

Professional Learning Plan for 2018-19

Individualized Teacher Goal-Setting

- Input of supervisor on a “magic wand” focus for upcoming year
- Input of Teacher on “magic wand” focus for upcoming year
- Use of data to inform the decision for the focus

Intensive PD Days Prior to School

- Outcomes:
 - Full staff is clear on the message and school goals for the 2018-19 year
 - 3 weeks of lessons planned and prepared for execution
 - All teachers receive PD within “magic wand” area and have initial action plan for addressing in first month
 - Teachers set goals for each class based on data and tools provided – and are capable of engaging in the student goal-setting process
 - Classrooms are inviting and organized for learning (with influence from model classroom set up)
- “Elective Style” options for half a day that cover mandates and magic wand issues, etc.
- Data training focusses on usage
- Successful classroom model and recommitment to helpful classroom visits

Early Release Days

- Focus will be on differentiated instruction (magic wand list)
- Teachers will meet in small groups supported by a leader or a coach based on what’s been identified
- This work digs deep and goes to changing major behaviors over time that have big impact on student learning

Instructional Leadership Team

Daily Helpful Feedback

- Every teacher; every day. Supervisors give real-time feedback
- Teachers divided among supervisors by content area
- Feedback either incorporates both magic wand area and the focus for the week

Individualized Coaching Opportunities Based on Feedback

- Quick Coaching
- Deeper Coaching
- Coaching the Coaches

Professional Learning Communities

- Content-based and meet weekly
- Address focus for the week (determined by instructional leadership team)
- Planning and preparation for teaching and learning

Professional Learning and Development Days – Summer 2018

August XX – Setting the Stage for Success

- Principal's Opening Message (15min)
- Goal-Setting (2 hours)
 - Beliefs and Commitments: Shaping Our Goals for Ourselves and Students
 - Why Goals Are Important
 - How We Set Goals: Grade Level, Teacher Level, Student Level
 - Goal-Setting Break-Out Sessions by Grade Level
- Lunch (60 min)
- Break-outs: Successful Classrooms (3 hours - 20 min break midway)
 - Model Classroom Walk-Through (40 min)
 - Goals and Methods for Lessons (40 min)
 - Physical Space (40 min)
 - Student Connection to Learning (40 min)

August XX – Planning and Preparing for Success

- How We Will Learn Professionally Together This Year (1 hour)
 - What it Means to Be Helpful – Administrators, Coaches, Teachers
 - Structure of PLCs – What They're For –and Not For!
 - Starting with Planning and Preparing (and what's the difference)
 - Common Elements of Successful Lessons
- Break-out Sessions: Planning and Preparation by Content Area (2 hours)
- Lunch (1 hour)
- Break-out Sessions: Planning and Preparation by Content Area (2 hours)
- Welcome Phone Calls to Students and Families (1 hour)

August XX – Planning and Preparing for Success

- Electives: 1 mandatory; 1 from supervisor; 1 choice (1 hour each)
- Lunch (1 hour)
- Break-out Sessions: Planning and Preparation by Content Area (2 hours)
- Welcome Phone Calls to Students and Families (1 hour)

August XX - Creating the Environment for Success

- Establish the key elements of physical space for a successful classroom
- Prepare materials for first week of lessons (charts, powerpoints, manipulatives, etc)