

## **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.

<p><b>Planning and Preparation</b></p> <ul style="list-style-type: none"> <li>1a Demonstrating Knowledge of Content and Pedagogy</li> <li>1b Demonstrating Knowledge of Students</li> <li>1c Setting Instructional Outcomes</li> <li>1d Demonstrating Knowledge of Resources</li> <li>1e Designing Coherent Instruction</li> <li>1f Designing Student Assessments</li> </ul>	<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>3a Communicating with Students</li> <li>3b Using Questioning and Discussion Techniques</li> <li>3c Engaging Students in Learning</li> <li>3d Using Assessment in Instruction</li> <li>3e Demonstrating Flexibility and Responsiveness</li> </ul>
<p><b>Classroom Environment</b></p> <ul style="list-style-type: none"> <li>2a Creating an Environment of Respect and Rapport</li> <li>2b Establishing a Culture for Learning</li> <li>2c Managing Classroom Procedures</li> <li>2d Managing Student Behavior</li> <li>2e Organizing Physical Space</li> </ul>	<p><b>Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>4a Reflecting on Teaching</li> <li>4b Maintaining Accurate Records</li> <li>4c Communicating with Families</li> <li>4d Participating in the Professional Community</li> <li>4e Growing and Developing Professionally</li> <li>4f Showing Professionalism</li> </ul>

October 2017

October 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Mastery Based Grading {P & P}	3 Grade Teams	4	5	6	7
8	9 Columbus Day School Closed	10 Inquiry Teams	11	12	13	14
15	16 Trip Policies & Procedures {PR}	17 Department Teams	18	19	20	21
22	23 Fostering Complex Problem Solving Skills {}	24 Grade Teams	25	26	27	28
29	30 Station Teaching {}	31 Inquiry Teams				

November 2017

November 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6 Building Partnerships Through Classroom Based Events {PR}	7 Chancellor's Conference Day	8	9	10	11
12	13 Educational Technology Tech Strategies to Keep Parents in Sync with School {PR}	14 Department Teams	15	16	17	18
19	20 Universal Design for Learning {P&P}	21 Grade Teams	22	23	24	25
26	27 AVID Levels of Questioning {!}	28 Inquiry Teams	29	30		

December 2017

December 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 Relationships First {CE}	5 Department Teams	6	7	8	9
10	11 AVID Socratic Seminars {!}	12 Grade Teams	13	14	15	16
17	18 Protocols & Procedures {CE}	19 Inquiry Team	20	21	22	23
24	25 Winter Break No School	26 Winter Break No School	27	28	29	30
31						

January 2018

January 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Educational Technology Padlet {P & P}	2 Department Team	3	4	5	6
7	8 Flash Debates {!}	9 GradeTeam	10	11	12	13
14	15 MLK Jr. Day Schools Closed	16 Inquiry Team	17	18	19	20
21	22 Regents Week	23 Regents Week	24	25	26	27
28	29 Chancellor's Conference Day	30	31			

## **SESSION DESCRIPTIONS**

1. **Mastery Based Grading [P&P]:** In this session teachers are exposed to some basic functions of skedula as well as more advanced mastery based grading functions. Teachers will become expert in renaming courses on the skedula dashboard as well considering the option of rebranding traditional course categories (i.e. tests, quizzes, etc.) into skill based categories such as the common core standards. Teachers will ultimately leave the session with a more uniform understanding the concept of mastery based grading and how to realistically implement the theory into their practice.
2. **Trip Policies and Procedures [PR]:** Cobble Hill is lucky to be located near the heart of one of the most vibrant cities in the world. It is only natural that Cobble Hill has a vibrant trip-going culture to match. In an attempt to continue to improve and streamline the Cobble Hill HS trip plan, this session forces teachers to share their perceptions on the value of trips, when trips should take place, which trips are most valuable, how trips fit into the curriculum and how students are selected to participate. Teachers should leave this session with a more uniform appreciation of the Cobble Hill trip-going culture and a better understanding of the routines and procedures involved in the trip process.
3. **Fostering Complex Problem Solving Skills [I]:** In this session teachers will explore the concept of “legacy challenges”. Teachers will consider the idea of uncertainty as an opportunity and think about how to make existing projects more complex. Teachers will leave this session fully aware of the four components of a legacy challenge and a more robust appreciation for how risk can make instruction more rigorous.
4. **Station Teaching [I]:** This session revolves around the best practice of station teaching. Teachers will discuss the guidelines for use of station teaching, consider the pros and cons of the method of instruction, and think about pitfalls to avoid. Before the end of the session, teachers will be able to observe at least two different station teaching scenarios in practice as well as station teaching while team teaching.
5. **Building Partnerships through Classroom Events [PR]:** This session will help educators consider how to design events that make families feel welcome, share their children's learning, and integrate the rich assets they bring. Teachers will explore methods of building partnerships that bring parents out of their traditional passive participation and into a more organic partnership with the school.
6. **Tech Strategies to Keep Parents in Sync with School [PR]:** This session is focused on building partnerships with families through technology. Teachers will consider using video for back to school night, using real time messaging services for various class announcements, and hosting student led technology night for parents. Teachers will walk away with a several tools that will help foster a much richer partnership with families.
7. **Universal Design for Learning [P&P]:** This session asks teachers to reflect on their use of differentiation in their curriculum and lesson plans. Teachers will discuss the Universal Design for Learning approach to curriculum and explore ways to provide varied and flexible options for learning along with appropriate supports and accommodations for students

with differences. The goal of the session is to help teachers meet students where they are and for teachers to be able to foster goal-oriented and motivated students.

8. **AVID Levels of Questioning [I]:** In this PD teachers explore the basic tenets of Bloom's Taxonomy and Costa's Level of Questioning. Teachers will reflect on their own use of inquiry in the classroom and try to differentiate between the different high and low level questioning. Teachers will leave this session with an understanding of the importance of questioning in education and how to best implement questioning into their lesson plans.
9. **Relationships First [CE]:** In this session teachers will discuss the concept of trust and how it happens. Teachers will explore ways to be perceived as caring as well as how to discover kids' realities. Teachers will leave this session able to avoid the pitfall of stereotyping kids and be more able to accurately acknowledge gender and cultural differences.
10. **AVID Socratic Seminars [I]:** In this PD teachers will experience the implementation of the best practice of Socratic Seminars. The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. Teachers will leave this session able to implement a successful socratic seminar in any of their classes.
11. **Classroom Protocols and Procedures [CE]:** In this PD teachers will reflect on their classroom protocols and procedures. Teachers will be reminded of school mandated protocols and procedures and will be exposed to schoolwide best practices. In addition, teachers will also discuss the concept of guided discipline and restorative circles. Teachers will leave the session with a more streamlined approach to classroom norms.
12. **Educational Technology Padlet [P&P]:** In this session teachers will be exposed to Padlet. Padlet is a digital collaboration tool that can be effectively implemented in the classroom. Teachers will explore the basic components of Padlet, how to incorporate padlet into their lessons and how to use padlet as a tool for differentiation
13. **Flash Debates [I]:** In this refresher pd teachers will experience flash debates. Flash debates are similar to socratic seminars but can be implemented with less intensive preparation time and is more inclusive of for large groups of students. Teachers will leave with the basic routines and procedures of the flash debate and be able to incorporate flash debates into their course of study.