

Essential Building Blocks for Professional Development

The greatest struggle is not *learning* a new skill, but in *implementing* it—coined the implementation dip by Fuller (2001). In order to bridge the research-to-practice gap, professional development must be steered by leadership, grounded in the curriculum and instructional programming and materials teachers are using, aimed at improving student outcomes through high quality instruction, and building both positive student and teacher support systems. These building blocks ultimately ensure success for all students and teachers.

GOAL 1: LEADERSHIP

Effective leadership must ensure that there is collective teacher *efficacy*-- a staff's shared belief that through collective action, they can positively influence student outcomes, including outcomes for students who are disengaged and/or disadvantaged (Hattie, 2009)

Components	Needs Assessment	Next Steps
Administration	<ul style="list-style-type: none"> <input type="checkbox"/> Leaders use “quick wins” to create momentum, confidence, hope, and commitment within the educational environment <input type="checkbox"/> Leaders set measurable goals for academic improvement (SMART Goal included in SWIP) <input type="checkbox"/> Leaders use data to identify and implement the targeted professional development needed to establish a school wide set of instruction strategies for improvement <input type="checkbox"/> Leaders use data to monitor progress towards goals for academic improvement, working closely with the school leadership and teacher teams to make changes that better meet student needs <input type="checkbox"/> Instructional walkthroughs are established as “a part of the daily routine” (Johnston, 2003) 	<p>Aligned PD:</p> <ul style="list-style-type: none"> • Developing and Implementing Instructional Walkthrough System That Works • Implementing SWIP • Powerful Action Planning through leadership team <p>Key Resource(s)</p> <ul style="list-style-type: none"> • <i>Instructional Walkthrough Form: Teacher Vitae</i> • <i>(The Resilience Break-through by Christian Moore)</i>

PD Focus for 2019-2020

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	<input type="checkbox"/> Walkthrough data is used to paint a picture of the quality of instruction across a school to inform improvement efforts	
<p style="text-align: center;">School Leadership Team (SLT)</p>	<input type="checkbox"/> Meets at least monthly <input type="checkbox"/> Establishes and implements schedules and calendars (i.e., assessment, professional development, teacher team meetings, etc.) <input type="checkbox"/> Establishes goals for teachers and students <input type="checkbox"/> Monitors goals with student data <input type="checkbox"/> Monitors goals with teacher data <input type="checkbox"/> Plans needed support and PD based on student and teacher data	<p>Aligned PD:</p> <ul style="list-style-type: none"> • Implementing a Continuous Improvement Cycle through SWIP • Developing effective SWIP tools <p>Key Resource(s)</p> <ul style="list-style-type: none"> • <i>Idaho Comprehensive Literacy Plan</i> • <i>SWIP guidance</i>
<p style="text-align: center;">Teacher Teams</p>	<input type="checkbox"/> Meetings are weekly <input type="checkbox"/> Meetings are driven by Professional Learning Community (PLC) six questions <input type="checkbox"/> Meetings are driven by data based decision making <input type="checkbox"/> Meetings focus on lesson planning based on data	<p>Aligned PD:</p> <ul style="list-style-type: none"> • Implementing Effective Teacher Team Meetings • Building Strong Professional Learning Communities (PLCs) • Data Driven Decision Making • Steps for Powerful Lesson Planning <p>Key Resources</p> <ul style="list-style-type: none"> • <i>Istation Intervention Lessons</i> • <i>Teacher Teams Binder</i>
<p style="text-align: center;">Interventionist</p>	<input type="checkbox"/> Interventionist has clear job description and schedule <input type="checkbox"/> Interventionist differentiates coaching based on teacher and student data <input type="checkbox"/> Interventionist has clear systems in place to show effectiveness, including effectiveness in achieving school, student, and teacher goals	<p>Aligned PD:</p> <ul style="list-style-type: none"> • Interventionists Role within the school • Focused and Differentiated assistance for teacher success • Demonstrating Effectiveness and Success <p>Key Resources</p> <ul style="list-style-type: none"> • <i>Coach's Handbook</i> (Hunsaker, 2016) • <i>Blackfoot School District Coaching Handbook</i>

GOAL 2: CURRICULUM

Curriculum is defined to include:

1. **Amount of instruction:** The amount of time scheduled and structured--including core, small group, intervention, and enrichment instruction--to meet the needs of all students. (RTI)
2. **Goals:** The benchmarks or expectations for teaching and learning, often made explicit in the form of a scope and sequence of skills to be addressed and Learning assessed (Curriculum Maps and assessments)
3. **Quality of Instruction:** The specific instructional methods for the teacher, often described in a teacher’s edition. (reading pilots will be our focus)

