



[A Professional Learning Plan](#)
for the Stamford Public Schools

Spring 2009

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PROFESSIONAL DEVELOPMENT COUNCIL

Role of the PD Council

The Professional Development Council (PD Council) was formed with a group of volunteer administrators in March, 2009.* The role of the PD Council is to design the components of a district-wide professional learning plan for the Stamford Public Schools. The PD Council meets monthly to:

- advise on the development of a professional learning plan that includes standards for professional development in three areas: district-initiated, school-initiated, and educator-initiated professional development, a professional learning planning tool (to be used by schools and content areas), and strategies for evaluating professional development,
- draft guidelines for school-initiated professional learning plans,
- make decisions regarding the distribution of time for professional development in Stamford,
- assist in communicating the plan to teachers and administrators in Stamford, and
- reflect on and analyze the effectiveness of professional learning plans drafted by schools and content areas in achieving stated objectives.

Members of the PD Council and Authors of the SPS Professional Learning Plan

Elementary

Arango, Miriam (Principal, Newfield Elementary School)

Puccella, Carol (Principal, Davenport Ridge Elementary School)

Schneider, Janet (Assistant Principal, Westover Elementary School)

Middle

Giberti, George (Principal, Rippowam Middle School)

Tate, David (Assistant Principal, Cloonan Middle School)

High

Figluizzi, Camille (Principal, Westhill High School)

Palumbo, Joe (Assistant Principal, Stamford High School)

Thomas-Graves, Angela (Assistant Principal, Stamford High School)

Central

Hamilton, Winnie (Deputy Superintendent)

Hanna, Mona (Director of Math and Science)

Jennings, Mary (Director of Literacy and Social Studies)

Thessin, Rebecca (Director of School Improvement and Professional Development)

* Teachers will be added to the Professional Development Council in the Fall of 2009.

THEORY OF ACTION AND FRAMEWORK FOR PROFESSIONAL LEARNING IN STAMFORD

Theory of Action

If the Stamford Public Schools develops a comprehensive professional learning plan that provides teachers and administrators with high quality district- and school-based opportunities for professional development, monitors the impact of professional learning, and continually refines the plan to address areas of need, then teacher practice will improve to facilitate the achievement of all students.

Types of Professional Learning in Stamford

Professional Learning refers to the various types of continual learning experiences that educators engage in, including work in professional learning communities, collaborative teams, district workshops, conferences, university courses, etc. This terminology, used by the National Staff Development Council, connects educators' learning to improved student performance and broadens educators' traditional conception of professional development.

MACRO



District-Initiated Professional Learning	School-Initiated Professional Learning	Educator-Initiated Professional Learning
D1. Workshop-Based, Content-Focused Professional Development to Introduce New/Revised Standards-Based Curricula	S1. Planning and Professional Development to Establish, Revisit, and Further Schoolwide Goals for Improvement	E1. Participation/Presentation at National and International Conferences to Acquire and Share Knowledge of Best Practices
D2. Content-Focused Professional Development to Provide Continued Support for Implementation of New/Revised Curricula	S2. Content-Specific Vertical PLCs for Alignment and Continuity across Grades	E2. Out of District Workshops and Graduate Courses Attended by Individual Teachers to Further Learning in a Particular Topic Area
D3. District-Based Learning Teams for Teachers and Administrators to Share Knowledge and Address Challenges of Implementation	S3. Grade-Level or Horizontal PLCs to Work Toward Achievement of an Instructional Goal	E3. Optional In District Trainings on Selected Topics to Support Continued Teacher Learning

MICRO

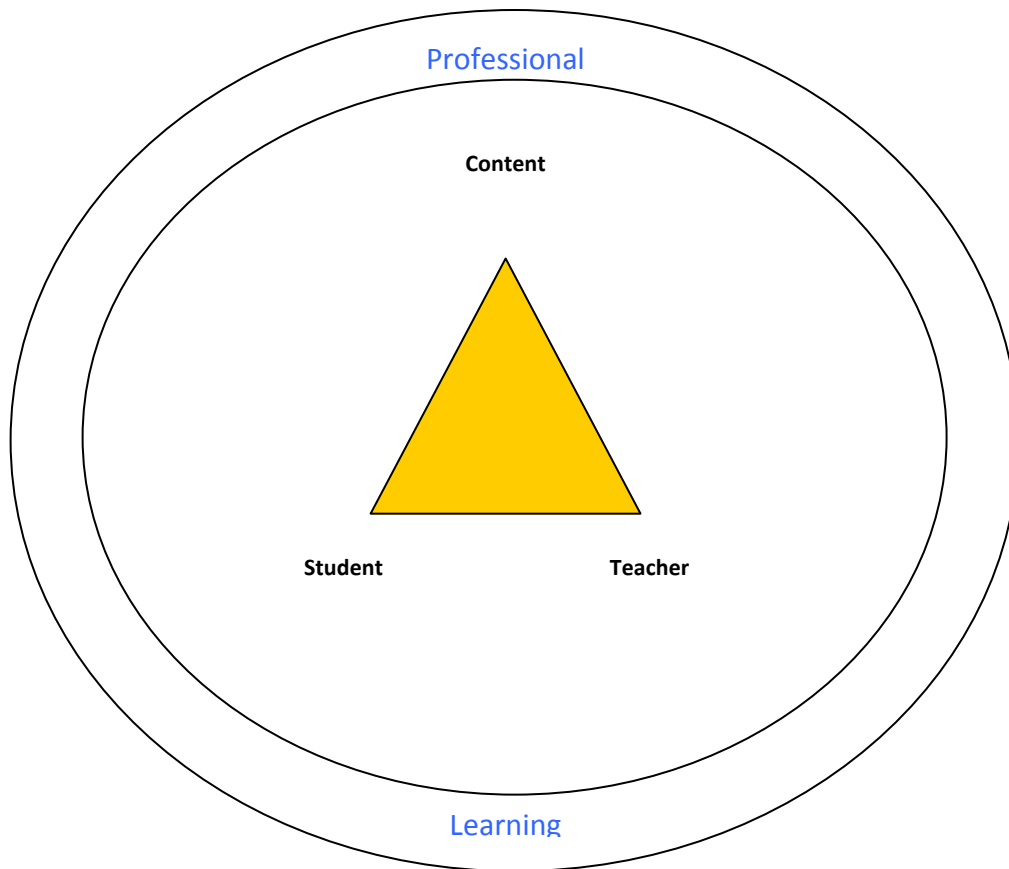
Macro professional learning¹: Macro learning consists of broad professional learning experiences that focus on content and pedagogical skill, but do not guarantee that learning is transferred to practice. This type of learning is often designed for an entire staff or a particular large group. In this type of professional learning, teachers work together to build common knowledge and understanding.

