

Launching the Year Vision Forward

Beginning of Year Staff PD Planning

July 16, 2014

Objective

- Prioritize elements of your vision for PD based on urgency and staff skill
- Develop a week-long scope and sequence for beginning of year staff PD

Rubric Connection

Displays Critical Thinking and Prioritization - Effectively forecasts and plans for challenges and solves problems strategically and quickly when they arise

Agenda



Setting PD Priorities

Writing a PD Scope and Sequence

Designing PD Sessions

Addressing Challenges

KEY IDEA

Your beginning-of-year staff PD is your best opportunity to introduce your vision, establish a tone for the year, and make sure that teachers know what they need to be able to have a strong start to the year.

LEARNING CONNECTION

Just like everything else – from staffing to assessment to school dances – decisions you make about professional development should be closely aligned to and informed by your vision.

RECALL: Leverage Leadership

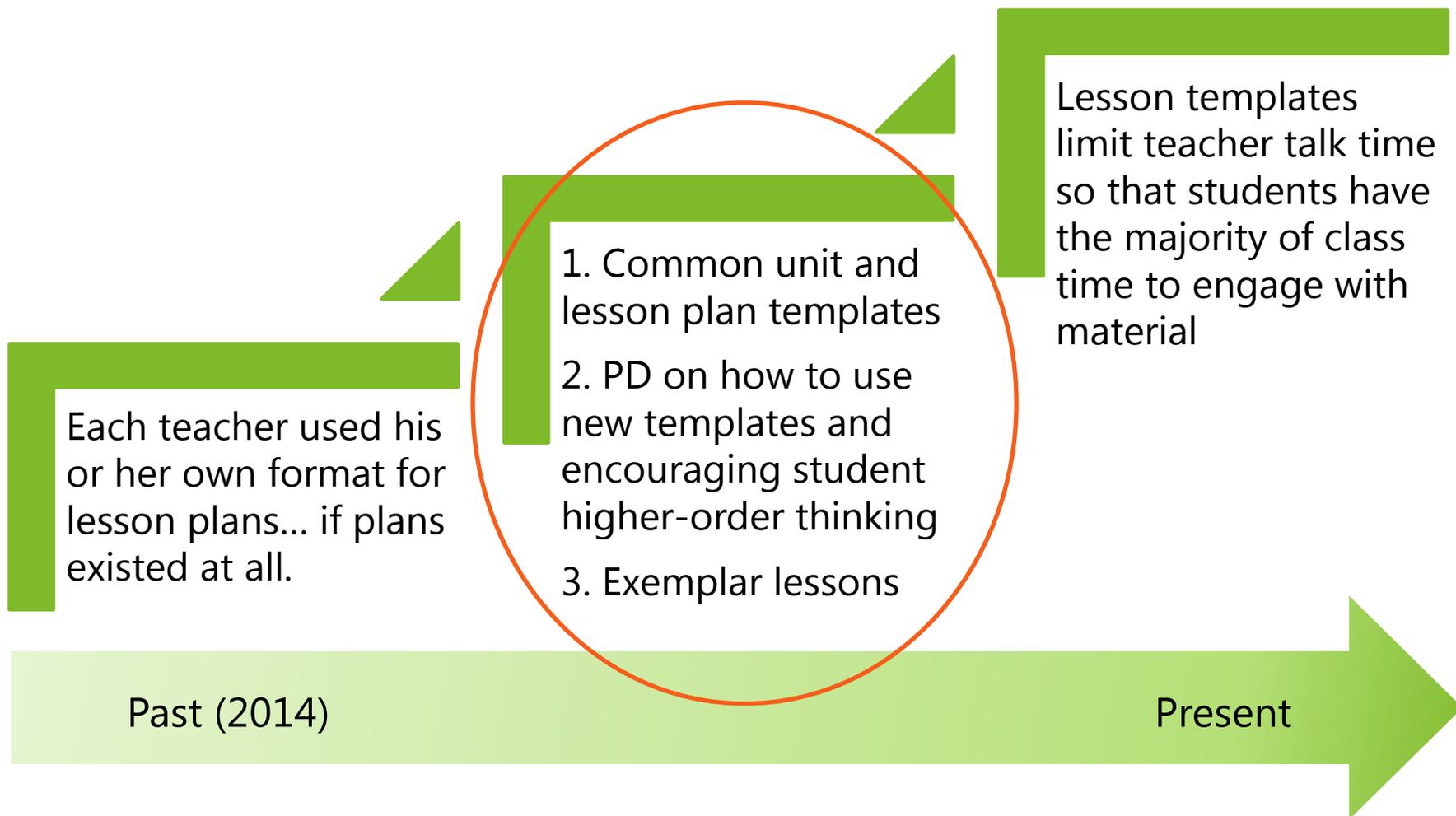
Instruction

- Data-Driven Instruction
- Observation & Feedback
- Planning
- Professional Development

Culture

- Student Culture
- Staff Culture
- Managing & Developing an Instructional Leadership Team

Recall: Vision-Setting with Back to the Future Protocol



Prioritizing Your Goals



Given where you're starting, and what you want to accomplish by the end of the year, what will you need to prioritize?

- What tone do you want to set for the year?
- How much are you willing to introduce something that might be unpopular, controversial, or very challenging early on in the year?
- What do you absolutely need your teachers to know and be able to do by the time school starts?
- What's important to cue up early to make way for ongoing work later?
- What does your district or network mandate that you cover over the summer?



