

Albert D. Lawton Intermediate School (ADL) Professional Development Map for 2010-2011

SCHOOL'S RESPONSES TO PROFESSIONAL LEARNING NEEDS THAT SUPPORT IMPROVEMENT GOALS ADDRESSED IN SCHOOL ACTION PLANS

Professional Development Focus for All Targeted Areas of Improvement

Planning Team Participants:

ADL Faculty and Administrators Laurie Singer and Kevin Barber

Overarching End Goals: *(See School Action Plan for Detailed S.M.A.R.T. Goals)*

- Sustain high achievement and narrow and close achievement gaps for ADL students.
- Improve communication and involvement of faculty, staff, students and families to focus on improvement initiatives that increase student achievement in a positive and productive school environment. (Why are we doing this? How do we prioritize our needs and next steps?).
- Provide for teacher leadership opportunities, faculty decision-making, and administrative support in advancing our action plan goals as a Professional Learning Community in a quality school
- Monitor and evaluate the responsiveness of professional learning opportunities in developing a deeper understanding of the areas targeted in the ADL action plan with a school-wide approach to meeting the academic, social, and emotional needs of each ADL student. (Universal Classroom)

Overarching Essential Questions:

- Is there evidence that professional learning to advance student achievement is planned, meaningful, accessible, and actionable?
- To what extent do teachers design, access, and evaluate their professional learning needs and opportunities to assist them in implementing the curriculum and ADL's action steps?
- What evidence is there that student learning is tied to teacher learning?
- To what extent do teachers feel their professional learning opportunities are supporting the improvement of student achievement?

Overarching Content and Skill:

- The components of Universal Classroom (mapped guaranteed and viable curriculum, differentiated instruction, formative assessment, supported learning environments, and learning communities)
- Collaborative Teaming
- Co-teaching
- Evidence collection
- Data analysis
- Integrating technology to support student learning (learning style, interest, and readiness; and to support the differentiation of content, process, and products)

Process (When?): Core Team Meetings, Content Area Team Meetings, Faculty and Staff Meetings, August-January-June In-service, and Release Time

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<p>Trimester One Trainings and Meetings:</p> <p>August</p> <ul style="list-style-type: none"> • Collaborative Teaming • Work Group Discussion (which groups do we keep /eliminate, format of meetings, communication plan of group work to the school community) • Power School (student profiles, grading, attendance, communication) <p>September, October, and November</p> <ul style="list-style-type: none"> • Collaborative Teaming • Co-teaching (Learning specialists and core teachers) • Math and Literacy Across the Curriculum • Curriculum Mapping by Team • Differentiation Strategies (goal setting, cohort group established with consultant) • Other Work Groups Formed and Begin Meeting Monthly • Formative Assessment (define what it will mean for ADL to use FA as standard practice) • Technology PD Opportunities (determined by individual need and school-wide focus points) 	<p>Trimester Two Trainings and Meetings:</p> <p>December, January, and February</p> <ul style="list-style-type: none"> • Collaborative Teaming • Co-teaching (Learning specialists and core teachers) • Math and Literacy Across the Curriculum • Curriculum Mapping by Team • Differentiation Strategies (cohort group with consultant, follow up with last year's cohort) • Formative Assessment (create self assessment for individual and group professional development needs) • Technology PD Opportunities (determined by individual need and school-wide focus points) 	<p>Trimester Three Trainings and Meetings:</p> <p>March, April, May, and June</p> <ul style="list-style-type: none"> • Collaborative Teaming • Co-teaching (Learning specialists and core teachers) • Math and Literacy Across the Curriculum • Curriculum Mapping by Team • Differentiation Strategies (cohort group with consultant, follow up with last year's cohort) • Formative Assessment (administer self assessment for PD individual and group needs) • NECAP Data Analysis and Action Step Planning for 11-12 • Technology PD Opportunities (determined by individual need and school-wide focus points)
<p>WHAT? <i>Evidence-Deliverables</i></p>	<p>Team Documentation (interdisciplinary, content area, EST); Work Group Communication (notes posted to teacher common drive); Curriculum Maps; DI Goals and Reflections; Data Sets (NECAP, baseline benchmarks to set target increases)</p>	
<p>WHO? <i>Teacher Leaders, Etc.</i></p>	<ul style="list-style-type: none"> • Laurie Singer, Kevin Barber, ADL faculty and staff, Linda Keating, Erin Maguire, IT (Hector Tamayo, Asa Carruthers) • Bill Rich (DI consultant throughout the school year) • Beth Cobb (Formative Assessment consultant monthly work group meeting) • Carol Smith (Middle School Teaming consultant 2x/year) 	

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Materials?	Power School; Transformative Technology Resources; Team Building Materials; Co-teaching Resources; District Curriculum Resources; Formative Assessments; Release/Extended PD Time
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