

# 2019-2020 Professional Development Plan

Staff will participate in ongoing professional development throughout the 2019-2020 school year in order to enhance classroom instruction and teaching practices so that all students can succeed and so that learning activities meet the rigor as required by NC SCOS for all courses. Staff will participate in various face-to-face PD sessions as well as implement strategies into their practice learned through the PD sessions.

## Required Professional Development

### Book Study

[Choose one of the following options](#) for our staff book study for the 2019-2020 school year. Activities related to the book study will include face-to-face collaboration, digital collaboration, and evidence of implementation of practices. Each book study and associated activities will be ongoing for 1 semester. You are free to participate in both book studies; however, should you choose to participate in both book studies, you will need to procure the second book yourself (borrow from another staff member or purchase on your own).

| Date                         | Book  | CEUs  |
|------------------------------|---|---|
| <a href="#">1st Semester</a> | <p style="text-align: center;"><b><u>Don't Ditch that Tech: Differentiated Instruction in a Digital World</u></b></p> <p>“<i>Don't Ditch That Tech</i>, provides practical ideas to help you find the sweet spot where classroom devices meet students’ needs. In this teacher-tailored guide, you’ll find tips on how to handle cart/lab scenarios, develop attention-grabbing strategies, build metacognitive practices, and more—all with differentiation in mind. Whether you're a tech newbie or the school’s device guru, you’ll walk away with new understandings and strategies for transforming and diversifying your approach to teaching in a twenty-first-century world. Authors Matt Miller, Nate Ridgway, and Angelia Ridgway, PhD, bring a diverse range of perspectives to this useful guide. From their own classroom experiences they share practical suggestions for working within your classroom walls—and ultimately, transforming your students’ lives beyond it. You’ll find ideas for how to use tech to Personalize learning and add authenticity, Promote metacognition and student agency, Increase students’ and stakeholders’ access to your classroom, And more!”</p>  | <p style="text-align: center;">2.0<br/>Digital Learning</p> |
| <a href="#">2nd Semester</a> | <p style="text-align: center;"><b><u>The Formative Five: Fostering Grit, Empathy, and Other Success Skills Every Student Needs</u></b></p> <p>“For success in school and life, students need more than proficiency in academic subjects and good scores on tests; those goals should form the floor, not the ceiling, of their education. To truly thrive, students need to develop attributes that aren’t typically measured on standardized tests. In this lively, engaging book by veteran school leader Thomas R. Hoerr, educators will learn how to foster the "Formative Five" success skills that today’s students need, including Empathy: learning to see the world through others’ perspectives; Self-control: cultivating the abilities to focus and delay self-gratification; Integrity: recognizing right from wrong and practicing ethical behavior; Embracing diversity: recognizing and appreciating human differences; Grit: persevering in the face of challenge. When educators engage students in understanding and developing these five skills, they change mindsets and raise expectations for student learning. As an added benefit, they see significant improvements in school and classroom culture. With specific suggestions and strategies, <i>The Formative Five</i> will help teachers, principals, and anyone else who has a stake in education prepare their students--and themselves--for a future in which the only constant will be change.”</p> | <p style="text-align: center;">2.0<br/>General</p>          |

## Required PD Session Options

In addition to the book study, staff members are required to choose at least **FIVE** of the below professional development sessions to attend and implement into their teaching practice. All CEUs earned will be in Content.

| Date  | Topic   | CEUs     |
|---|---|----------|
| Teacher Determined  | <b>Effective Questioning:</b> This will be an individualized opportunity. Melanie will observe a class period focused on teacher-asked questions during the class. This questioning data will be recorded for analysis by Melanie and teacher. 1-on-1 (and possibly small group) feedback/coaching will occur after observation. <a href="#">Sign-up with this link.</a>                      | 0.2      |
| <b>Options:</b><br>September 17, 2019<br>October 15, 2019<br>November 19, 2019<br>December 10, 2019<br>January 14, 2020<br>February 18, 2020<br>March 3, 2020<br>April 21, 2020 | <b>Instructional Rounds / Learning Walks:</b> Visit a few classrooms with Melanie during your planning period to learn more about the teaching strategies of other teachers and how students engage with content in other classes. Classroom visits will be followed by a reflective conversation of how you might modify your own teaching practice. <a href="#">Sign-up with this link.</a> | 0.1 each |
| September 3, 2019<br>all planning periods   | <b>Understanding the Mindsets of Current Students:</b> Find out more about Generation Z, our current generation of students, as compared to prior generations (their values and preferences and ideas for better reaching them)   | 0.1      |
| October 25, 2019<br>Optional Workday<br>9:00am  | <b>High-Impact Instructional Strategies - Part 1:</b> Learn more about the most impactful teaching strategies as researched by John Hattie and Robert Marzano. This session will focus on self-reported grades/goal setting, teacher clarity, feedback, and practice.   | 0.2      |
| December 3, 2019<br>all planning periods  | <b>Using Data to Drive Instructional Decisions / What to Do with "Data":</b> You've given an assessment (quiz, test, benchmark, check-in, exit ticket, practice assignment, etc)...Now what do you do with this information? This session will focus on looking at any kind of assessment information objectively and ways to analyze it to promote more effective instruction and learning.  | 0.2      |
| January 7, 2020<br>all planning periods   | <b>Personalized Learning:</b> This session will focus on an overview of what personalized learning looks like and NC DPI's vision of personalized learning for North Carolina.  | 0.1      |
| <del>January 28, 2020</del><br><b>February 3, 2020</b><br>all planning periods  | <b>Providing Effective Feedback on Student Learning:</b> This session will be a deeper dive into effective feedback as discussed in the High-Impact Instructional Strategies - Part 1 session.  | 0.2      |
| <del>February 21, 2020</del><br><b>March 13, 2020</b><br>Required Workday<br><del>9:00am</del> <b>8:30am</b>  | <b>High-Impact Instructional Strategies - Part 2:</b> Learn more about the most impactful teaching strategies as researched by John Hattie and Robert Marzano. This session will focus on non-linguistic representation and organizers, vocabulary strategies, questions, and summarizing and note-taking.  | 0.2      |

