

*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.

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>
Teachers will attend below workshops. 1) Revisiting the Rituals, Routines and Artifacts of the Reader’s and Writer’s Workshop 2) The ELA Curriculum Components 3) The Four Lens of Learning and Building Capacity in the ELA Classroom	8/30 (third of the day) SHS Rooms 810 , 811, 812	Teachers will do the following: 1) Will apply the workshop model mind set in order to plan how to set up their classrooms, the student artifacts, and plan lessons. 2) Become familiar with the additional components of the curriculum: writing and reading curriculum. 3) Create a meaning centered classroom so that all students can access the curriculum.	Teachers will be able to do the following: 1) Plan their classroom set up, first days of school, and student artifacts. 2) Plan lessons for writing that incorporate the writing curriculum and strategies of proficient readers. 3) Plan lessons so that students can access the curriculum and receive the support that is needed to accelerate.	Level 1:Evaluation Surveys through EZTraxx Level 2: Exit slips Level 3: Feedback meeting Level: 4 Review of student work samples
Middle School Literacy Book Club Training for New Teachers: Full day with Substitute Coverage (if needed based on teachers new to the district)	10/4 (full day)	Teachers will do the following: <ul style="list-style-type: none"> • Become familiar with the book club model and plan lessons accordingly. 	Teachers will be able to do the following: <ul style="list-style-type: none"> • Know the place of book clubs in the ELA Curriculum • Teach strategies, mini-lessons, response tools, unit assessments and setting up the classroom for the book club model • Plan from a book club unit of study 	Level 1:Evaluation Surveys through EZTraxx and Plus/Delta Level 2: Exit slips Level 3: Administer survey to assess teacher progress and teacher need Level 4: Review of benchmark assessment results
Teachers will attend Below workshops: 1) Curriculum Components: Writing Program	11/8 (full day) SHS Rooms 810, 811	Teachers will do the following: 1) Learn strategies for teaching writing and grammar	Teachers will do the following: 1) Plan lessons to advance students in writing.	Level 1:Evaluation Surveys through EZTraxx Level 2: Exit slips Level 3: Feedback meeting Level: 4 Review of student work samples

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2) Planning for and Managing the Work Period		2) Learn strategies for managing the work period in a mixed ability classroom.	2) Plan for the work period in a mixed ability classroom.	
After school Course alike meeting	2/8 (1 hour after school) ELA teachers and AE teachers (teachers will meet in own buildings)	Teachers will do the following: <ul style="list-style-type: none"> • Look at student work • Identify student need in order to drive instruction 	Teachers will be able to do the following: <ul style="list-style-type: none"> • Identify student need to re-teach or accelerate 	Level 1:Evaluation Surveys through EZTRAXX and Plus Delta Level 2: Exit slips Level 3: Literacy Administrator to perform classroom visits to observe strategies in practice and Central Office Administrator or TOSA to visit classroom Level: 4 Review of student work samples
Reading and Writing in a Genre	4/11 (Early Release)	Teachers will do the following: <ul style="list-style-type: none"> • Become familiar with the components of reading and writing in genre. 	Teachers will be able to do the following: <ul style="list-style-type: none"> • Teach a genre while using a mentor text as a tool to teach strategies, author’ purpose, genre features. 	Level 1:Evaluation Surveys through EZTraxx and Plus/Delta Level 2: Exit slips Level 3: Feedback meeting (September) Level: 4 Review of student work samples