Practice: Where Would You Start?

1 In a group of 2-3, read the scenarios on your handout and determine:

- Given the conditions in the school, what do you think it's most important to prioritize in Summer PD?
- What are the trade-offs? In other words, what will you not get to cover as a result?
- If you successfully address these priorities, what will you focus on during the first two week of school to A) follow up on progress, and B) address other important topics that you didn't cover during Summer PD?

2 Chart your responses to share with the group.

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Formalizing Your Priorities in a PD Scope and Sequence



Planning Summer PD



Use your handout to draft a scope and sequence of the topics you'll cover during your school's Summer PD.

Include:

- **Basic information** about the topic
- A way to denote **through lines** between topics (like which of the 7 Levers it addresses)
- High-level **objectives and/or outcomes** that the session will accomplish

Day 5, AM

Assessment Planning #3:
Checks for Understanding

TWBAT:

- Identify the purpose of using checks for understanding
- Describe 3-4 check for understanding strategies
- Incorporate checks for understanding into a lesson plan

Exemplar: Urban Assembly School for Green Careers, NYC

Monday August 23	Tuesday August 24	Wednesday August 25	Thursday August 26	Friday August 27
<p>9AM – 12PM</p> <p>Big Questions: Who are we and what do we stand for? What makes UAGC unique?</p> <p>Related LTs: #1, #2, #9</p> <p>1PM – 3PM For ALL RETURNING STAFF: Introduction to New Teacher Mentoring / Mentor Training</p>	<p>9AM – 12PM</p> <p>Big Questions: What does it take to be a successful at UAGC? How do introduce / reintroduce students to our community?</p> <p>Related LTs: #2, #3, #4, #9</p> <p>12PM – 1PM: Working lunch for network PD planning committee</p> <p>1PM – 2:30PM YD Team Meeting</p>	<p>9AM – 12PM</p> <p>Big Questions: How can we design use learning targets to give feedback to students on their progress towards college and career readiness?</p> <p>Related LTs: #4, #5</p> <p>1PM – 2:30PM Department Teacher Leader Meeting</p> <p>5PM – 7PM 9th grade student / parent orientation</p>	<p>9AM – 12PM</p> <p>Big Questions: Who are our students and how can we use what we know to build relationships and community in our classrooms?</p> <p>Related LTs: #1, #2, #6, #7, #9</p> <p>1PM – 2:30PM REQUIRED FOR ALL NEW STAFF. Building a repertoire of effective classroom management techniques. LTs: #6, #7</p>	<p>9AM – 12PM</p> <p>Big Questions: How does our school support students in their personal growth? How can teachers use these structures to support their classroom practice?</p> <p>Related LTs: #1, #2, #6, #7, #8, #9</p> <p>PM Staff Mixer @AMY'S HOUSE! Details TBA.</p>

Summer PD Learning Targets:

- LT #1: I can articulate my core beliefs as an educator and use them and UAGC's mission and founding beliefs to develop a vision of equity in my classroom.
- LT #2: I can identify the strengths of my colleagues and the ways in which I can use them to support my professional growth.
- LT #3: I can incorporate aspects of constructivist and problem-based pedagogy in developing and implementing engaging lesson plans that meet the needs of my students.
- LT #4: I can explain the CPAS Key Cognitive Strategies in student-friendly language and incorporate instruction around the KCS's into my unit plans and daily lessons.
- LT #5: I can develop learning targets, rubrics, and assessments that effectively give me, my students, and their parents feedback about student progress towards college and career readiness.
- LT #6: I can develop a plan to manage my classroom that draws on my knowledge of my students and their needs, best practices, and the support that UAGC's Youth Development team can provide.
- LT #7: I can use structures and routines to build classroom community and positive interdependence between my students.
- LT #8: I can explain and use the procedures that will ensure the safe and smooth operation of our school.
- LT #9: I can use a variety of protocols to discuss issues and consult with colleagues, look at student and teacher work, and make decisions by consensus.

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Planning to Design PD Sessions

Select one session from your scope and sequence to build out in more detail. You won't write the full session now, but you will think through the factors and decisions that you need to consider in order to be able to plan this and other PD sessions.

Consider:

- What is the purpose of this session?
- What do you want staff to know and be able to do as a result?
- What are the major activities of the session?
- What pre-work will you require?
- What will you be directive about? What will you ask staff to decide?
- What mindsets and expectations will the facilitator model?
- How will the session be scaffolded for staff at all levels?
- When will people work together as a large group? Small group? Individually?
- What resources do you need for the session and how will you get them?
- How will you know if the session has been successful?
- What follow-up will you conduct after the session ends to check on progress?

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Collaborative Problem-Solving on PD



What challenges do you anticipate facing as you plan, finalize, and begin to implement your Summer PD?

Consultancy Protocol (see Handout)

1. Presenter **describes problem** to the group.
2. Group asks **clarifying questions** to the presenter.
3. Group asks **probing questions** to the presenter.
4. Group **discusses the problem** in depth.
5. Presenter **reflects** on the group's discussion.
6. Group **reflects** on the group's discussion.



Exit Ticket

In your notebook, write down:

- **3 next steps** toward finalizing your summer PD plan
- **2 people in your school or community** you'll need to engage to make your plan a reality
- **1 remaining challenge** that you'll need to solve in order for your Summer PD to be successful