Policies and Practices Designed To:

- Address the rising expectations for student and educator performance
- Align professional development with the goal of college and career ready students
- Align with current research on effective PD practices
- Address changes resulting from Race to the Top Scope of Work commitments

<http://www.stjohns.k12.fl.us/depts/staff/>

# SJCSD Professional Development System Plan



## Components of the Plan

- Purposes
- Collaborative Planning and Implementation
- High Priority Purposes
- Capacities Employed in the System
- Professional Development System Deliverables
- Evaluation Practices
- Master Inservice Plan
- Planning, Implementing, Supporting and Evaluating High Quality Professional Development

# Purpose



Professional Development Focus On College and Career Ready Students to include:

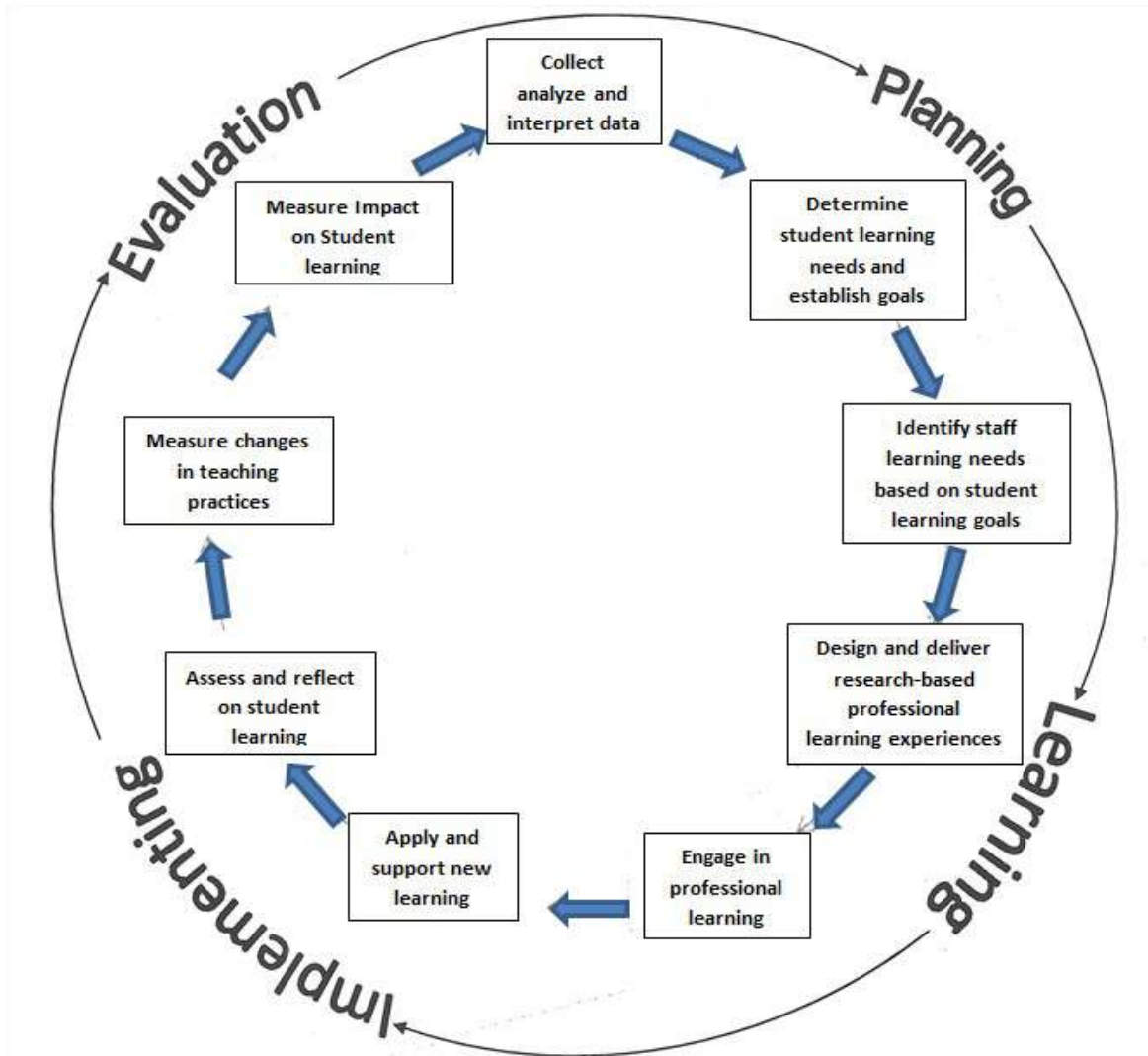
- Standards-based instruction
- Research-based instructional practices
- Multi-tiered systems of instruction and differentiated instruction
- Research-based leadership practices
- Data access and data systems use

