

GVE Professional Development Plan

Green Valley Elementary Plan for Professional Development – In order to ensure the continuous growth of all teachers, professional development at Green Valley Elementary will not be solely focused on curriculum or instructional materials. Teachers will receive both initial and ongoing professional development that will orient them to the materials, resources, structures, and instructional design of the various curricula that will be used at Green Valley Elementary. However, the primary focus of professional development will be on **Becoming a Highly Effective Teacher**. The various curricular materials used at Green Valley Elementary will be viewed as the “tools” teachers will use within the Framework for Effective Teaching to ensure student academic success. Therefore, teachers will study the various instructional moves, techniques, and strategies employed by highly effective teachers and learn to apply them within the context of the curricula they have in their classroom.

The following plan is an outline of the professional development plan that will be used at Green Valley Elementary during the 2011-12 school year. The plan will be fine-tuned and adjusted throughout the year based on staff input, student data, and UIP root cause analysis. This plan outlines three major areas:

- 1. Identified Focus Areas**
- 2. Resources**
- 3. Structures**

Identified Focus Areas of Professional Development: Professional Development at Green Valley Elementary will be closely aligned with the DPS LEAP Teacher Effectiveness Framework. In addition, professional development will be focused on designing effective instruction for English Language Learners and preparing all students for 21st Century Learning.

1. Learning Environment
 - a. Positive Classroom Culture and Climate
 - b. Effective Classroom Management
2. Instruction
 - a. Standards-Based Goals
 - b. Effective Classroom Management
 - c. High-Impact Instructional Moves
 - d. Differentiation
 - e. Masterful Content Knowledge
 - f. Academic Language Development
 - g. 21st Century Skills
3. Common Core Standards/21st Century Learning
4. Lesson Planning

- a. Preparation
 - i. Write content objectives clearly for students.
 - ii. Write language objectives clearly for students.
 - iii. Choose content concepts appropriate for age and educational background level of students.
 - iv. Identify supplementary materials to use (graphs, models, visuals).
 - v. Adapt content (e.g., text, assignment) to all levels of student proficiency.
 - vi. Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, and simulations) with language practice opportunities for the four skills.
- b. Building Background
 - i. Explicitly link concepts to students' backgrounds and experiences.
 - ii. Explicitly link past learning and new concepts .
 - iii. Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students Comprehensible Input
 - iv. Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, simple sentence structure for beginners). Explain academic tasks clearly.
 - v. Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).
- c. Strategies
 - i. Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
 - ii. Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.
 - iii. Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).
- d. Interaction
 - i. Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.
 - ii. Use group configurations that support language and content objectives of the lesson. Provide sufficient wait time for student response consistently.
 - iii. Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text.
 - iv. Practice/Application

- v. Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.
- vi. Provide activities for students to apply content and language knowledge in the classroom. Provide activities that integrate all language skills (i.e., reading, writing, listening, speaking).
- e. Lesson Delivery
 - i. Support content objectives clearly. Support language objectives clearly. Engage students approximately 90-100% of the time (most students taking part/on task). Pace the lesson appropriately to the students' ability level.
- f. Review/Assessment
 - i. Give a comprehensive review of key vocabulary
 - ii. Give a comprehensive review of key content concepts.
 - iii. Provide feedback to students regularly on their output (e.g., language, content, work). Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).
- 5. Accountable Talk
 - a. Accountability to Knowledge
 - b. Accountability to Rigorous Thinking
 - c. Accountability to the Learning Community
- 6. Backward Instructional Design
 - a. Team planning of units using backward instructional design to ensure high yield outcomes for students

Professional Development Resources: The following professional resources will be utilized to support teacher learning of the key focus areas identified above. The resources will include but not be limited to...

1. DPS Online Modules/Moodles
2. Professional Reading Materials:
 - a. *Classroom Instruction that Works for English Language Learners* (Hill & Bjork).
 - b. *Making content comprehensible to English language Learners: The SIOP model.* (Echevarria, J., Vogt, M.E., & Short, D. (2000). Boston: Allyn & Bacon).
 - c. *Understanding by Design* (Wiggins & McTighe).
 - d. Multi-Sensory Teaching of Basic Literacy Skills (Birsch, 2005) – Special Educators ONLY
 - e. Explicit Instruction: Effective and Efficient Teaching -What Works for Special-Needs Learners (Archer, 2011) - Special Educators ONLY
3. Accountable Talk CD Series (Institute for Learning: University of Pittsburgh)

Professional Development Structures: The following professional development structures will be utilized to support the continuous professional growth of all teachers.

1. Summer Professional Development
 - a. Staff Retreat – Visioning for staff and opportunities to develop collaborative culture.
 - b. Initial professional development/orientation to new curricular materials.
2. Beginning of the Year – Prior to students arrival
 - a. Continued team building and planning for collaborative structures that will be used throughout school year.
3. Monthly ½ day professional development sessions
 - a. School-wide professional development in the identified areas of focus.
 - b. Differentiated professional development sessions based on teacher and/or grade-level need as identified through LEAP Framework process.
 - c. Team backward design planning of units of study across content areas.
4. Weekly Grade-Level Planning Time
 - a. Team backward design planning of units of study across content areas.
 - b. Book Study/PLCs – Using professional reading materials identified in plan.
 - c. Refining and clarifying curriculum components, structures, tools.
5. Bi-Monthly Data Team Meetings
 - a. Grade-Level/Content Area Team Data Cycles
 - b. Individual Teacher Data Cycles
6. Lab Classrooms
 - a. Closely aligned with identified areas of focus.
 - b. Differentiated based on teacher and/or grade-level need as identified through LEAP Framework process.
 - c. Connected to topics of current book study
7. Instructional Rounds
 - a. Closely aligned with identified areas of focus.
 - b. Differentiated based on teacher and/or grade-level need as identified through LEAP Framework process.
 - c. Connected to topics of current book study