Micro professional learning: In micro learning, teachers apply the new knowledge and skills gained through macro learning experiences. They have the opportunity to transfer learning to practice. Such experiential learning occurs in daily work as teachers apply new practices and skills, reflect on this practice, and collaborate with colleagues in team-based activities.

¹ Curry, M. and Killion, J. (2009, Winter). Slicing the Layers of Learning. *Journal of Staff Development*, v. 50, 1. Pgs. 56-61. 7/28/2009

Purpose of Professional Learning in Stamford

The instructional core is defined by the interactions between teacher, content, and student.² It is the relationship between the teacher, the content, and the student that determines instructional practice – not the qualities of any one of these components, individually. This core, including rigorous standards-based curriculum and content, teachers’ knowledge and skills, and student engagement, is the most essential component of the educational process. Therefore, all Professional Learning must contribute to the improvement of the “instructional core.” By addressing the relationships among these three components of classroom practice, student achievement can improve.



² City, E.A., Elmore, R.F., Fiarman, S.E., and Teitel, L. (2009). *Instructional rounds in education*. Cambridge, MA: Harvard Education Press.

National Staff Development Council Standards

In 2001, the National Staff Development Council revised their standards of staff development. Although the council acknowledges that professional learning can take many forms, all staff development must assist educators in acquiring or enhancing “the knowledge, skills, attitudes and beliefs necessary to create high levels of learning for all students.” Professional learning in Stamford should be held to the rigorous standards adapted by NSDC, which are listed below:

Context Standards

LEARNING COMMUNITIES: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

LEADERSHIP: Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

RESOURCES: Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

Process Standards

DATA-DRIVEN: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

EVALUATION: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

RESEARCH-BASED: Staff development that improves the learning of all students prepares educators to apply research to decision making.

DESIGN: Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

LEARNING: Staff development that improves the learning of all students applies knowledge about human learning and change.

COLLABORATION: Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

Content Standards

EQUITY: Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.

QUALITY TEACHING: Staff development that improves the learning of all students deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

FAMILY INVOLVEMENT: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

PROFESSIONAL LEARNING PRINCIPLES AND GUIDELINES

In addition to the standards established by NSDC, the following principles serve as guidelines for planning all Stamford-based professional learning activities. Collectively, these principles represent our aspirations about how we will plan, execute, and judge the quality and impact of professional learning activities over the coming years.

1. Relevant: Professional learning experiences are tied to teachers' daily work in classrooms and are responsive to teachers' needs.
2. Differentiated: Many professional learning experiences (including introductory workshops, opportunities for continued support, and the sharing of successes and challenges) are required to prepare teachers to implement new curricula. Other professional learning sessions will be differentiated to focus on topics or themes specified to address teacher needs.
3. Choices: Teachers and administrators have opportunities to select from regularly offered professional learning experiences focused on best practices, as dependent on teachers' knowledge, skills, and needs, and from experiences focused on continued learning and improvement.
4. Research-Based Best Practices: The focus of and practices taught in professional learning experiences have been shown to have positive effects on student achievement through research conducted over time in varied settings.
5. Practical Application: Effective professional learning follows the principles of adult learning, in which adults are engaged in the same lessons and tasks that they will then convey to their own students. Professional learning will focus on providing and preparing teachers to implement instructional strategies and units of instruction which are key components of improved student learning.
6. Equity of Opportunity: Teachers have equitable access to district-initiated, school-initiated, and educator-initiated professional learning experiences that will further their own growth and development.

What Professional Learning Is and What Professional Learning Is Not

Professional Learning IS:	Professional Learning IS NOT:
<p>Professional learning includes experiences that are appropriate for time dedicated to Professional Development and Professional Learning Communities. This time can be recorded as Continuing Education Units (CEUs).</p>	<p>Professional learning does not include management or administrative tasks. Such experiences do not qualify for Continuing Education Units (CEUs).</p>
<p>EXAMPLES</p> <ul style="list-style-type: none"> • Participating in or leading a coaching session • Engaging in a peer observation session • Participating in a Professional Learning Community (PLC) • Leading or participating in a book study • Attending or presenting a workshop • Presenting at or attending a national conference • Leading or participating in a schoolwide Data Team • Engaging in self-reflection with colleagues • Developing or writing curriculum • Conducting action research • Developing common assessments • Reviewing student work • Analyzing data • Reading research on particular areas of instruction 	<p>EXAMPLES</p> <ul style="list-style-type: none"> • Planning a field trip • Lesson planning on an individual basis (without collaborating with another teacher) • Cleaning or organizing a classroom • Posting bulletin board displays • Grading papers individually without discussing results with another teacher • Completing paperwork not tied to new learning • Organizing a back-to-school night or open house • Focusing exclusively on student behavior practices rather than student learning

DISTRICT-INITIATED PROFESSIONAL LEARNING

D1. Workshop-Based, Content-Focused Professional Development to Introduce New/Revised Standards-Based Curricula

In preparation to implement new or revised curricula, teachers are provided with professional development related to standards scope and sequence, content-specific instructional strategies, available resources, and expectations. These sessions include:

- presentations by publishers of the materials to be used, by district content experts, or by consulting teachers;
- presentations of and/or practice with upcoming modules/units to be taught (just-in-time training);
- hands-on participation in and design of instructional strategies and academic tasks that teachers will be expected to implement in their classrooms; and
- reflection on the process of implementation.