# High Priority Purposes



- Increase student achievement
- Enabling personnel to function as learning organizations
- Supporting Deliberate Practice to develop personnel expertise and recruit and retain highly effective educators and leaders
- Implementation of statutes
- Support for and implementation of
  - 2010 – 2015 SJCS D Strategic Plan
  - SJCS D Curriculum Goal and Objectives
  - 2013 Advanced Ed Accreditation Recommendations

# SJCSD Professional Development Framework





# SJCSD Master Inservice Plan



- A major supporting element in the District's Professional Development System
- Provides processes and procedures for the educational workforce to use successful professional learning for certification purposes

# SJCSD Master Inservice Plan



Defines the role of the District, the school and individual educators.

## **Role of Each Employee:**

- Each employee acts as a model for lifelong learning by demonstrating an attitude of openness to innovation, ethical behavior, and a willingness to continually improve his or her professional practice.
- Each instructional employee develops and implements a Deliberate Practice Growth Plan that is directly related to instructional practices to improve student performance data for those areas to which the teacher is assigned.
- Each instructional employee implements newly learned content and strategies with his or her students and participates in professional learning communities to continually refine this implementation so that student achievement is increased.
- Each instructional employee monitors student achievement related to his or her professional development and documents results.

# SJCSD Master Inservice Plan



## Activities Eligible for Inservice Credit

- Professional learning communities (PLCs)
- Lesson study
- Action research
- District or school-based workshops
- District online courses
- Online coursework provided outside the district
- Conferences or seminars/professional travel
- Independent study
- College/university/vocational classes
- Classroom visitations
- Peer mentor/coaching/new teacher mentoring

# SJCSD Master Inservice Plan



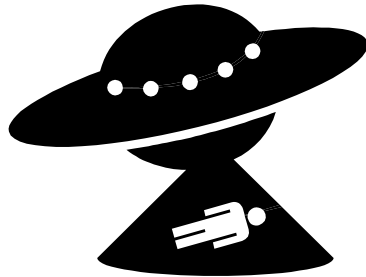
## Activities Ineligible for Inservice Credit

- Business, faculty/staff, committee or advisory meetings with no professional learning component
- Administering tests or screeners for students or teachers
- Completing grants/Request for Proposals (RFPs)/Deliberate Practice Growth Plan/Accreditation or other review materials
- Serving on/attending bargaining agency meetings, district councils or committees
- Processing registrations/record-keeping
- Chaperoning or supervising students
- Supervising students participating in clinics, contests or other competitions
- Personal travel
- Work accomplished under a work contract
- Coursework or training needed for a non-teaching task and not related to teaching
- Any activity for which the participant's learning is not planned as an inservice activity and evaluated by a supervisor or coordinator of the activity

# Thoughts/Questions

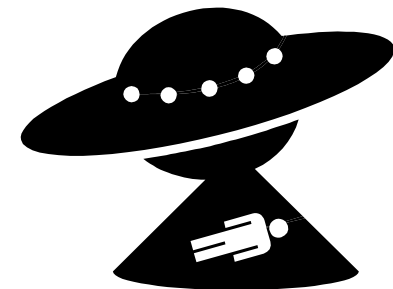


# Florida Professional Development System Evaluation Protocol



2013 – 2014 Site Visit

# Florida Professional Development Evaluation Protocols



## 3 Levels

1.0 Educator Level

2.0 School Level

3.0 District Level

## 4 Strands

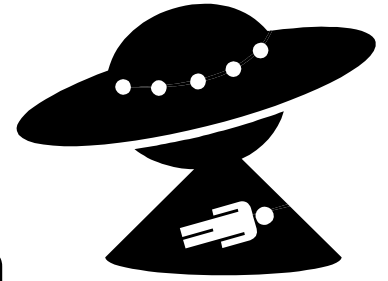
Planning

Learning

Implementing

Evaluating

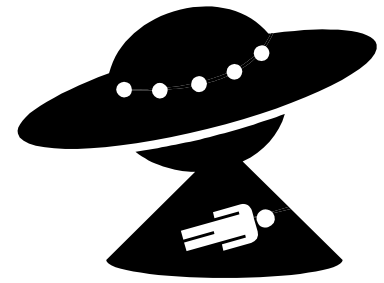
# Site Visit Process



- Florida's Professional Development System Evaluation Protocol provides the criteria for evaluating the quality of each District's professional development system through the following processes:
  - Conducting 4 year evaluation cycles for the 67 school districts
  - Providing teams of certified reviewers to apply the protocol in order to form judgments about each standard
  - Evaluating evidence based on interviews with teachers and principals and document reviews
  - Conducting a random sampling of schools at each level
  - Providing a District-level report upon completion