Amount of Instruction

Components	Needs Assessment	Next Steps
RTI Framework	Established Time and Schedule for: <ul style="list-style-type: none"> <input type="checkbox"/> Core Instruction <input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Intervention Instruction <input type="checkbox"/> Enrichment Instruction 	Aligned PD: <ul style="list-style-type: none"> • Do we know our district RTI framework? • Implementing Data-Driven Team Meetings • Ensuring Fluid Grouping for Student Success Key Resources <ul style="list-style-type: none"> • <i>Simplifying Response to Intervention: Four Essential Guiding Principles</i> (Buffum, Mattos, and Weber, 2011) • <i>Institute of Education Sciences (IES) Practice Guides: Assisting Students Struggling with Reading: Response to Intervention (Rti) and Multi-Tier Intervention in the Primary Grades (2009)</i>
Instructional Flow Chart	Entrance and Exit Criteria for: <ul style="list-style-type: none"> <input type="checkbox"/> Core Instruction <input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Intervention Instruction <input type="checkbox"/> Enrichment Instruction 	Aligned PD: <ul style="list-style-type: none"> • Implementing the “Walk to Intervention” framework used at each school. (Follow the district procedure) Key Resources <ul style="list-style-type: none"> • <i>BFSD RTI handbook</i>

Instructional Programming, Materials, and Assessments		
Components	Needs Assessment	Next Steps
Core	<ul style="list-style-type: none"> <input type="checkbox"/> The resources, instructional programming and materials, and assessments align with the standards and grade level outcome/goals <input type="checkbox"/> Teachers understand the alignment between the resources and the standards <input type="checkbox"/> Teachers understand the alignment between the assessments and the grade level outcomes/goals <input type="checkbox"/> Teachers have evidence that the resources meet the needs of the majority of students (SWIP goals) <input type="checkbox"/> Teachers have ongoing support in using the resources 	<p>Aligned PD:</p> <ul style="list-style-type: none"> • Beginning and Advanced Core Program Training (in the school and/or district adopted core program. Our focus will be reading pilots. • Aligning Program Assessment to the Common Core State Standards (CCSS) <i>Use your curriculum maps!</i> <p>Key Resources</p> <ul style="list-style-type: none"> • Common Core State Standards (2010) • Adopted Curriculum Maps. (available on website with common assessments) • Implementation of “I Can” statements. • <i>Core Teaching Reading Sourcebook, CCSS Edition</i> (Honig, Diamond, Gutlohn, 2011)
Small Groups	<ul style="list-style-type: none"> <input type="checkbox"/> The resources, instructional programming and materials, and assessments align with the standards and grade level outcome/goals <input type="checkbox"/> Teachers understand how to use the resources for differentiated instruction to support teaching and learning in meeting the goals <input type="checkbox"/> Teachers understand how to use the assessments to show student progress toward meeting the goals <input type="checkbox"/> Teachers have evidence that the resources meet the needs of all students <input type="checkbox"/> Teachers have ongoing support in using the resources 	<p>Aligned PD:</p> <p>Walk to Intervention:</p> <ul style="list-style-type: none"> • How to Plan and Teaching Reading Groups • Intervention for Struggling Readers • Helping ELLs Excel <p>Key Resources</p> <ul style="list-style-type: none"> • <i>How Do I Plan and Teaching Reading Groups</i> (Hunsaker, 2016) • <i>Core Teaching Reading Sourcebook, CCSS Edition</i> (Honig, Diamond, Gutlohn, 2011) • <i>Simplifying Response to Intervention: Four Essential Guiding Principles</i> (Buffum, Mattos, and Weber, 2011)
Intervention	<ul style="list-style-type: none"> <input type="checkbox"/> The resources, instructional programming and materials, and assessments demonstrate evidence of working with similar student populations 	

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	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers utilize intervention assessments to show progress with intervention programs <input type="checkbox"/> Teachers utilize assessments to show student progress toward meeting the goals/outcomes <input type="checkbox"/> Teachers have evidence that the resources meet the needs of our most struggling students <input type="checkbox"/> Teachers have ongoing support in using the resources <input type="checkbox"/> Teachers and interventionists have ongoing support in collaborating and using data-based decision making 	<ul style="list-style-type: none"> • <i>Institute of Education Sciences (IES) Practice Guides: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades (2009)</i>
<p>Enrichment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The resources include GT facilitators to guide differentiated instruction to enhance and extend the outcomes of the curriculum <input type="checkbox"/> Teachers utilize enrichment assessments to show student progress in exceeding curriculum outcomes <input type="checkbox"/> Teachers have evidence that the resources meet the needs of our higher achieving students <input type="checkbox"/> Teachers have ongoing support in using the resources 	

Quality of Instruction

“A teacher can design a perfect lesson plan, but if this plan is delivered in a manner that fails to involve or engage students, learning will not occur.”
 --Anita Archer, 2011

Components	Needs Assessment	Next Steps
<p>Lesson Planning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers work collaboratively to plan lessons based on data <input type="checkbox"/> Teachers continually analyze progress towards meeting goals/outcomes <input type="checkbox"/> Teachers work together to utilize instructional programming, materials, and assessments to meet the needs of all students <input type="checkbox"/> Teachers plan lessons that let students know where they have been, where they are, and where they 	<p>Aligned PD:</p> <ul style="list-style-type: none"> • Lesson Planning: Focusing on Lesson Content and Lesson Delivery (with explicit connections to curriculum and instructional programming and materials) <p>Key Resources</p> <ul style="list-style-type: none"> • Teachers will utilize the ISAT Trajectory Tool as a resource for student goal setting. • Utilize curriculum maps and “I Can” statement charts.

