**CHHS SCHOOL BASED STAFF DEVELOPMENT COMMITTEE 2017-2018 PD CALENDAR**

**RATIONALE**

The professional development calendar below was compiled by the Cobble Hill High School School Based Staff Development Team. The team’s objective was to provide teachers with high quality and well balanced professional development which would ultimately lead to the improvement of professional practice by educators within the building. With the aforementioned objectives in mind, the team developed every professional development session around one of Charlotte Danielson's four domains (i.e. planning & preparation, instruction, classroom environment, and professional responsibilities) and/or one aspect of AVID's WICOR (i.e. writing, inquiry, collaboration, organization, and reading to learn) learning support structure. Each of Danielson’s domains has been color coded on the calendar in the following way:

* Planning and Preparation [P&P] = Blue
* Instruction [I] = Green
* Classroom Environment [CE] = Yellow
* Professional Responsibilities [PR] = Purple

**DESCRIPTION OF THE FOUR DOMAINS**

**Planning and Preparation**: Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students’ prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.

**Instruction**:Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher’s handling of infractions is subtle, preventive, and respectful of students’ dignity.

**Classroom Environment**: In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher’s feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.

**Professional Responsibilities**: Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.

|  |  |
| --- | --- |
| **Planning and Preparation**  1a Demonstrating Knowledge of Content and Pedagogy  1b Demonstrating Knowledge of Students  1c Setting Instructional Outcomes  1d Demonstrating Knowledge of Resources  1e Designing Coherent Instruction  1f Designing Student Assessments | **Instruction**  3a Communicating with Students  3b Using Questioning and Discussion Techniques  3c Engaging Students in Learning  3d Using Assessment in Instruction  3e Demonstrating Flexibility and Responsiveness |
| **Classroom Environment**  2a Creating an Environment of Respect and Rapport  2b Establishing a Culture for Learning  2c Managing Classroom Procedures  2d Managing Student Behavior  2e Organizing Physical Space | **Professional Responsibilities**  4a Reflecting on Teaching  4b Maintaining Accurate Records  4c Communicating with Families  4d Participating in the Professional Community  4e Growing and Developing Professionally  4f Showing Professionalism |

February 2018

|  | **February 2018** | | | | |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  |  | 1 | 2 | 3 |
| 4 | 5  **Skedula**  **[PR]** | 6  **Department** | 7 | 8 | 9 | 10 |
| 11 | 12  **Task Development & Analysis**  **[P&P]** | 13  **Inquiry** | 14 | 15 | 16 | 17 |
| 18 | 19  **Break** | 20  **Break** | 21 | 22 | 23 | 24 |
| 25 | 26  **Inquiry Presentations**  **[PR]** | 27  **Grade** | 28 |  | | |

March 2018

|  | **March 2018** | | | | |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  |  | 1 | 2 | 3 |
| 4 | 5  **The Writing Process: AVID**  **[I}** | 6  **Department** | 7 | 8 | 9 | 10 |
| 11 | 12  **Positive Behavior Support Systems**  **[CE]** | 13  **Inquiry** | 14 | 15 | 16 | 17 |
| 18 | 19  **AVID: Conflict Management**  **[CE}** | 20  **Grade** | 21 | 22 | 23 | 24 |
| 25 | 26  **Learning Targets**  **[P&P]** | 27  **Department** | 28 | 29 | 30 | 31 |

April 2018

|  | **April 2018** | | | | |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| 1 | 2  **Break** | 3  **Break** | 4 | 5 | 6 | 7 |
| 8 | 9  **Grading Smarter Not Harder**  **[PR]** | 10  **Inquiry** | 11 | 12 | 13 | 14 |
| 15 | 16  **Discipline with Dignity**  **[CE]** | 17  **Grade** | 18 | 19 | 20 | 21 |
| 22 | 23  **Avid: Critical Reading**  **[I]** | 24  **Department** | 25 | 26 | 27 | 28 |
| 29 | 30  **ELLs**  **[P&P]** |  | | | | |