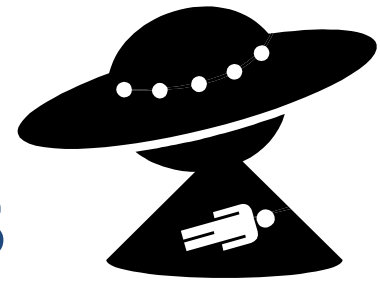


# School Level Visits



- Schools and teachers will be randomly selected for in-depth review by the protocol team:
  - Elementary Schools
  - Middle Schools
  - High Schools
- Selected schools will be notified several weeks before the review.
- Selected teachers will be notified one week before the review (beginning teachers will not be selected).
- Schools selected should provide a private space for the team members to meet and interview administrators and teachers.

# Protocol Standards School Level Checklists



## Planning

- 2.1.1 School Needs Assessment
- 2.1.2 Reviewing IPDPs
- 2.1.3 Reviewing Annual Performance Evaluations
- 2.1.4 Generating a School PDP
- 2.1.5 ILDPs

## Implementing

- 2.3.1 Implementation of Learning
- 2.3.2 Coaching and Mentoring
- 2.3.3 Web-based Resources

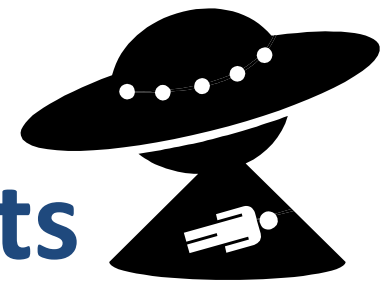
## Learning

- 2.2.1 Learning Communities
- 2.2.2 Content Focused
- 2.2.3 Learning Strategies
- 2.2.4 Sustained Professional Learning
- 2.2.5 Use of Technology
- 2.2.6 Time Resources
- 2.2.7 Coordinated Records

## Evaluating

- 2.4.1 Implementing the Plan
- 2.4.2 Changes in Educator Practice
- 2.4.3 Changes in Students
- 2.4.4 Evaluation Measures
- 2.4.5 Use of Results

# Protocol Standards Educator Level Checklists



## Planning

- 1.1.1 Individual Needs Assessment
- 1.1.2 Administrator Review
- 1.1.3 Individual Professional Development Plan

## Implementing

- 1.3.1 Implementation of Learning
- 1.3.2 Coaching and Mentoring
- 1.3.3 Web-based Resources

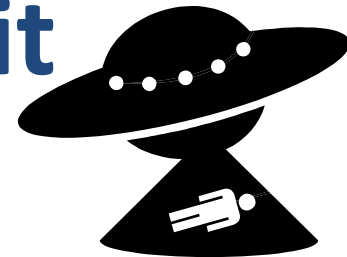
## Learning

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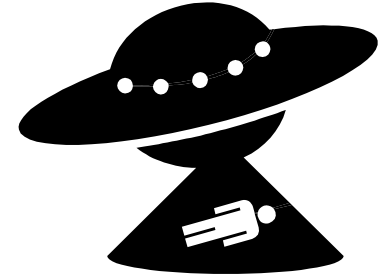
# Preparing for a School Visit



- Protocol Review Tools
  - **Professional Development System Evaluation Protocol: Protocol System, Third Cycle** <http://www.fldoe.org/profdev/pdstandards.asp>
    - Excellent resource to conduct a self assessment at all levels – District, School or Educator
      - Includes checklists for all levels
    - Lists all documents needed
    - Provides answers to commonly asked questions (pages 26 – 29)
  - **Professional Development System Evaluation Protocol: Reviewers Guide** <http://www.fldoe.org/profdev/pdstandards.asp>
    - Best resource to understand the rationale and elaboration for each standard to be evaluated
  - **Best Practice to Prepare:** Schools review Educator Checklists with their faculties and complete self assessments.