D2. Content-Focused Professional Development to Provide Continued Support for Implementation of New/Revised Curricula

Once a new program or curriculum has been adopted and is being implemented in the classroom, follow-up professional development sessions are provided to support continued teacher learning. These professional development sessions may take place either at a specific school site or they may involve teachers from multiple schools at a convenient site. Sessions are likely to include:

- presentations of instructional strategies by content experts;
- review of curriculum pacing guides;
- integration of technology in the core content area;
- looking at student work activities, products, and protocols;
- discussion of instructional practices and philosophies;
- reflection on and examination of outcomes from implementation; and
- opportunities to address instructional concerns and challenges with content experts.

D3. District-Based Learning Teams for Teachers and Administrators to Share Knowledge and Address Challenges of Implementation

Learning Teams are established by the district to facilitate continued learning between teachers and administrators, particularly after the core elements of a new curriculum have been put in place.

Learning Teams may be established among: (1) grade-level and same-subject area teachers and (2) administrators at the same level (elementary, middle, or high) who are responsible for the common subject areas. During team sessions, teachers and administrators may:

- work together to discuss and address challenges in instruction related to a specific content area or topic;
- examine and/or develop common formative and summative assessments or common units/lessons for instruction;
- engage in inquiry and continued learning by reading about and researching a particular instructional strategy or content area within the subject or grade level of focus; and
- analyze data to determine student progress and make necessary adjustments to curriculum to support student learning.

SCHOOL-INITIATED PROFESSIONAL LEARNING

S1. Planning and Professional Development to Establish, Revisit, and Further Schoolwide Goals for Improvement

School-based PD sessions provide time for schools to:

- establish instructional goals for improving student achievement based on data;
- develop plans to achieve these goals;
- agree on school-based instructional processes;
- agree on schoolwide improvement strategies and structures;
- develop a “whole school PLC” (learning team);
- continually revisit and refine strategies throughout the school year; and
- provide both support and pressure for continuous change.

S2. Content-Specific Vertical PLCs for Alignment and Continuity across Grades

Opportunities for teachers to meet across grade levels, with a content-specific focus, to improve alignment of curriculum implementation and instructional strategies. Vertical PLCs provide time for teachers to work collectively to:

- focus on achievement of instructional goals schoolwide;
- learn from one another, particularly during the early stages of curriculum implementation;
- ensure vertical curriculum articulation and coherence across grade levels; and
- align instruction to support increased rigor and increasingly higher-level academic tasks across grade levels.

S3. Grade-Level or Horizontal PLCs to Work Toward Achievement of an Instructional Goal

School-based grade-level or horizontal PLCs:

- are scheduled weekly for teachers in core content areas to set goals, monitor progress, problem solve for improvement, and collaborate;
- provide the opportunity for teachers to direct their own learning;
- ensure that students have common experiences across classrooms at the same grade level;
- identify annual instructional goals based on student needs and aligned with district goals (in literacy and math);
- articulate an issue of teacher practice on which to focus improvement; and
- develop action plans incorporating the elements of Stamford’s PLC process (see Appendix A).

EDUCATOR-INITIATED PROFESSIONAL LEARNING

E1. Participation in and Presentation at National and International Conferences to Acquire and Share Knowledge of Best Practices

Presenting at or attending national conferences provides teachers and administrators with the opportunity to:

- continue their own learning in a wider context;
- learn about the work of other districts;
- learn about new developments in education and in specific content areas;
- present at a conference to share his/her classroom, school, or district work;
- benefit from the feedback of others on the work that has been done; and
- share new knowledge with staff upon return from attending a national conference.

E2. Out of District Workshops and Graduate Courses Attended by Individual Teachers to Further Learning in a Particular Topic Area

Out of district workshops provide an avenue for teachers and administrators to:

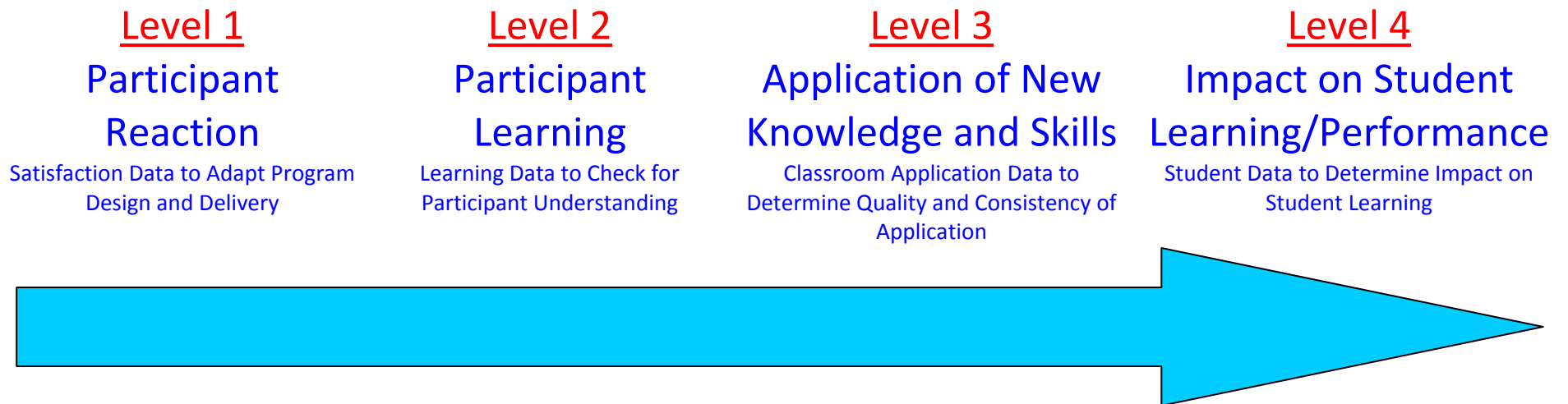
- continue their learning in particular areas of interest;
- deepen their knowledge in an area of school or district focus; and
- bring ideas back to their school or district to strengthen ongoing initiatives; and
- incorporate new learning in their own classroom, school, and district.

