Introduction: Why is PD a Key Lever?

Foundational Program Strategy: Curriculum & Assessment + Instructional Resources + PD

The Glue: Network-led professional development for instructional staff is one of the three overlapping pieces of our Foundational Program Strategy. This is crucial to name because sometimes we hear the feedback that “Team Teaching & Learning should only focus on assessments” or “Team Teaching & Learning should only build curriculum and units.” Our Teaching & Learning Team certainly should do these things, but Professional Development is the tactic that connects the high-level what (curriculum & assessment) to the day-to-day how (instructional resources) to build teacher content knowledge and skill so that schools can, with increasing proficiency and expertise, plan and execute great lessons.

Build Content Expertise & Content-specific Skills: These professional development events are our opportunity to ground ourselves in the content and rigor of our college ready expectations, whether that is manifested in Common Core standards or AP exams. This is also the time to build skill in key instructional approaches specific to a content area, from seminar and guided reading to labs and project-based learning.

In general, our PD Strategy will focus on 1) building deep content expertise, 2) developing a common vision of excellence and rigor, 3) understanding and internalizing the curriculum and instructional resources, and 4) planning and execution content-specific skills.
## Overview: PD Structures that Team Teaching & Learning Owns

<table>
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<tr>
<th>PD Type</th>
<th>Audience</th>
<th>Purpose</th>
<th>Different from '12-13?</th>
<th>Timing</th>
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</table>
| New Staff Training    | New Instructional Staff                  | 1. AF-ization of new instructional staff  
2. Go deep on most crucial aspects / skills of teaching at AF                                           | Yes. This will be shorter and more focused on essentials. We will not get into curriculum and content during this time. | Summer – 3 days long        |
| BOY PD                | All Instructional Staff (including Deans of Student Culture who coach teachers) | 1. Develop a clear and deep understanding of your content’s K-12 arc  
2. Develop a clear and deep understanding of the WHAT (curriculum, assessments, content, skills) at your grade level  
3. Develop content-specific skills on HOW to teach the content (FOIs, model lessons, etc)  
4. Internalize instructional resources and engage in structured co-planning to build the skill of connecting the what and the how through unit and lesson planning | Yes. This will be a more highly structured PD event than what has happened in the past. While this is opt in, the expectation is that if schools do not attend, they are not planning on using Teaching & Learning supported instructional resources. This BOY PD will provide instructional staff with the curricular baseline. The rest of the year’s PD will build on this foundation. | Summer – 3 days long        |
| Days of Practice      | All teaching staff                       | 1. Understand the content of the upcoming unit(s) / IA cycle and how it fits within the larger arc & unpack what excellence will look like at the end of the upcoming unit(s) / IA cycle  
2. Learn 2-3 content-specific skills, transitioning from planning skill-building in the fall to execution skill-building in the spring  
3. Internalize shared plans and begin (co-) planning with clear deliverables  
4. Coordinators will follow 3 learning strands to get sessions to turnkey back to their teams.  
5. Social Workers/Counselors will have individual sessions.  
6. Learning Specialists will all attend their primary content. | Slightly. The structure of these days will be similar to the ’12-13 Days of Practice. It will be different because instead of having multiple PD structures (i.e., Content Days, Roll-off Days), our ongoing during-the-year structure will be the Day of Practice. These days will follow a repeatedly-do structure. | During year – 3 full days per geography – 2 in fall and 1 in spring |
| AF-Wide PD Day        | All school staff                         | 1. Reconnect the whole AF family around our mission to re-energize and re-invigorate  
2. Widen our perspective and thinking of teaching, learning, and leading from external education experts  
3. Develop content-specific knowledge, skills, and behaviors to drive student achievement | Slightly. This day will remain similar in structure to ‘12-13. However, after reflecting on the effectiveness of this time and the best way to use it, we want to prioritize the opportunity to reconnect to each other and the mission. | January – 1 day long        |
**Year-Long PD Strategy:** BOY PD, Days of Practice, and AF-Wide PD Day

**Rationale:** Our three during-year PD structures – BOY PD, Days of Practice, and AF-Wide PD Day – are all intimately connected with one another. While we differentiating them in name so that we’re clear, one should understand that all of these PD events will have repeatedly-do structures design to:

1. Develop deep, content expertise
2. Develop a common vision of excellence with regards to student outcomes
3. Build content-specific planning and execution skills
4. Internalize instructional resources

It is important to understand that the BOY PD structure serves as the starting point for the rest of the year’s PD – including the Days of Practice and AF-Wide PD Day.