# Educator Level: Planning Strand

- Educators should bring the following documents when interviewed:
  - Deliberate Practice Growth Plans for the 2012 – 2013 school year and the 2013 – 2014 school year
  - Records of participation in professional learning and inservice credits awarded
  - Learning community agendas (PLCs), learning objectives, notes, schedules and plans related to learning communities
  - Action research plans, reports or other documentation if applicable



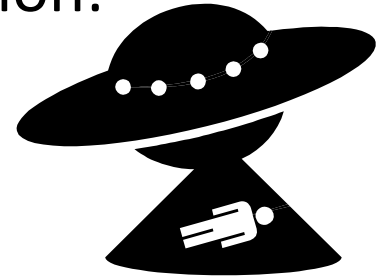
# Educator Level – Planning Strand



- 1.1.1 – 1.1.3 Be prepared to discuss how your Deliberate Practice Growth Plan was created and who was involved in the process. The “look fors” are:
  - Disaggregated student achievement data (formative and summative)
  - Relationship to the SIP (including professional development plans) and school or team goals
  - Results from previous year’s Deliberate Growth Plan review
  - Individual meeting with your principal or administrator
    - Dates, content discussed

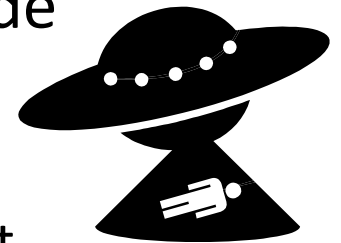
# Educator Level – Learning Strand

- 1.2.1 Learning Communities - Be prepared to talk about your PLC work. Include the following information:
  - Learning Goals
  - Activities
  - Schedule
  - Plans
- The school should provide documentation for learning community work such as: agendas, objectives, notes, schedules and plans
- \*\*Learning Community Definition – Groups of educators who meet regularly to study more effective teaching and learning practices in order to achieve an identified learning goal related to student achievement
  - Grade level planning does not meet the definition of a PLC.



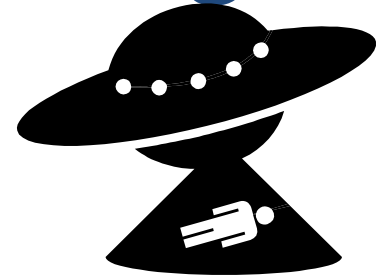
# Educator Level – Learning Strand

- 1.2.2 – 1.2.7 Be prepared to discuss your experience in courses or professional learning that are aligned with your Deliberated Practice Growth Plans. Include information such as:
  - Research-based/evidence-based content
  - Relevance to improving your students' achievement
  - Examples of modeling, practice, feedback or coaching provided during or after your professional learning activities
  - Amount of time spent overall in major areas of professional learning
  - Use of technology to support and enhance your learning (webinars, wikis, videos, SMART Boards, Moodle, Edmodo, online resources . . .)
  - Access to your inservice records



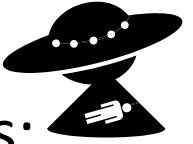


# Educator Level: Implementing Strand



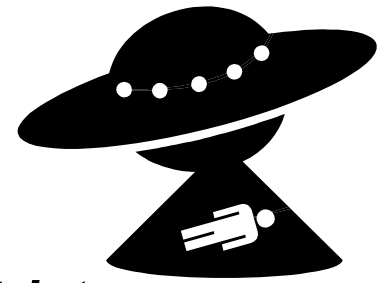
- 1.3.1 – 1.3.3 Be prepared to discuss:
  - The implementation of newly acquired professional learning in your teaching practice
  - Coaching or mentoring you received following professional learning (sufficient? effective? )
  - Web-based resources and assistance provided as follow-up/support – discussion boards, additional resources, communications with facilitator, coach or mentor

# Educator Level: Evaluation Strand



- 1.4.1 – 1.4.5 Educators should be prepared to discuss:
  - Meetings with your administrator to determine your level of Deliberate Practice implementation
  - Changes in instructional practices impacted by professional learning
  - School monitoring and documentation of implementation of new skills
  - Changes or improvements in student performance/behaviors as a result of professional learning
  - Assessments (formative and summative) used to determine whether student performance has changed
  - The use of Deliberate Practice results in an ongoing continuous improvement planning cycle