E3. Optional In District Trainings on Selected Topics to Support Continued Teacher Learning

Selected workshop and learning experiences will be provided or promoted to support teacher and administrator learning in areas of interest and need. These opportunities may include:

- coaching and peer observation;
- action research; and
- workshops on topics such as technology, efficacy, differentiated instruction, classroom management, research-based best practices, or PLCs.

Levels of Evaluation for *Professional Learning* in Stamford



Why Evaluate Professional Learning?

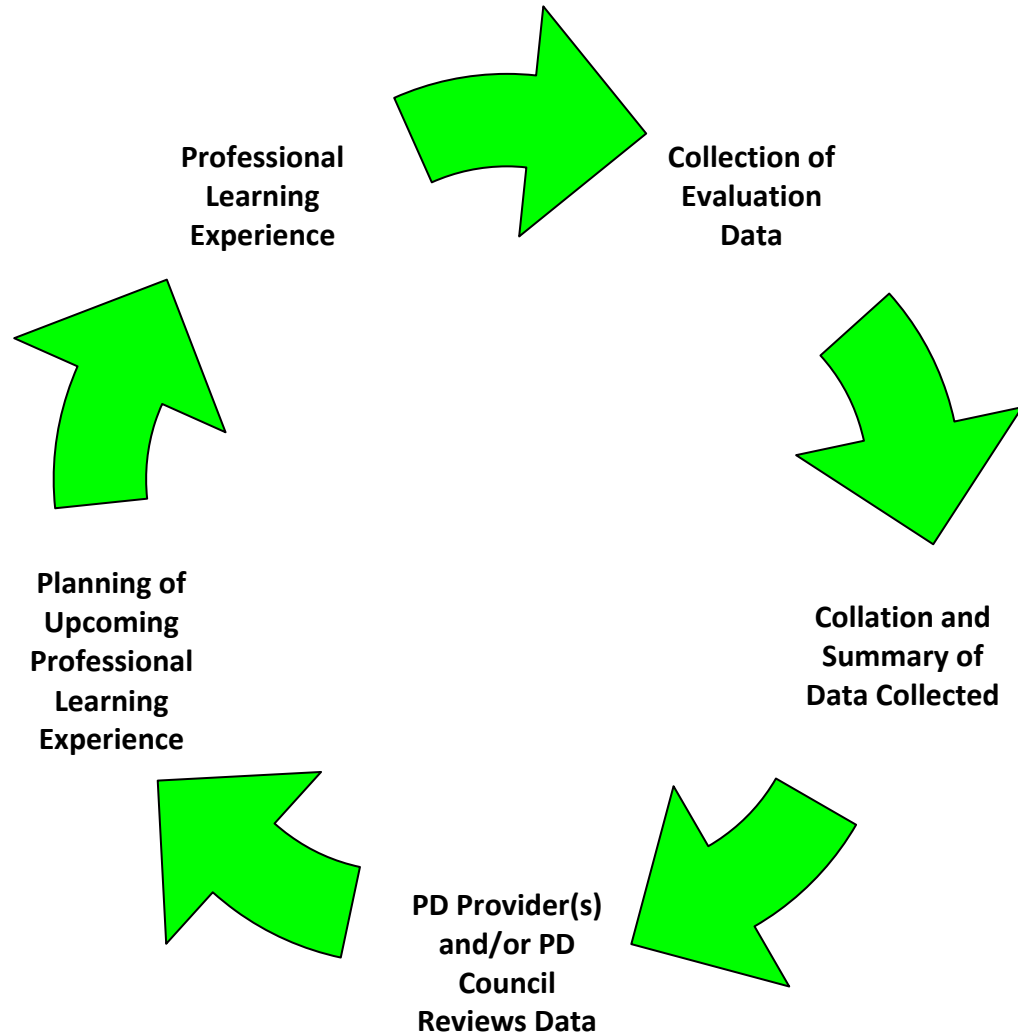
The Levels of Evaluation delineate the impact of professional learning experiences in which teachers and administrators engage. Each level is focused on collection of evaluation data to inform decisions and actions related to the planning of future professional development. Ultimately, the goal of professional learning is to impact student achievement and performance; each level of evaluation is working toward this final outcome. Information collected through various modes of evaluation will be used to differentiate learning experiences, meet teacher needs, and influence next steps in planning professional learning at the school and district levels.