May 2018

|  | **May 2018** | | | | |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  | **1**  **Inquiry** | **2** | **3** | **4** | **5** |
| **6** | **7**  **SWDs**  **[P&P]** | **8**  **Grade** | **9** | **10** | **11** | **12** |
| **13** | **14**  **Measuring What Matters**  **[PR]** | **15**  **Department** | **16** | **17** | **18** | **19** |
| **20** | **21**  **Rethinking Grading**  **[PR]** | **22**  I**nquiry** | **23** | **24** | **25** | **26** |
| **27** | **28**  **No School** | **29**  **Grade** | **30** | **31** |  | |

June 2018

|  | **June 2018** | | | | |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  |  |  | **1** | **2** |
| **3** | **4**  **Race Related Stress**  **[CE]** | **5**  **Department** | **6** | **7** | **8** | **9** |
| **10** | **11** | **12**  **Regents Week** | **13** | **14** | **15** | **16** |
| **17** | **18** | **19** | **20** | **21** | **22** | **23** |
| **24** | **25** | **26** | **27** | **28** | **29** | **30** |

**Session Descriptions**

1. **Skedula**:In this session teachers will explore basic course setting functions on the io classroom skedula platform. Teachers will walk away able to rename their classes, assign course categories and more familiar with mastery based grading options.
2. **Task Development Analysis**: In this session teachers will consider the basic components of a sound task and be able to differentiate between a task, assignment and activity. Teachers will leave the session with tools to help them create tasks and to assess whether those tasks are properly aligned to standards.
3. **Inquiry Presentations**: After investigating numerous educational topics by grade and conducting research grade teams will present their findings to the entire staff.
4. **The Writing Process**:The writing process teaches teachers to internalize the steps for producing a finished piece of writing and entails the recursive phases of pre-writing, drafting, revising, editing, and publishing. Internalizing the writing process helps teachers improve the “on demand” or timed essay performance by their students.
5. **Positive Behavior Support Systems**: Positive behavior support is not a specific program, but a broad, generic term that describes a set of strategies or procedures designed to improve behavioral success by employing non-punitive, proactive, systematic techniques. The [U. S. Department of Education](http://www.ed.gov/about/reports/annual/osep/2000/chapter-3.pdf) supports this definition with its view of PBS as a general term that refers to the culturally appropriate application of positive behavioral interventions and systems to achieve socially important behavior change.
6. **AVID: Conflict Management**: Conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in an organizational setting.
7. **Learning Targets**: Many teachers use learning targets as a way to improve student understanding of the purpose of a lesson or unit of study and to focus assessment. As with any teaching practice, the details of how you use the strategy make a huge difference. This session will explore a few ways to make learning targetshelpful for teaching.
8. **Grading Smarter Not Harder**: this session will reveal how many of the assessment policies that teachers adopt can actually prove detrimental to student motivation and achievement and shows how we can tailor policies to address what really matters: student understanding of content.
9. **Discipline with Dignity**: The emphasis in this session is on preventing problems by helping students to understand each other, work well together, and develop responsibility for their own actions. The session also includes intervention strategies for handling common and severe problems in dignified ways.
10. **AVID: Critical Reading**: Critical reading is the process of reading that goes beyond just understanding a text. Critical reading involves: carefully considering and evaluating the reading; identifying the reading's strengths and implications; identifying the reading's weaknesses and flaws; land ooking at the 'big picture'.
11. **ELLs**: English language learners (**ELLs**) face the challenge of acquiring content knowledge in English at the same time as they acquire English as an additional language. This session explores ways these students can be supported.
12. **SWDs**: More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four- year colleges, and universities. This session explores the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools.
13. **Measuring What Matters**: Assessments in many schools are still primarily designed to measure students' grasp of basic skills and factual knowledge, even as educators are placing a growing emphasis on more complex capabilities like conceptual understanding and long-term transfer skills. To measure these types of higher-order skills schools must make greater use of authentic performance-based measures in which students are asked to apply their learning and explain their reasoning.
14. **Rethinking Grading**: Grading systems often reward on-time task completion and penalize disorganization and bad behavior. Despite our best intentions, grades seem to reflect student compliance more than student learning and engagement. In the process, we inadvertently subvert the learning process.This session examines and debunks traditional practices and policies of grading in K–12 schools.
15. **Race Related Stress**:To support students of color, educators must understand the impact of discrimination and racism on mental health.