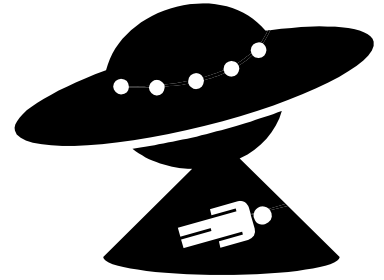
# Protocol Rating Scale



***Districts are rated on each standard at the district, school and educator levels.***

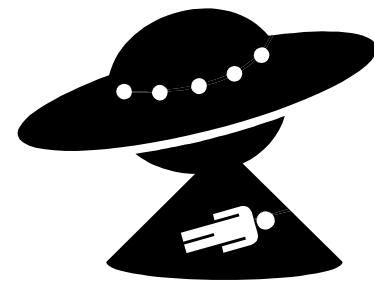
4. Excellent	Pervasive evidence that the district is implementing the standard (almost all faculty and schools, almost all components of the standard)
3. Good	Considerable evidence that the district is implementing the standard (observed in many faculty and schools, many components of the standard)
2. Marginal	Some, but inconsistent evidence that the district is implementing the standard (observed in a few faculty or schools, a few components of the standard)
1. Unacceptable	Little or no evidence that the district is implementing the standard

# Timeline



- October and November 2013
  - Overviews of Protocol Review at the District, School and Educator Level
- November 2013
  - Gather evidence at the District, School and Educator Levels
  - Conduct self assessments at all levels
- December 2013
  - Selected schools notified
  - Follow-up support provided to selected schools
- Late December 2013/early January 2014
  - Teachers notified at selected schools – follow-up support as requested/needed
- ***January 13 – 16, 2014 Protocol Review***

# Results of Site Visit

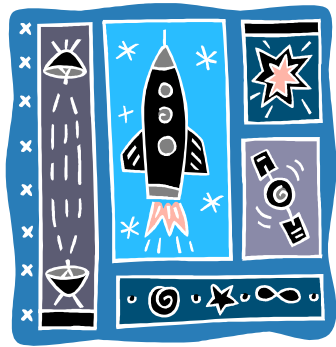


- Based on reports from the protocol review team, DOE generates a report for the district documenting:
  - Results of the site visit
    - Ratings across schools are averaged across schools to generate an overall district rating for each standard.
  - Areas of strength
    - Any standard receiving 3.5 or higher is identified as exemplary.
  - Areas in need of improvement
    - For any standards receiving a rating below 2.0, the District must generate an action plan describing to the state how implementation of the standard will be improved

# Thoughts/Questions



# ESOL Endorsement

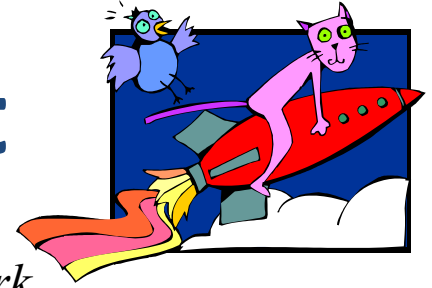


## Reminders:

- You must hold a Florida teaching certificate and be employed as a full time teacher in SJCSO to take these courses.
- Courses may be taken in any order.
- ESOL 1-5 are needed to complete the full 300-hour ESOL Endorsement.
- Teachers only needing 60 hours of ESOL should take Methods or Language & Literacy.

Course	Facilitator	Start Date	End Date
ESOL 1: Culture	Stinson	Sept. 18	Oct. 23
ESOL 2: Language/Literacy	Bogart	Sept. 18	Oct. 23
ESOL 3: Methods	Stinson	Sept. 25	Oct. 30
ESOL 4: Curriculum	Holt	Sept. 25	Oct. 30
ESOL 5: Assessment	Bogart	Sept. 25	Oct. 30
ESOL 1: Culture	Holt	Nov. 6	Dec. 11
ESOL 2: Language/Literacy	Bogart	Nov. 6	Dec. 11
ESOL 3: Methods	Stinson	Nov. 6	Dec. 11
ESOL 4: Curriculum	Stinson	Nov. 13	Dec. 18
ESOL 5: Assessment	Bogart	Nov. 13	Dec. 18
ESOL 1: Culture	Stinson	Jan. 8	Feb. 12
ESOL 2: Language/Literacy	Bogart	Jan. 8	Feb. 12
ESOL 3: Methods	Stinson	Jan. 15	Feb. 19
ESOL 4: Curriculum	Holt	Jan. 15	Feb. 19
ESOL 5: Assessment	Bogart	Jan. 15	Feb. 19
ESOL 1: Culture	Holt	Feb. 26	Apr. 2
ESOL 2: Language/Literacy	Bogart	Feb. 26	April 2
ESOL 3: Methods	Stinson	Feb. 26	April 2
ESOL 4: Curriculum	Stinson	March 5	April 9
ESOL 5: Assessment	Bogart	March 5	April 9
ESOL 1: Culture	Stinson	April 23	May 28
ESOL 2: Language/Literacy	Bogart	April 23	May 28
ESOL 3: Methods	Stinson	April 30	June 4
ESOL 4: Curriculum	Holt	April 30	June 4
ESOL 5: Assessment	Bogart	April 30	June 4
ESOL 1: Culture	Holt	June 18	July 23
ESOL 2: Language/Literacy	Bogart	June 18	July 23
ESOL 3: Methods	Stinson	June 18	July 23
ESOL 4: Curriculum	Bogart	June 25	July 30