Levels of Evaluation for Professional Learning in the Stamford Public Schools³

Level	Purpose	Questions Addressed	Monitoring Tools / Data Points
<u>Level 1</u> Participant Reaction	<ul style="list-style-type: none"> To adapt program design and delivery 	<ul style="list-style-type: none"> How satisfied were the participants with the experience? Did the professional development appeal to various learning styles? Were the processes used appropriate for participant learning and application? Did the processes used achieve the intended outcomes? 	<ul style="list-style-type: none"> Evaluation Surveys at the Session or Through EZTraxx Exit Cards Plus / Delta Whole-Group Activities Follow-up Focus Groups
<u>Level 2</u> Participant Learning	<ul style="list-style-type: none"> To check for understanding and learning To adapt program design and delivery 	<ul style="list-style-type: none"> Did the participants learn the desired knowledge and skills? Are the participants able to apply the knowledge that they learned? What outcomes were achieved and what outcomes were not achieved, and why? 	<ul style="list-style-type: none"> Exit Slips Written responses to questions posed Application of learning individually or in groups during the session Design of a tool for subsequent use by participants
<u>Level 3</u> Application of New Knowledge and Skills	<ul style="list-style-type: none"> To determine quality and consistency of classroom application 	<ul style="list-style-type: none"> What changes in teacher practice have resulted from the professional development program? How effectively and consistently have participants used the new knowledge and skills? To what degree do participants themselves report that they are comfortable utilizing the new knowledge and skills? 	<ul style="list-style-type: none"> Classroom visits to observe strategy in practice Student surveys or interviews about teacher use of new strategy Peer observations focused on the new strategy Supervisory observations Collection of Lesson Plans Surveys of Teachers
<u>Level 4</u> Impact on Student Learning/Performance	<ul style="list-style-type: none"> To determine the impact on student learning 	<ul style="list-style-type: none"> How did student learning / performance change as a result of the comprehensive professional development program? How do students report that their learning experiences changed? 	<ul style="list-style-type: none"> Examination of student work samples Review of student grades Focused student surveys or interviews Formative & summative assessments

The Professional Learning Planning and Evaluation Process



³ As adapted from the Montgomery County Public Schools Office of Organizational Development and the work by Thomas Guskey [Guskey, T. (2000). *Evaluating Professional Development*. Sage Publications.]

Stamford Public Schools Professional Learning Plan: Planning Template

*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 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>
				Level 1: Level 2: Level 3: Level 4:
				Level 1: Level 2: Level 3: Level 4:
				Level 1: Level 2: Level 3: Level 4:
				Level 1: Level 2: Level 3: Level 4:
				Level 1: Level 2: Level 3: Level 4:
				Level 1: Level 2: Level 3: Level 4:
				Level 1: Level 2: Level 3: Level 4:

Stamford Public Schools Professional Learning Plan 2009-2010

Elementary School PD Guide

*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 2009-2010 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>
Instructional Goal-Setting (PLC Module to be led by Level 2 Training Participants and Administrators)	August 27, 2009 (2 hours)	<ul style="list-style-type: none"> - Review sample data or student work to identify a learner-centered problem - Use the learner-centered problem to craft an issue of teacher practice - Establish a practice instructional goal with distinct outcomes, evidence, etc. using the SPS Instructional Goal Template - Gain an understanding of the PLC and Data Team Processes to be used in working toward achievement of an instructional goal 	Teachers will have: <ul style="list-style-type: none"> - honed their skills in identifying instructional goals aligned with district goals and student needs. - utilized the action planning process to guide PLC work throughout the school year. - compared and contrasted the SPS PLC Process with the State Data Team process in order to advance our goal-setting processes. 	Level 1: EZTraxx Evaluation Level 2: Reflection/Exit Slip Level 3: Completed Instructional Goal Templates (by end of September) Level 4: Improvement of Student Achievement in Focus Areas Identified in Goals within Literacy and Math
Planning for Instruction (Grade Level/Specialists Meet with PPT Team)	August 27, 2009 (1 hour)	<ul style="list-style-type: none"> - Review students' IEPs and 504s (with emphasis on goals, modifications and accommodations) to plan for instruction. 	<ul style="list-style-type: none"> - Address the individual learning needs of identified students in their classrooms. 	Level 1: EZTraxx Evaluation Level 2: Daily Application of Strategies to Address Students' Learning Needs Level 3: Classroom Observations Level 4: Student Assessment Results
Instructional Goal-Setting to Guide the Work of PLCs	August 27, 2009 (3 hours)	<ul style="list-style-type: none"> - Review student achievement data - Begin drafting focus areas for improvement in the form of grade level instructional goals in literacy and math. Goals will be aligned to schools' SIPs. 	<ul style="list-style-type: none"> - Design daily classroom instruction to support achievement of the instructional goal. - Identify instructional strategies to implement, assess, and revise in PLCs based on the focus areas identified. 	Level 1: EZTraxx Evaluation Level 2: Completion of Grade-Level Instructional Goals Level 3: Review of Lesson Plans Level 4: Student Assessment Results
SIP Review and Development	September 16, 2009	<ul style="list-style-type: none"> - Review existing SIP draft by grade levels (horizontal to discuss relevance to grade level/vertical to discuss alignment across grades) - Respond to common guiding questions used by all PLCs that promote discussion 	<ul style="list-style-type: none"> - Use the SIP document to guide improvement efforts - Apply strategies identified on the SIP to support the school's achievement of SIP goals in classroom instruction 	Level 1: EZTraxx Evaluation Level 2: Exit Slip Level 3: Administrative/Peer Observations Level 4: Student 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>
State Reading Modules (Exact Module to be Determined by School Site)	October 21, 2009	- Acquire strategies to improve literacy instruction, as presented by school reading specialists and/or administrators.	- Incorporate targeted literacy strategies in their classroom instruction.	Level 1: EZTraxx Evaluation Level 2: Exit Slip Level 3: Classroom Visits to Observe Strategies and/or through Review of Lesson Plans Level 4: Examination of Student Work as Shown in PLC Minutes
State Reading Modules (Exact Module to be Determined by School Site) OR	February 24, 2009	- Acquire strategies to improve literacy instruction, as presented by school reading specialists and/or administrators.	- Incorporate targeted literacy strategies in their classroom instruction.	Level 1: EZTraxx Evaluation Level 2: Exit Slip Level 3: Classroom Visits to Observe Strategies and/or through Review of Lesson Plans Level 4: Examination of Student Work as Shown in PLC Minutes
Looking at Student Work (PLC Module to be Led by Level 2 Training Participants and Administrators)	February 24, 2009	Teachers will: - Learn how to look at student work and use this data to set next steps for instructional improvement - Use protocols to review student work in PLCs - Begin looking at student work in departments as time allows - Meet with grade level teams to assess progress toward achievement of instructional goal thus far	- Teachers will be able to use protocols to review student work in their PLCs. - By looking at student work, teachers will be able to identify student needs and plan/modify instruction to meet student needs in their PLCs.	Level 1: Evaluation Survey through EZTraxx Level 2: Exit Card Level 3: Minutes from PLC Meetings Level 4: Improvement in Student Performance in Areas in which Student Work is Reviewed
SIP Reflection and Development	May 19, 2009	Teachers will: - Review progress made toward SIP strategies as a full staff through an analysis of data and student work - - - Make suggestions for modification of the SIP. - Within grade levels (seated in teams), discuss and report out on progress made and on recommendations for improvement strategies for the upcoming year.	- Teachers will have a working knowledge of the SIP document and of areas that need improvement. - Teachers will contribute to the revision, subtraction, and adding of strategies of school improvement plan.	Level 1: EZTraxx Evaluation Level 2: Written Responses Relating to SIP Level 3: Teacher Response Survey Level 4: Ongoing Student Assessments (and Feedback from Sample of Students as Applicable)