**Shared Responsibility & School Empowerment:** In order to execute on these PD structures to drive teacher performance and student achievement AND empower school leaders to drive achievement in their building, it is important to understand that the success of these PD events is a shared responsibility. Towards that end, we want to highlight two important areas of school responsibility:

1. **Course Facilitator**
   a. In order to effectively meet the above four goals, our PD sessions will need to breakout into grade / content specific groups. Team Teaching & Learning simply doesn’t have the number of people to facilitate all of these break out groups (i.e., 5-12 History is 8 courses with 1 Achievement Director; K-4 Math is 4 courses with 1 Achievement Director). We see this as a great opportunity to build the capacity of our strongest teachers and, as you can see in the Instructional Resource Strategy document, our Course Lead role has been revised to reflect this shift.
   b. Regardless of our Course Lead professional develop opportunity, targeting coaching, and stipend, we simply will not have enough Course Leads to effectively address all of our needs for breakout facilitators. We will need School Leaders to step into these roles to facilitate the acquisition of content expertise, a vision of student excellence, and content-specific skills using a Team Teaching & Learning designed repeatedly-do protocol.

2. **School Application Time**
   a. At the end of our BOY PD days as well as our Days of Practice, we will be structuring in “School Application” time which is when schools will meet up to process what they’ve learned and create a plan for how to apply what they’ve learned to their school-site.
   b. This is an important change because it empowers our school leaders to take network professional development back to their school in a way that aligns to their vision. It also provides school leaders with the time and space to hold teachers accountable to specific deliverables and outcomes.
   c. Team Teaching & Learning will be designing a protocol for this School Application time which will be rolled out at the School Leader Training on June 24th.

For these PD structures that encompass our Year-long PD Strategy, our shared responsibility breaks out like this:

- **Team Teaching and Learning**
  o Lead design of the day
  o Lead design of the sessions / outcomes / protocols / trainings
  o Lead the training / support of facilitators / school leaders
  o Facilitate whole content-area time

- **Course Facilitators (who are either Course Leads or School Leaders)**
  o Participate in facilitation trainings before PD events
  o Engage in targeted pre-reading / pre-work as needed to prepare to facilitate
  o Facilitate course-level breakout times
- School Leaders
  o Participate in School Application training
  o Participate in School Application trainings before PD events (TBD as needed)
  o Facilitate School Application sessions

**BOY PD:**

**Rationale:** We believe all instructional staff needs a yearly content deep dive to start off the year. Team Teaching & Learning’s primary role is to 1) set the bar for college readiness in their content area through assessment, capstone courses, and curricular tools, 2) articulate the path up the mountain to college so that students progress from K-12 at the right pace and slope year over year through course overviews, assessments, and unit overviews, and 3) articulate our approaches on the best way to get students up the mountain (the how) through FOIs and instructional resources. Professional development is our method to ensure the above vision setting lives and people are empowered at all the right levels.

As one can see, the above begins by articulating the WHAT (first 2 days – required) and then moves into the HOW (second 2 days – highly recommended). Additionally, all of the above is captured in meaty documents but must be digested, unpacked, and experienced individually in order for these tools to truly drive student achievement. That is the purpose of BOY PD.

We want to make clear that while the third BOY PD day is highly recommended and therefore optional, this is where we will be kicking off our Year-long PD S+S.

Additionally, Achievement Directors planned and facilitated BOY PD in the past but it was much less structure and coordinated. Since we believe this is a key structure to drive student, teacher, and school leader success, we are putting greater resources behind it.

**Agenda / Prioritization Specifics:**
In order to effectively differentiate PD to the course level, we will be working with Course Leads and School Leaders to facilitate breakout groups.

In order to ensure school ownership and follow up, we will be designing a School Application structure where schools hold teachers accountable to deliverables and/or engage with them on lessons learned and implications. What this needs to look like and how to do it is TBD, but we are planning for this complexity so that there is alignment with school leaders and the right structures to ensure school ownership.