# Gifted Endorsement



## *2013 – 2014 Gifted Endorsement Courses*

*Each course is a blend of face-to-face classes and online coursework.*

<b>Course</b>	<b>Start Date</b>	<b>End Date</b>	<b>Face-to-Face Classes &amp; Location</b>
Nature and Needs of the Gifted Learner	September 10	November 12	Sept. 10, Oct. 1, Oct. 22 and Nov. 12 4:00 – 6:00 Switzerland Point Middle School
Curriculum and Instructional Strategies for the Gifted	November 26	February 11	Nov. 26, Dec. 10, Jan. 7 and Feb. 11 4:30 – 6:30 Mill Creek Elementary
Theory and Development of Creativity	February 25	April 29	Feb. 25, March 11, April 8 and April 29 4:30 – 6:30 Mill Creek Elementary School
Guidance and Counseling for the Gifted	May 13	July 8	May 13 4:00 – 6:00 June 24 and July 8 8:30 – 12:00 Nease High School
Education of Special Populations of Gifted Students	July 7	July 28	July 7, July 21 and July 28 8:30 – 12:00 Nease High School





# Reading Endorsement

Competencies must be taken in order.

**\*Required Text for Competency 2 - The Struggling Reader: Interventions that Work** by J. David Cooper, David J. Chard, and Nancy D. Kiger; Scholastic: 2006

**\*\*Required Texts for Competency 4 - The Struggling Reader: Interventions that Work** by J. David Cooper, David J. Chard, and Nancy D. Kiger; Scholastic: 2006 & **Differentiated Instructional Strategies, Second Edition** by Gayle H. Gregory and Carolyn Chapman - copyright 2006

Course	Facilitator	Start Date	End Date
Reading 1: Foundations of Reading Instruction	Bogart	Sept. 16	Nov. 4
*Reading 2: Application of Research-Based Instructional Practices	Sikes	Sept. 16	Nov. 4
Reading 3: Foundations of Assessment	Bogart	Sept. 23	Nov. 11
**Reading 4: Foundations & Applications of Differentiated Instruction	Sikes	Sept. 23	Nov. 11
Reading 5: Demonstration of Accomplishment	Bogart	Sept. 23	Nov. 11
Reading 1: Foundations of Reading Instruction	Bogart	Dec. 2	Jan. 20
*Reading 2: Application of Research-Based Instructional Practices	Sikes	Dec. 2	Jan. 20
Reading 3: Foundations of Assessment	Bogart	Dec. 9	Jan. 27
**Reading 4: Foundations & Applications of Differentiated Instruction	Sikes	Dec. 9	Jan. 27
Reading 5: Demonstration of Accomplishment	Sikes	Dec. 9	Jan. 27
Reading 1: Foundations of Reading Instruction	Bogart	Feb. 17	April 7
*Reading 2: Application of Research-Based Instructional Practices	Sikes	Feb. 17	April 7
Reading 3: Foundations of Assessment	Bogart	Feb. 24	April 14
**Reading 4: Foundations & Applications of Differentiated Instruction	Sikes	Feb. 24	April 14
Reading 5: Demonstration of Accomplishment	Bogart	Feb. 24	April 14
Reading 1: Foundations of Reading Instruction	Bogart	June 16	Aug. 4
*Reading 2: Application of Research-Based Instructional Practices	Sikes	June 16	Aug. 4