Stamford Public Schools Professional Learning Plan 2009-2010

Secondary School PD Guide

*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 2009-2010 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>
Data Analysis in Departments/by Content Area	August 28, 2009 (3 hours)	In departments, teachers will: - Review data of incoming students to their classes (including CMT data, CAPT, Final Exams/Common Assessments, etc.) that are subject specific and in literacy and math - Begin drafting focus areas for improvement in the form of instructional goals in either literacy or math.	- Teachers will have identified student needs on which to focus efforts for improving instruction. - These learner-centered problems will then be translated into instructional challenges to guide the instructional-goal setting process for departments and PLCs this year.	Level 1: EZTraxx Evaluation Level 2: Minutes from the Department Meetings and Identification of Focus Areas for Instruction Level 3: Collection of Lesson Plans and/or Classroom Observations Level 4: Examination of Student Work and Data at Future Sessions (ongoing)
Review of School Improvement Plan and Draft Instructional Goals	August 28, 2009 (3 hours)	In a full staff meeting, teachers will: - Review the School Improvement Plan to ensure knowledge of this work and how to support achievement of these strategies In department meetings, teachers will: - Determine next steps in instructional goal-setting for this year as connected to the school's SIP (for their discipline)	- Teachers, in departments, will have drafted instructional goals, aligned with school and district goals, to guide their work in PLCs for this year. - These goals will support achievement of the Tier II goals and strategies included in School Improvement Plans.	Level 1: EZTraxx Evaluation and Three-Question Survey on the Effectiveness of the PD from Teachers Level 2: Template re: Data Analysis and Instructional Goal Drafts Level 3: Instructional Goal Drafts Level 4: Examination of Student Work and Data at Future Sessions (ongoing)
Looking at Student Work (PLC Module to be Led by Level 2 Training Participants and Administrators)	September 16, 2009	Teachers will: - Learn how to look at student work and use this data to set next steps for instructional improvement - Use protocols to review student work in PLCs - Begin looking at student work in departments as time allows	- Teachers will be able to use protocols to review student work in their PLCs. - By looking at student work, teachers will be able to identify student needs and plan/modify instruction to meet student needs in their PLCs.	Level 1: EZTraxx Evaluation Level 2: Exit Card Level 3: Minutes from PLC Meetings Level 4: Improvement in Student Performance in Areas in which Student Work is Reviewed

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>
Refining Rubrics and Looking at Student Work	October 21, 2009	Teachers will: <ul style="list-style-type: none"> - Bring samples of student work to review and align against rubrics. - Refine rubrics as needed to guide instruction. - Begin to select anchor papers as work is reviewed and aligned to rubrics. - Set “gold standards” and determine student supports to help students meet standards (connection to Efficacy Training) 	<ul style="list-style-type: none"> - Draft and utilize rubrics across content areas and across grade levels in assessing student work. - Utilize “kid-friendly” rubrics in their classrooms. - Identify and display anchor papers aligned to rubrics. - Engage students in self- and peer-assessment in conjunction with use of rubrics. 	Level 1: EZTraxx Evaluation Level 2: Production of the rubric or anchor papers Level 3: Student survey in departments in November as related to use of rubrics in classrooms Level 4: Analysis of Student Work Quarterly as Aligned to Anchor Papers
Revisit School Improvement Plan	February 24, 2009	Teachers will: <ul style="list-style-type: none"> - Review progress made toward SIP strategies as a full staff. - Within departments, teachers will determine progress made toward goals established and set next steps for focus areas in instructional improvement. 	<ul style="list-style-type: none"> - Teachers will have focus areas for improving instruction to guide the work of their PLCs and to accomplish SIP strategies. Such focus areas may have changed since the beginning of the year. - Teachers will contribute to revision, subtraction, and adding of strategies of school improvement plan. 	Level 1: EZTraxx Survey Level 2: Exit slips (one or two questions on reaction and what impact can I have on student learning based on this conversation) Level 3: Next steps determined within departments to focus improvement efforts Level 4: Observations by administrators related to instructional strategies to be used in classrooms / options cycle projects / and minutes from PLC meetings
Celebration and Review of Progress Made Toward Improvement	May 19, 2009	As a whole staff, teachers will: <ul style="list-style-type: none"> - Share out from departments and/or content areas the progress that has been made toward achievement of instructional goals (gallery work/presentation) - Evaluate progress toward NEASC, Cambridge, and SIP focus areas 	<ul style="list-style-type: none"> - Teachers will have learned what accomplishments and work other departments engaged in to reach PLC and schoolwide goals for improvement. - Teachers will be able to employ a variety of strategies to help them reach their instructional goals. - Teachers will be familiar with various work products (outcomes) that might guide their improvement efforts in the coming year. 	Level 1: EZTraxx Survey Level 2: Completion of Feedback Forms for each Department Level 3: Short Exit Slip Level 4: Setting of Instructional Goals for the Coming Year

Choice School-Initiated Professional Learning Opportunities 2009-2010

To be conducted at school sites on early release days or on full-day school-initiated professional development days, as determined by school leaders and teachers. Teachers will have been prepared to lead these workshops with administrators at their school sites.