Day 1: K-12 Content-specific Big Picture WHAT
- Culture building, energize the team, etc
- Understand major CCSS shifts
- Understand their course within the larger K-12 arc
- Understand the outcomes / arc within a school level and grade level

Day 2: Grade-level Content-specific WHAT
- Internalize grade-level Course Overviews and IAs / Assessments
- Internalize units, etc

Day 3: Develop Content-specific Instruction Skills / Internalize Instructional Resources / Co-Plan
- Run professional develop on key instructional moves – guided reading, process-based-assessments, reading mastery, etc
- Analyze model units / lessons
- Internalize plans

Revised 5/1/2013 by KI
**Day-of-Practice:**

**Rationale:** Team Teaching & Learning’s role is to develop content-specific excellence, and there is a sequence or hierarchy to what needs to happen to build to teaching excellence and teacher empowerment.

- First, there needs to be deep, content-specific knowledge. If teachers are not expert in their content, then no amount of pushing on execution will get students to college readiness. We will build deep, content-specific knowledge so that teachers know and skills, knowledge, and behaviors needed to be successful in a given unit or IA cycle.
- Second, there needs to be a common vision of what student-outcomes excellence looks like for that content-area. There is no alignment if there isn’t a common vision – a common end point – and in order to ensure students are progressing up the mountain to college and career success, we need to all be pointed in the same direction. Articulating and unpacking excellence is a key aspect of deep content knowledge and common program vision.
- Third, we need to build content-specific skills on how to teach aforementioned content. Building content-specific skills takes time and is a nuance layered over the AF’s essentials of instruction. We plan on going deep on these content-specific skills and prioritizing the planning side of these skills earlier in the year and the execution side of these skills later in the year.
- Finally, we need to ensure teachers and instructional leaders are internalizing any instructional resources so that there is strong ownership and empowerment. Ultimately, it is a teacher’s job plan instruction, execution instruction, and evaluate the effectiveness of that instruction. That cycle repeats on a daily, weekly, unit, IA, and yearly basis and the internalization of instructional resources and the empowerment of one’s classroom is crucial in the journey to developing teaching excellence.

**Rationale:** Team Special Services role is to develop Coordinators’ content knowledge, leadership skills, and special education knowledge. In addition to attending all Dean and Coordinator days, Days of Practice will be used to build Coordinator knowledge around 3 learning strands.

**Agenda / Prioritization Specifics:** The specifics for this time to TBD. In order to effectively differentiate PD to the course level, we will be working with Course Leads and School Leaders to facilitate breakout groups.

In order to ensure school ownership and follow up, we will be designing a School Application structure where schools hold teachers accountable to deliverables and/or engage with them on lessons learned and implications. What this needs to look like and how to do it is TBD, but we are planning for this complexity so that there is alignment with school leaders and the right structures to ensure school ownership.
Here’s a draft repeatedly-do agenda for what the Day-of-Practice time might look like:

<table>
<thead>
<tr>
<th>Opening 8:00-8:30</th>
<th>Part 1 8:30-11:00</th>
<th>Part 2 11:15-12:45</th>
<th>Part 3 1:00-3:00</th>
<th>School Application 3:00-4:00</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All</strong></td>
<td><strong>By Content / Course / Strand (for 2-4 ES teachers)</strong></td>
<td><strong>By Content / Course / Strand (for 2-4 ES teachers)</strong></td>
<td><strong>By Content / Course / Strand (for 2-4 ES teachers)</strong></td>
<td><strong>School-led</strong></td>
</tr>
<tr>
<td><strong>Team &amp; Family</strong></td>
<td>-Reflections/feedback on prior units</td>
<td>-Prioritize content-specific skill development and practice</td>
<td>-Instructional Planning / Lesson Customization &amp; Practice</td>
<td><strong>Take aways</strong></td>
</tr>
<tr>
<td><strong>Inspiration</strong></td>
<td>-Looking ahead to upcoming units, reviewing tough concepts and standards</td>
<td>-Looking at Student Work</td>
<td>-Looking at Student Work</td>
<td>-Next steps</td>
</tr>
<tr>
<td></td>
<td>-Common Core knowledge building</td>
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It is important to note that this PD, like other network led PD, will be aligned to both our Consistent Practice and Core Practice. This is especially important to note for Elementary School. The scheduling and staffing recommendation for Elementary school is for K-1 to be self-contained and for 2-4 to be departmentalized. Our PD will be aligned to this scheduling and staffing recommendation which is a Core Practice.

To help to facilitate this, ES teachers who teach more than one content area will sign up for a PD “track” at the beginning of the year.

**Logistics:** This most will be a regional PD event. Logistics are TBD.

**Appendices / Resources:**
- 2012 Day-of-Practice Vision document
- 2013-12 DOP Logistics brainstorm