# October 25 PD Day for Non-Instructional, Substitutes and Extended Day

Title	Target Audience	Description	Time	Location	Facilitator
Understanding the Common Core State Standards	Non-instructional Staff, Substitutes and Extended Day	Learn all about the Common Core State Standards for English Language Arts and Mathematics. A question and answer session will be included.	8:30 – 9:30	Ketterlinus Elementary	Linda Thomson, Director for Instructional Services
Understanding the Common Core State Standards	Non-instructional Staff, Substitutes and Extended Day	Learn all about the Common Core State Standards for English Language Arts and Mathematics. A question and answer session will be included.	12:30 – 1:30	Ketterlinus Elementary	Linda Thomson, Director for Instructional Services
Civility Training	Non-instructional Staff, Substitutes and Extended Day	Learn skills to interact respectfully with parents, community members and co-workers in this interactive workshop.	9:00 – 11:00	District Office Garden Room	Vicki Moody Gina Fallica
Civility Training	Non-instructional Staff, Substitutes and Extended Day	Learn skills to interact respectfully with parents, community members and co-workers in this interactive workshop.	1:00 – 3:00	District Office Garden Room	Vicki Moody Gina Fallica
Instructional Strategies to Support Exceptional Students	Non-instructional Staff, Substitutes and Extended Day	Participants will review the ESE disability designations and strategies to support success for all ESE students.	9:00 – 11:00	Fullerwood Kitchen	Amy Lane, NEFEC
Technology Tools to Support Student Learning	Non-instructional Staff, Substitutes and Extended Day	Participants will be introduced to technology and learning supports for ESE students and receive tips for using those resources to support student success and engagement.	1:00 – 3:00	Fullerwood Kitchen	Jessica Callaghan, NEFEC
First Aid, CPR, AED Certification Training	Non-instructional Staff, Substitutes and Extended Day	American Heart Association Heartsaver First Aid, CPR, AED Course Certification - This course provides a framework for learning basic skills that may save a life or prevent further injury.	8:00 – 12:00	R. B. Hunt Elementary Art Room	Kelly Brown Patty Dennis



# October 25 PD Day for Non-Instructional, Substitutes and Extended Day

Effective Methods for Managing Student Behavior	Non-instructional Staff, Substitutes and Extended Day	Learn how to handle situations before a crisis occurs. This training will include role-play activities and will allow participants to discuss actual examples and leave with real life usable skills.	8:30 – 11:30	Mill Creek Elementary	Harold Johanessen, SJCS Behavior Specialist
Effective Methods for Managing Student Behavior	Non-instructional Staff, Substitutes and Extended Day	Learn how to handle situations before a crisis occurs. This training will include role-play activities and will allow participants to discuss actual examples and leave with real life usable skills.	12:30 – 3:30	Mill Creek Elementary	Harold Johanessen, SJCS Behavior Specialist
Extended Day Management Leadership and Organizational Skills, Medical Matters, Behavior Management, Bullying Prevention and Budgets	Extended Day Coordinators & Day Care Coordinators	Learn updated medical information; utilize leadership skills in your program and behavior management for those challenging students. Several other topics of interest will be discussed.	8:00- 12:00	District Office – Yates Building: Welu Room	Leslie Shugart
Technology Skills: iPads, Apps and More!	Non-instructional Staff, Substitutes and Extended Day	Learn how to use iPads and Apps to improve your work and support students. Bring an iPad or iPhone if possible.	9:00 – 11:00	Palencia Elementary	Kristin Harrington
Technology Skills: Hardware and Software to Increase Student Achievement	Non-instructional Staff, Substitutes and Extended Day	Learn how to use document cameras, Discovery Education, AR, educational websites and more to support student learning. Bring an iPad or iPhone if possible.	1:00 – 3:00	Palencia Elementary	Kristin Harrington
Microsoft Office Excel - Beginner Training	Office Clerks, Secretaries, District Staff	With this basic Excel training you'll learn how to use charts, graphs, fonts, borders, shading and more — and produce spreadsheets that communicate better and really get attention.	9:00 – 3:00	Fullerwood Computer Lab	Rose Kebe
Media Aide Fall Training	Media Aides and Paraprofessionals	Media Aides and Paraprofessionals will learn more about Alexandria Researcher. Participants are also asked to bring an idea or sample process to share with others to highlight any best practices or useful strategies.	9:00 – 11:00	Sebastian Middle School Media Center	Lorraine Cosgrove, Melanie Tahan

# New Teacher Induction/Mentoring

New Teacher Orientation – August 5 & 5

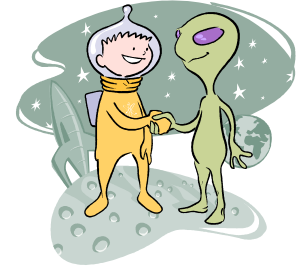
New Teacher Mentor Training – September & October

New Teacher Monthly Training:

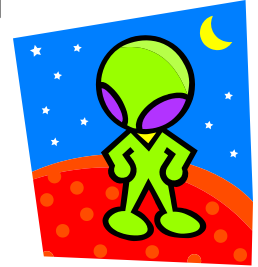
- September 9 **Classroom Management**
- October 7 **Addressing Content**
- November 4 **Using Formative Assessment to Guide Instruction**
- January 13 **Differentiated Instruction/MTSS**
- February 10 **Professionalism: Promoting Positive Interactions with Parents, Students and Colleagues**
- March 10 **Student Engagement**
- May 12 **Reflecting on Teaching**

Online Resources (including SJCS D Mentoring Handbook)

<http://www.stjohns.k12.fl.us/depts/staff/New%20Teachers%20and%20Mentors>



# New ESE Requirement for Certification



Beginning in July of 2014, anyone applying for renewal of a professional certificate must have 20 hours of inservice or 1 college credit in coursework related to \*teaching students with disabilities. This will be an ongoing requirement for every subsequent renewal.

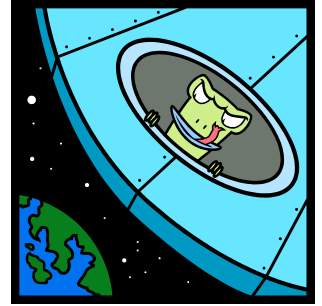
FDLRS/NEFEC currently offers free online courses aligned with teaching students with disabilities. Visit the Professional Development Website to locate information about these course.

<http://www.stjohns.k12.fl.us/depts/staff/>

More information will be provided soon from the DOE.

*\*This does not include gifted coursework.*

# September 13 Inservice Day



- What was most meaningful – aligned with your personal Deliberate Practice?
- What were the +’s and –’s

# Professional Learning Communities



Take a few moments to think about this  
quote from a teacher,

*“Teachers learn best from other teachers in settings where they literally teach each other the art of teaching.”*

***How do you learn best with your colleagues at your school?***

# Professional Learning Communities

How are teachers organized in learning communities at your school?



Quote from the same teacher,

*“Productive collaboration cannot be casual or general; it is instead characterized by: frequent, continuous, and increasingly concrete and precise talk about teaching practice . . . adequate to the complexities of teaching and capable of distinguishing one practice and its virtue from another.”*



# Professional Learning Communities



SJCSD is committed to improving student achievement through job-embedded, collaborative professional learning communities (PLCs) at all district schools. Teacher learning impacts student learning when teachers are working and learning with their colleagues.

***What's the most powerful learning you've experienced through the work of a PLC?***

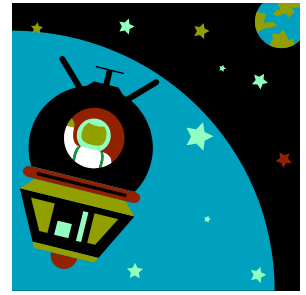
# Professional Learning Communities



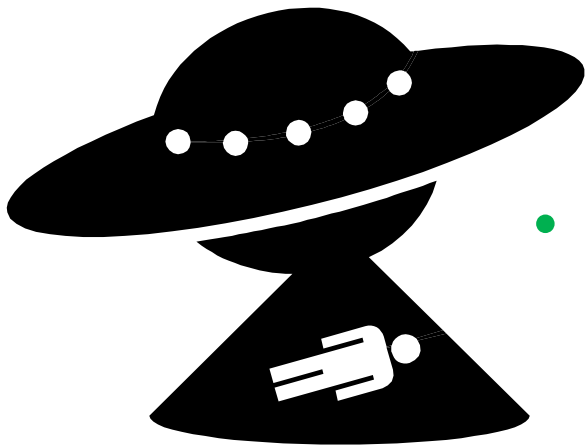
To advance our PLC work, it's important to determine where our practice stands now.

You can help by completing a survey regarding your work in PLCs. This will be sent to each TEC member in the next week.

# District Resources



- *Professional Development Webpage* <http://www.stjohns.k12.fl.us/depts/staff/>
  - *SunGard*
  - *Calendars*
  - *New Employee Resources*
  - *Endorsement and Certification Information*
  - *EEE Information and Resources*
- *EEE Website* <http://teachers.stjohns.k12.fl.us/triple-e/>
  - *EEE Video*
  - *VAM information*
  - *Forms - protocol, learning maps, deliberate practice*
  - *Research*
  - *Glossary*
  - *Q & A*
- *Staff Development Calendar*
- *Contact us for support with PLCs and/or Lesson Study*



- Please return your PLC survey by November 8.
- The recording of this meeting will be posted on the PD website in the TEC section.
- ***Next meeting – February 4, 2014***

THANK YOU FOR ALL THAT YOU DO!!