

Strategic Professional Development Planning An Example

Architecture	Example	Non-Example
Consider the context.	Teachers are learning to implement higher standards in math and literacy and they are working with a new curriculum that has unit performance tasks for the first time.	Common Core State Standards (CCSS).
Identify the need.	<p>We have a high number of low-performing English Language Learners and teachers are not sure how to break down the new CCSS-aligned performance tasks and scaffold them so that ELL students get the language and content support they need.</p> <p>4th grade team is already doing some self-directed reading about ELLs and CCSS.</p>	Teachers don't plan.
Articulate clear teacher and student outcomes.	<p>We expect teachers to learn to break down the end-of-unit performance tasks into the daily learning goals that all students need to be taught and to place particular emphasis on planning for language development in the unit as students write about reading.</p> <p>ELL students will develop increased verbal and written proficiency in tier 2 and 3 vocabulary use in their performance tasks.</p>	Teachers will collaborate to write daily lessons.
Articulate expectations for implementation.	<p>Teachers will develop daily lessons with specific goals that scaffold students towards proficiency in the performance tasks with an emphasis on:</p> <ul style="list-style-type: none"> • Gathering evidence from texts while reading. • Talking and writing about this evidence. <p>Teachers will embed scaffolds for writing and talking about reading in their lessons, including modeling the use of these scaffolds and providing for practice time. Students will talk and write about texts every day.</p>	Teachers will implement the new units of study in language arts.

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<p>Articulate the support plan.</p>	<p>Orientation to the new units and performance tasks; demonstration of how to unpack tasks.</p> <p>Time to read and unpack the performance tasks.</p> <p>Understanding of language acquisition and how to scaffold students' writing and talking about texts.</p> <p>Time to analyze ELL student data and daily work (and all student performance task work).</p> <p>Time to collaboratively develop scaffolds for written and oral language in the units (with more support for teachers earlier in the year).</p> <p>Opportunity to observe scaffolded text discussion and writing about reading in place in live classrooms.</p>	<p>PLC time.</p> <p>District specialist.</p>
<p>Identify the structure and resources for the PD opportunity.</p>	<p>August: whole school PD to orient to the new units and discuss goals.</p> <p>All teachers will work with their content-area and grade-level-alike colleagues in PLCs once a week to analyze/unpack the units of study and analyze student work. 4th grade teachers will have district specialist facilitating and coaching.</p> <p>Teacher leaders will provide quarterly whole school PD on language acquisition and writing about reading and sponsor lab classrooms.</p> <p>2nd grade team will do a book study on writing about reading in the primary grades.</p>	<p>PLCs.</p> <p>Optional PD at the district level on CCSS.</p>