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>
Classroom Instruction that Works for ELLs (to be led by Lupe Dauplaise with Bilingual Teachers)	September 16th, October 21th, or May 19th' as requested by school sites and dependent on availability	Teachers will: - Understand how identified ELL strategies enhance student achievement (The nine categories of research based instructional strategies (adapted for ELLs) - Review the stages of second language acquisition and their instructional applications for the mainstream classroom. - Know how to apply the instructional strategies for ELLs in K-12 mainstream classes.	- Mainstream teachers will be able to reflect on their current practice and their own understanding and use of ELL strategies within their classrooms. - Mainstream teachers will be informed about the different levels of second language acquisition and be able to identify ELL student's levels within their classrooms. - Mainstream teachers will be able use some instructional strategies for ELLs in their mainstream classes.	<u>Level 1:</u> EZTraxx Evaluation <u>Level 2:</u> Exit/Reflection Slip and a Sharing Out of Concepts Learned <u>Level 3:</u> Survey in Spring 2010 of trained mainstream teachers <u>Level 4:</u> Comparison of ELL assessment results from 2008-2009 to 2009-2010
Instructional Goal-Setting (PLC Module to be led by Level 2 Training Participants and Administrators)	TBD by School Sites	Teachers will: - Review sample data or student work to identify a learner-centered problem. - Use the learner-centered problem to craft an issue of teacher practice. - Establish a practice instructional goal with distinct outcomes, evidence, etc. using the SPS Instructional Goal Template - Gain an understanding of the action planning process. - Observe a model PLC in action.	- Teachers will be able to identify and craft instructional goals aligned with district goals and student needs. - Teachers will be able to identify the characteristics of meaningful instructional goals. - Teachers will be prepared to utilize the action planning process to guide PLC work throughout the school year.	Level 1: EZTraxx Evaluation Level 2: Reflection/Exit Slip Level 3: Completed Instructional Goal Templates (by end of September) Level 4: Improvement of Student Achievement in Focus Areas Identified in Goals within Literacy and Math
Looking at Student Work (PLC Module to be Led by Level 2 Training Participants and Administrators)	TBD by School Sites	Teachers will: - Learn how to look at student work and use this data to set next steps for instructional improvement. - Use the Slice and Tuning protocols to review student work in PLCs - Begin looking at student work in departments as time allows	- Teachers will be able to use protocols to review student work in their PLCs. - By looking at student work, teachers will be able to identify student needs and plan/modify instruction to meet student needs in their PLCs.	Level 1: EZTraxx Evaluation Level 2: Exit Card Level 3: Minutes from PLC Meetings Level 4: Improvement in Student Performance in Areas in which Student Work is Reviewed

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>
Examining Instruction (PLC Module to be Led by Level 2 Training Participants and Administrators)	TBD by School Sites	Teachers will: - Distinguish between the purposes of supervisory and peer observations. - Observe and engage in a Stamford-developed protocol for observing a peer, provide warm feedback following the observation and ask probing questions. - Become familiar with and experience the necessary conditions for peer observation - Practice use of the First Classrooms Visit Protocol.	- Teachers will recognize the value of peer observation as another source of professional learning and data. - Teachers will have learned to provide one another with meaningful feedback based on non-judgmental observation through various models of peer observation. - Employ the use of protocols in the process of peer observation.	Level 1: EZTraxx Evaluation Level 2: Exit Card Level 3: Minutes from PLC Meetings and Requests for Coverage to Conduct Classroom Visits Level 4: Improvement in Student Performance in Areas in which Observations are Conducted
State Reading Modules	TBD by School Sites	Modules yet to be determined.		

TIME FOR PROFESSIONAL LEARNING

All district content areas have drafted professional learning plans for the 2009-2010 school year. These content plans are available on the Stamford Public Schools website under Teachers: Professional Learning (<http://stamfordpublicschools.org/content/70/123/3242.aspx>). These plans will provide the dates, content, outcomes, and evaluation for every professional development session in which teachers will engage during the upcoming year. Additionally, the PD Council has drafted professional learning plans to serve as guides for school sites in planning school-initiated professional learning activities during half-day and full-day PD sessions.

Proposed Timeline for Completion of Professional Learning Plans

Product	Projected Completion
Draft Professional Learning Plans for district-initiated professional development sessions.	May 1st
Professional Learning Plans for district-initiated professional development sessions will be posted online for administrators and teachers to view.	June 1 st
Professional Learning Plans for school-initiated professional development sessions will be drafted by school sites.	June 15th
An online calendar displaying dates and locations of professional learning sessions during the following school year will be posted online.	July 1 st

PROFESSIONAL DEVELOPMENT CALENDAR FOR 2009-2010

Assembled by C&I and the PD Council

Full-Day PD Sessions

In past years, all district-initiated PD has taken place on the same day. Due to the scheduling difficulties of training such a large number of teachers on one day, and the space constraints that result from this training, all district-initiated PD for teachers in grades 6 through 12 will take place on the day following Dr. Starr's speech (August 27th) and all PD for teachers in grades K through 5 take place on the next day (August 28th) during the week before school begins. The alternate days would be dedicated to school-initiated professional development.

