

Stamford Public Schools Professional Learning Plan 2010-2011

Elementary Math

*Please recognize that effective professional development depends on the modification of PD activities to meet teachers' needs as they arise. Therefore, it is expected that changes will need to be made to this plan as it is implemented over the course of the 2010-2011 school year.

Action Item <i>(Type of professional learning activity)</i>	Proposed Date and Location(s)	Professional Development Experience <i>What will participants do?</i>	Anticipated Outcome <i>Participants will know and be able to:</i>	Evaluation of Professional Development <i>How will the professional learning be assessed at the four levels of evaluation?</i>
EM Embedded PD: Pull-Out with Subs	September (Dates for school-based sessions TBD)	Teachers in grade 5 will: <ul style="list-style-type: none"> - analyze end of year student assessment data from Sp 2010 - use data to plan differentiated instruction that meets the needs of individual students 	Teachers will be able to use student assessment data to guide differentiated instructional planning	Level 1: EZTraxx Evaluation (To be evaluated following the May PD) Level 2: Exit Slips Level 3: Collection of lesson plans Level 4: Formative (daily RSA and unit progress check) and summative (mid year and end of year) assessments
EM Embedded PD: Pull-Out with Subs	October (Dates for school-based sessions TBD)	Teachers in grade 5 will: <ul style="list-style-type: none"> - be introduced to effective instructional strategies - observe a peer-led demonstration lesson - participate in a post-lesson debrief to identify effective strategies observed 	Teachers will be able to use effective instructional strategies to support the effective implementation of Everyday Math program materials and practices	Level 1: EZTraxx Evaluation Level 2: Exit Slips Level 3: Classroom visits to observe strategy in practice Level 4: Formative (daily RSA and unit progress check) and summative (mid year and end of year) assessments
EM Embedded PD: Pull-Out with Subs	November (Dates for school-based sessions TBD)	Teachers in grade 5 will: <ul style="list-style-type: none"> - analyze formative Recognizing Student Achievement data - use RSA data to plan differentiated instruction that meets the needs of individual students 	Teachers will be able to use formative assessment data from RSAs to guide differentiated instructional planning	Level 1: EZTraxx Evaluation (To be evaluated following the May PD) Level 2: Exit Slips Level 3: Collection of lesson plans Level 4: Formative (daily RSA and unit progress check) and summative (mid year and end of year) assessments
EM Embedded PD: Pull-Out with Subs	December (Dates for school-based sessions TBD)	Teachers in grade 5 will: <ul style="list-style-type: none"> - analyze periodic, end of unit Progress Check data - use Progress Check data to plan differentiated instruction that meets the needs of individual students 	Teachers will be able to use periodic formative and summative assessment data from unit Progress Checks to guide differentiated instructional planning	Level 1: EZTraxx Evaluation (To be evaluated following the May PD) Level 2: Exit Slips Level 3: Collection of lesson plans Level 4: Formative (daily RSA and unit progress check) and summative (mid year and end of year) assessments

Action Item <i>(Type of professional learning activity)</i>	Proposed Date and Location(s)	Professional Development Experience <i>What will participants do?</i>	Anticipated Outcome <i>Participants will know and be able to:</i>	Evaluation of Professional Development <i>How will the professional learning be assessed at the four levels of evaluation?</i>
EM Embedded PD: Pull-Out with Subs	January (Dates for school-based sessions TBD)	Teachers in grade 5 will: <ul style="list-style-type: none"> - analyze student work from Open Response Task items on the unit Progress Checks - use this student work to plan differentiated instruction that meets the needs of individual students 	Teachers will be able to use student work from Open Response Tasks to guide differentiated instructional planning	Level 1: EZTraxx Evaluation (To be evaluated following the May PD) Level 2: Exit Slips Level 3: Collection of lesson plans Level 4: Formative (daily RSA and unit progress check) and summative (mid year and end of year) assessments
EM Embedded PD: Pull-Out with Subs	February (Dates for school-based sessions TBD)	Teachers in grade 5 will: <ul style="list-style-type: none"> - be introduced to Everyday Math resources to engage families in student learning - use district tools to prepare information for report card conferences 	Teachers will be able to use district tools and program resources to communicate clearly with families during report card conferences	Level 1: EZTraxx Evaluation (To be evaluated following the May PD) Level 2: Exit Slips Level 3: Supervisory Observations Level 4: Formative (daily RSA and unit progress check) and summative (mid year and end of year) assessments
EM Embedded PD: Pull-Out with Subs	April (Dates for school-based sessions TBD)	Teachers in grade 5 will: <ul style="list-style-type: none"> - analyze mid year common assessment data - use comm. assessment data to plan differentiated instruction that meets the needs of individual students 	Teachers will be able to use common assessment data to guide differentiated instructional planning	Level 1: EZTraxx Evaluation (To be evaluated following the May PD) Level 2: Exit Slips Level 3: Collection of lesson plans Level 4: Formative (daily RSA and unit progress check) and summative (mid year and end of year) assessments
EM Embedded PD: Pull-Out with Subs	May (Dates for school-based sessions TBD)	Teachers in grade 5 will: <ul style="list-style-type: none"> - be introduced to effective instructional strategies - observe a peer-led demonstration lesson - participate in a post-lesson debrief to identify effective strategies observed 	Teachers will be able to use effective instructional strategies to support the effective implementation of Everyday Math program materials and practices	Level 1: EZTraxx Evaluation Level 2: Exit Slips Level 3: Classroom visits to observe strategy in practice Level 4: Formative (daily RSA and unit progress check) and summative (mid year and end of year) assessments

Action Item <i>(Type of professional learning activity)</i>	Proposed Date and Location(s)	Professional Development Experience <i>What will participants do?</i>	Anticipated Outcome <i>Participants will know and be able to:</i>	Evaluation of Professional Development <i>How will the professional learning be assessed at the four levels of evaluation?</i>
EM Overview for Paraeducators in grades 1-5: 3-hour session on SPS staff development day	Oct 12 and/or Nov 2 Gov Center 5 th floor Board Room	Paraeducators in grades 1-5 will: <ul style="list-style-type: none"> - become familiar with the Everyday Math philosophy - plan strategies and prepare materials to support student learn 	Paraeducators will be able to support student learning using research-based materials and strategies from the Everyday Math program	Level 1: EZTraxx Evaluation Level 2: Exit Slips Level 3: Classroom visits to observe strategy in practice Level 4: Formative (periodic progress monitoring) and summative (beginning of module and end of module) assessments