**Professional Development Plan**

**2015-2016 School Year**

* The ***instructional focus*** at *The High School for Global Citizenship* is to have all students engaged in ***Writing to Learn*** in the form of high-quality “low stakes” writing tasks across content areas, exemplified by subject-specific writing tasks incorporating deeper development of ideas and analysis to help students articulate ideas and reasoning and revise their thinking.
* **Overall Goals:**
* Enhance common instructional practices through teacher collaboration and job embedded professional development in order to close the achievement gap and promote post-secondary readiness.
* Refine the curriculum so that academic tasks are engaging, rigorous and offer differentiated learning opportunities for a diverse range of learners that are evidenced by rigorous classroom discussions and meaningful student work products.
* Create a connection between WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies and POWER (Prewriting, Organizing, Writing draft, Editing, Revising) writing process

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| * **Time Frame**
 | * **Topic**
 | * **Assessment Tools**
 | * **Specific Focus**
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| * **June 2015**
 | * AVID Trainings in Dallas, Texas in various content areas
 | * Yearly Curricula
 | * 1e: Planning & Preparation
* CIF (3b, 3c, 3d) Implementation
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| **July 2015** | * AP for All Training in Denver, Colorado in various content areas
* PLTW training for “Introduction to Engineering and Design”
* Beauty and Joy of Computer Science
 | * AP Course Syllabus
* Yearly Curricula
* Lesson Plans
 | * 1e: Planning & Preparation
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| **August 2015****(Week of 8/31)** | * Introduction to New York City Writing Project (NYCWP)
* Creating a Print Rich Environment—What does the “writing on the wall” say about teaching
* Yearly Professional Development Calendar
* Planning Curricula
 | * AP Course Syllabus
* Yearly Curricula
* Classroom Environment Checklist
 | * 1e: Planning & Preparation
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| **September 2015** | * Building School Culture among Staff—Team Building Activities at Sharpe Reservation (9/8/15)
* Lesson Studies (see calendar for schedule)
 | * Classroom Observations via Administration
* Departmental Lesson Studies
* Grade Team Instructional Rounds
* Learning walk (9/22/15)
* Lesson Plans
* Student work products
 | * CIF (3b, 3c, 3d) Implementation
* Lesson Plans (1e)
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| **October 2015** | *Topic: Overview of Writing to Learn** Monthly Professional Learning Community (PLC) on Writing to Learn (10/5/15)
* Instructional Rounds (see calendar for schedule)
* Individual Targeted Coaching from NYCWP

Strategies:* Quickwrites
* Reflection journals
* Think ink-pair share
* Do Nows/Exit Slips
* The Writing Process
* Double-entry journals
* Cornell note-taking
 | * Classroom Observations via Administration
* Departmental Lesson Studies
* Grade Team Instructional Rounds
* Learning walk (10/20/15)
* Lesson Plans
* Student work products
* Interim Assessment (Week of 10/26)
 | * CIF (3b, 3c, 3d) Implementation
* Lesson Plans (1e)
* Writing to Learn
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| **November 2015****(Chancellor****PD Day)** | *Topic: Writing Across the Content Areas*Morning Session: Whole Staff \*scaffolding writing for diverse learning (ELL, SPED learners)\*timed writingAfternoon session: Content breakout sessions\*embedding writing into day-to-day lessons\*short answer written responses for each content area* Writing Across the Curriculum by NYCWP (11/3/15)
 | * Classroom Observations via Administration
* Departmental Lesson Studies
* Grade Team Instructional Rounds
* Learning walk (11/17/15)
* Lesson Plans
* Student work products
 | * CIF (3b, 3c, 3d) Implementation
* Lesson Plans (1e)
* Writing to Learn
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| **December 2015** | *Topic: P = Prewriting of Writing Process*Connection to WICOR:I = Inquiry🡪 students need to ask questions to draft ideas* Monthly Professional Learning Community (PLC) on Writing to Learn (12/7/15) from NYCWP
* Individual Targeted Coaching from NYCWP