	<p>are headed with learning intentions and success criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers involve students in setting goals and owning their learning <input type="checkbox"/> Teachers plan and deliver explicit initial instruction that is clear and explicit, ensuring content is accessible for all students <input type="checkbox"/> Teachers take time to add the second layer of lesson planning—i.e., active engagement to ensure all students are actively engaged with the content 	<ul style="list-style-type: none"> • <i>Explicit Instruction: Effective and Efficient Teaching</i> (Archer and Hughes, 2010) • <i>How Do I Plan and Teaching Reading Groups</i> (Hunsaker, 2016)
<p>Engagement and Active Participation</p>	<p><i>“Increased engaged time has a positive impact on student learning. However, it is when students are both engaged and successful that they learn the most.” --Anita Archer, 2011</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers agree on the difference between compliance and engagement and active participation <input type="checkbox"/> Teachers use physical, verbal, and visual prompts to engage students <input type="checkbox"/> Teachers use prompts as formative assessments to scaffold and adjust instruction to ensure successful practice for all students 	<p>Aligned PD:</p> <ul style="list-style-type: none"> • Getting Them Engaged: Instructional Delivery Methods that Increase Student Engagement and Achievement (using routine/cue cards, with clear connections to curriculum and instructional programming and materials) • Coaching for Success, including classroom modeling of active engagement and explicit instruction • September 25th: Domain 2 Classroom Management PD sponsored by the SDE. <p>Key Resources</p> <ul style="list-style-type: none"> • <i>Explicit Instruction: Effective and Efficient Teaching</i> (Archer and Hughes, 2010) • <i>Active Engagement Routine Cards</i>
<p>Explicit Instruction</p>	<p><i>“Teachers deliver the closing of the lesson to review critical content, preview the content of the next lesson, and assign independent partner, or group work.” -- Anita Archer, 2011</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers deliver lessons in small steps, checking for understanding, and achieve active and successful participation by all students <input type="checkbox"/> Teachers deliver an opening of the lesson to gain students’ attention, then review and preview any information including learning intentions and success criteria 	

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	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers deliver the body of the lesson with I DO (clear, consistent, and concise models), WE DO (prompted or guided practice by telling, asking, or reminding), YOU DO (unprompted practice to check students’ understanding) <input type="checkbox"/> Teachers close the lesson with connection to learning extension and success criteria 	
<p style="text-align: center;">Embedded Formative Assessment with Targeted Feedback</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers begin the lesson with clearly defined learning targets and/or goals including “I Can” statements <input type="checkbox"/> Teachers intentionally plan formative assessment opportunities throughout the lesson <input type="checkbox"/> Teachers use formative assessment results to adapt instruction, making changes and improvements that will yield immediate benefits to student learning. <input type="checkbox"/> Teachers provide valuable and descriptive feedback for students while the learning process is taking place, helping students to answer the following questions: Where am I going? Where am I now? How can I close the gap? <input type="checkbox"/> Students are able to analyze evidence of their current progress to actively manage and adjust their own learning. (Stiggins, Arter, Chappuis, & Chappuis, 2006) <input type="checkbox"/> Teachers use prompts as formative assessments to scaffold and adjust instruction to ensure successful practice for all students 	<p>Aligned PD:</p> <ul style="list-style-type: none"> • Getting Them Engaged: Instructional Delivery Methods that Increase Student Engagement and Achievement (using routine/cue cards, with clear connections to curriculum and instructional programming and materials) • Coaching for Success, including classroom modeling of active engagement and explicit instruction • Using Edify for test delivery <p>Key Resources</p> <ul style="list-style-type: none"> • <i>Embedding Formative Assessment</i> (William and Leahy, 2015) • <i>Formative Assessment and Elementary School Student Academic Achievement: A Review of the Evidence</i> (Institute of Education Sciences, by Klute, Apthorp, and Reale, 2017. Retrieved from http://ies.ed.gov/ncee/edlabs)

GOAL 3: SCHOOL QUALITY AND SUCCESS

Guaranteeing students have positive support systems that fortify a positive mindset and engagement in learning. Ensuring teachers have positive support systems that fortify a growth mindset and engagement in teaching and learning.

Student Attendance	<ul style="list-style-type: none"><input type="checkbox"/> School has a focus on the importance of attendance for student learning and success<input type="checkbox"/> School has a plan for improving attendance for student learning and success<input type="checkbox"/> Staff implement the plan	Aligned PD: <ul style="list-style-type: none">• Creating an Attendance Plan (delivered in SWIP tool)• Completing OCR report (due April) Key Resources <ul style="list-style-type: none">• <i>Absenteeism and Truancy: Interventions & Universal Procedures</i> (Jenson, Sprick, Sprick, Maiszak, Phosal, 2013)• "Why Try? Resiliency" Christian Moore (August 2019)
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