Wednesday, August 26, 2009

- Opening Day Ceremony and Opening Day for Staff

Thursday, August 27, 2009

- All District-Initiated, content-focused PD for teachers in Grades 6-12, to include:
 - Secondary Math: Grades 6 – 12
 - Secondary Literacy: Grades 6-12
 - Secondary Science: Grades 6-12
 - Secondary Social Studies: PLC Training and Districtwide Learning Teams
 - Secondary Specialists Meet (Art, PE, Media, Psychologists, Social Workers, etc.)
 - All Music Teachers and World Language Teachers: Grades K-12
- School-Initiated PD at the elementary level.

Friday, August 28, 2009

- All District-Initiated, content-focused PD for teachers in Grades K-5, to include:
 - Elementary Literacy: Grades K – 2
 - Elementary Science: Grades 3 – 4
 - Elementary Math: Grade 5
 - Elementary Specialists Meet (Art, PE, Media, Psychologists Social Workers, etc. except Music and World Language)

Monday, August 31, 2009

- All District-Initiated PD for special education teachers (K-12) and bilingual teachers, to occur from 12 – 3 PM.

November 3, 2009: District-Initiated

- Elementary Literacy: Grades K – 2
- Elementary Science: Grades 3 – 4
- Grade 5 teachers may have the opportunity to participate in focused districtwide PLCs or in PLC Training.
- Secondary Math: Grades 6 – 12
- Secondary Literacy: Grades 6-12
- Secondary Science: Grades 6-12
- Secondary Social Studies: Grades 6-12

Early Release PD Sessions

Three Early Release PD Sessions to be led by the district, K-12, in January, March, and April. Three elementary half-days will be facilitated by the district in preparation for the implementation of a new literacy curriculum.

September 16, 2009: School-Initiated

- School-based PLC training and/or PLC work
- School improvement planning, monitoring, and PD
- PD in State reading modules at the elementary level
- Sheltered training (for selected mainstream teachers) Grades 6-8
- Other PD specific to school themes or programs

October 21, 2009: School-Initiated

- School-based PLC training and/or PLC work
- School improvement planning, monitoring, and PD
- PD in State reading modules at the elementary level
- Sheltered training (for selected mainstream teachers) Grades 6-8
- Other PD specific to school themes or programs

January 20, 2010: District-Initiated

- Elementary Literacy: Grades K – 2 New Curriculum (to be led by school-based reading specialists) and Grades 3 – 5 Literacy with Science Texts
- Secondary Math: Grades 6 – 12
- Secondary Literacy: Grades 6-12
- Secondary Science: Grades 6-12
- Secondary Social Studies: TBD
- Special Education: PD for Special Ed Assistants

February 24, 2010: School-Initiated

- School-based PLC training and/or PLCs
- School improvement planning, monitoring, and PD
- PD in State reading modules at the elementary level
- Sheltered training (for selected mainstream teachers) Grades 6-8
- Other PD specific to school themes or programs

March 17, 2010: District-Initiated

- Elementary Literacy: Grades K – 2 New Curriculum (to be led by school-based reading specialists) and Grades 3 – 5 Literacy with Science Texts
- Secondary Math: Grades 6 – 12
- Secondary Literacy: Grades 6-12
- Secondary Science: Grades 6-12
- Secondary Social Studies: TBD
- Special Education: PD for Special Ed Assistants

April 21, 2010: District-Initiated

- Elementary Literacy: Grades K – 2 New Curriculum (to be led by school-based reading specialists) and Grades 3 – 5 Literacy with Science Texts
- Secondary Math: Grades 6 – 12
- Secondary Literacy: Grades 6-12
- Secondary Science: Grades 6-12
- Secondary Social Studies: TBD
- Special Education: PD for Special Ed Assistants

May 19, 2010: School-Initiated

- School-based PLC training and/or PLCs
- School improvement planning, monitoring, and PD
- PD in State reading modules at the elementary level
- Sheltered training (for selected mainstream teachers) Grades 6-8
- Other PD specific to school themes or programs

Additional Times and Days for PD

- The Curriculum and Instruction Department plans to continue to hold district curriculum meetings on District Wednesdays (the 2nd Wednesday of the month).
- We will use the Superintendent's meetings on the 4th Wednesdays.
- Additionally, teachers will continue to be pulled out of schools (with substitutes provided) for training related to the implementation of new curriculum, as has been done during the 2008-2009 school year. Everyday Math will continue to provide consultants to work with teachers in grades 3, 4 and 5 at school sites once a month.

APPENDIX A

Elements of the Stamford PLC Process

Inquiry – Research It

PLC members will read/research the instructional area of focus that they strive to address.

Analyze Data

Analyze available data within the instructional area of focus to identify the learner-centered problem to be addressed. Specific data that might be examined include results or outcomes from State tests, common department or grade level assessments, nationally normed tests, classroom observations, number of failures in classes, and/or GPA.

Look at Student Work (LASW)

Examine examples of student work (beyond standardized assessments) that may provide a clearer picture of student thinking and understanding within the focus area.

Examine Instruction

The learner-centered challenge is reframed as a challenge of practice. PLC members observe one or more teachers (one of the PLC members) providing instruction by using a protocol developed to address the instructional area of focus. Teachers provide feedback to the presenting teacher(s) and debrief the observational process.

Assess Student Progress

Teachers give common assessments (i.e. a quick quiz, writing prompt, etc.) to their students that they have developed together. They then grade the assessment and determine areas in which reteaching and review may be necessary.

Reflect

Teachers reflect on their teaching and student progress in the targeted instructional area and establish an action plan for moving forward. This action plan supports teachers in monitoring and adjusting student learning.