Strategies:* Socratic Seminars
* Questioning/answering with suggested prompts
* Research projects
* DOK level of questioning
* Gallery Walk
 | * Classroom Observations via Administration
* Departmental Lesson Studies
* Grade Team Instructional Rounds
* Learning walk (12/15/15)
* Lesson Plans
* Student work products
* Interim Assessment (Week of 12/14)
 | * CIF (3b, 3c, 3d) Implementation
* Lesson Plans (1e)
* Writing Process
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| **January 2016** | *Topic: Researching of Writing Process*Connection to WICOR:R = Reading 🡪 Students must read various texts to conduct research* Monthly Professional Learning Community (PLC) on Writing to Learn (1/4/16) from NYCWP

Strategies:* Text Annotations
* Graphic organizers
* Reciprocal Teaching
* Vocabulary Activities
* Jig-saw
* SQ3R: Survey! Question! Read! Recite! Review!
 | * Classroom Observations via Administration
* Departmental Lesson Studies
* Grade Team Instructional Rounds
* Learning walk (1/19/16)
* Lesson Plans
* Student work products
* January 2016 Regents Data
 | * CIF (3b, 3c, 3d) Implementation
* Lesson Plans (1e)
* Writing Process
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| **February 2016 (Chancellor** **PD Day)** | * Brooklyn College Professors and NYCDOE Teachers Curriculum Work Session (2/1/16)
* Individual Targeted Coaching from NYCWP
 | * Classroom Observations via Administration
* Departmental Lesson Studies
* Grade Team Instructional Rounds
* Learning walk (2/23/15)
* Lesson Plans
* Student work products
 | * CIF (3b, 3c, 3d) Implementation
* Lesson Plans (1e)
* Writing Process
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| **March 2016** | *Topic: O = Organizing of Writing Process*Connection to WICOR:O = Organization 🡪 Students must organize their thoughts before drafting. Great opportunity for teachers to use scaffolding * Monthly Professional Learning Community (PLC) on Writing to Learn (3/7/16) from NYCWP

Strategies:* Use binders
* Calendars/planners
* Graphic organizers
* Cornell note-taking
* SMART goals
* DOK questioning
* Self evaluation rubrics
 | * Classroom Observations via Administration
* Departmental Lesson Studies
* Grade Team Instructional Rounds
* Learning walk (3/15/15)
* Lesson Plans
* Student work products
* Interim Assessment (Week of 3/14)
 | * CIF (3b, 3c, 3d) Implementation
* Lesson Plans (1e)
* Writing Process
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| **April 2016** | *Topic: W = Writing of Writing Process*Connection to WICOR:W = Writing 🡪 By writing, students are learningWICOR’s writing process involves creating a draft of your writing* Monthly Professional Learning Community (PLC) on Writing to Learn (4/4/16) from NYCWP
* Individual Targeted Coaching from NYCWP
 | * Classroom Observations via Administration
* Departmental Lesson Studies
* Grade Team Instructional Rounds
* Learning walk (4/19/15)
* Lesson Plans
* Student work products
 | * CIF (3b, 3c, 3d) Implementation
* Lesson Plans (1e)
* Writing Process
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| **May 2016** | *Topic: E = Editing/R = Revising of Writing Process*Connection to WICOR:C = Collaboration 🡪 Students must collaborate in order to peer review each other’s work * Monthly Professional Learning Community (PLC) on Writing to Learn (5/2/16) from NYCWP

Strategies:* Socratic Seminars
* Peer Editing Groups
* Philosophical Chairs/Debates
* Group Roles
* Group evaluations
* Jig-Saw
 | * Classroom Observations via Administration
* Departmental Lesson Studies
* Grade Team Instructional Rounds
* Learning walk (5/17/15)
* Lesson Plans
* Student work products
* Interim Assessment (Week of 5/2)
 | * CIF (3b, 3c, 3d) Implementation
* Lesson Plans (1e)
* Writing Process
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| **June 2016 (Chancellor** **PD Day)** | *Topic: Publishing & Reflecting*Connection to WICOR:WICOR’s writing process involves one to reflect on the writing process and showcase their work\*Staff will reflect on writing process\*Students will showcase their work in a symposium at end of the year * Monthly Professional Learning Community (PLC) on Writing to Learn (6/6/16) from NYCWP
* Retreat for Reflection and Forward Planning
* CIE 2016-2017
* Individual Targeted Coaching from NYCWP
 | * Classroom Observations via Administration
* Departmental Lesson Studies
* Grade Team Instructional Rounds
* Lesson Plans
* Student work products
* June 2016 Regents Data
 | * CIF (3b, 3c, 3d) Implementation
* Lesson Plans (1e)
* Writing Process
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