

## Stamford Public Schools Professional Learning Plan 2011-2012

## High School 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 2011-2012 school year.

<b>Action Item</b>  <i>(Type of professional learning activity)</i>	<b>Proposed Date and Location(s)</b>	<b>Professional Development Experience</b>  <i>What will participants do?</i>	<b>Anticipated Outcome</b>  <i>Participants will know and be able to:</i>	<b>Evaluation of Professional Development</b>  <i>How will the professional learning be assessed at the four levels of evaluation?</i>
LTF strategies for student centered learning and the Common Core State Standards (CCSS.)	August 30, 2011  WHS	Teachers will be participating in activities that promote student centered learning practices. Activities include: <ul style="list-style-type: none"> <li>• Overview of student centered learning and the eight instructional practices in the CCSS</li> <li>• Session on forming collaborative groups</li> <li>• Break out session on LTF activities and the pacing guides and determine the evidence of learning to be collected for November</li> <li>• Review of CAPT scores and discussion on how 8 CCSS instructional practices can positively impact CAPT scores.</li> </ul>	Pacing guides will be reviewed with a focus on the lessons from LTF and on the added performance-based assessment from the CCSS. Evidence of learning will be the use of the performance tasks. Data will be collected by the teachers for use in the November 8 <sup>th</sup> PD.	<u>Level 1:</u> EZTraxx survey, Evaluation at Session, 3-2-1 Exit Slip <u>Level 2:</u> Application of learning individually and in groups during the session <u>Level 3:</u> Building Science Administrator to perform classroom visits to observe implementation of program based on exit slips from teachers at the end of the session
Implementation of the LTF strategies	November 8	Teachers will be split into two groups. Each group will work an in-house facilitator to review the implementation and expected outcomes of the changes made in the pacing guides in August. Data will be collected from September-November regarding student learning relative to these practices.	Teachers will deliver student centered instruction that focuses on the instructional practices in the Common Core for Mathematics and LTF. Teacher's will use the data collected from August to November to reflect on instructional practices which allow for student centered learning to occur at the High School level.	<u>Level 1:</u> EZTraxx survey, Evaluation at Session, 3-2-1 Exit Slip <u>Level 2:</u> Application of learning individually and in groups during the session <u>Level 3:</u> Building Science Administrator to perform classroom visits to observe implementation of program based on exit slips from teachers at the end of the session

Using Math Notebooks	April 11	Participants will learn how math notebooks can make student reasoning and questions more organized and lead to a more student centered lesson. (Presenter TBD)	Use of math notebooks in Algebra 1, Geometry and Algebra II for student centered learning.	<u>Level 1:</u> EZTraxx survey, Evaluation at Session, 3-2-1 Exit Slip <u>Level 2:</u> Application of learning individually and in groups during the session <u>Level 3:</u> Building Science Administrator to perform classroom visits to observe implementation of program based on exit slips from teachers at the end of the session
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