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| March 13, 2020<br>Required Workday<br><b>9:00am 10:30am</b> | <b>Reading Strategies for all Content Areas:</b> Learn more about strategies to help students better understand and analyze what they read for all content areas.                   | 0.2 |
| April 3, 2020<br>Required Workday<br>9:00am                 | <b>Writing Strategies for all Content Areas:</b> Learn more about strategies to help students better use writing as a tool for deeper learning and synthesis for all content areas. | 0.2 |

## Optional Professional Development

### Enhancing Instruction with Technology

The following PD sessions will be offered face-to-face throughout the school year and are designed to provide teachers with strategies to enhance their instruction through technological means. All sessions are aligned with the NC Digital Learning Competencies, and all CEUs earned will be in Digital Learning.

| Date  | Topic   | CEUs  |
|---|---|---|
| August 13, 2019<br>Required Workday<br>10:30am                                  | <a href="#">Canvas Training</a> (led by A. Porter & J. McCormick)   | <ul style="list-style-type: none"> <li>0.1 (session)</li> <li>0.1 (implementation)</li> </ul> |
| August 14, 2019<br>Required Workday<br>10:00am                                  | <a href="#">Website Training</a>  | <ul style="list-style-type: none"> <li>0.05 (session)</li> </ul>                              |
| <del>September 26, 2019</del><br><b>October 8, 2019</b><br>all planning periods | <a href="#">Effective Strategies for Blended Learning</a>   | <ul style="list-style-type: none"> <li>0.1 (session)</li> <li>0.1 (implementation)</li> </ul> |
| October 25, 2019<br>Optional Workday  | Canvas (led by A. Porter & J. McCormick) <ul style="list-style-type: none"> <li>11:00-12:00: Canvas for Beginners + Making Canvas Pretty (Porter)</li> <li>1:00-2:00: Using Mastery Paths and External Tools (McCormick)</li> </ul> | <ul style="list-style-type: none"> <li>0.1 (session)</li> <li>0.1 (implementation)</li> </ul> |
| October 25, 2019<br>Optional Workday<br>10:00am                                 | <a href="#">Assessment Tools</a>  | <ul style="list-style-type: none"> <li>0.1 (session)</li> <li>0.1 (implementation)</li> </ul> |
| November 14, 2019<br>All planning periods                                       | <a href="#">Gamification Tools</a> (Digital "Breakouts", GooseChase, etc.)  | <ul style="list-style-type: none"> <li>0.1 (session)</li> <li>0.1 (implementation)</li> </ul> |
| December 12, 2019<br>All planning periods                                       | <a href="#">Teacher "Hack" Tools</a> (Tools to help make a teachers' life easier)   | <ul style="list-style-type: none"> <li>0.1 (session)</li> <li>0.1 (implementation)</li> </ul> |
| <del>March 5, 2020</del><br><b>March 12, 2020</b><br>All planning periods       | A "P-Learn" (Play & Learn) Session: A session devoted to playing with/more deeply learning a tool where Melanie/others are available for ideas/help   | <ul style="list-style-type: none"> <li>0.1 (session)</li> <li>0.1 (implementation)</li> </ul> |

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|---|---|---|
| <b>March 13, 2020</b><br>Required Workday<br><del>9:00am</del> <b>9:30am</b>  | Vocabulary Tools  | <ul style="list-style-type: none"> <li>• 0.1 (session)</li> <li>• 0.1 (implementation)</li> </ul> |
| March 13, 2020<br>Required Workday<br><del>10:00am</del> <b>1:00pm</b>  | Student Engagement Tools  | <ul style="list-style-type: none"> <li>• 0.1 (session)</li> <li>• 0.1 (implementation)</li> </ul> |
| April 3, 2020<br>Required Workday<br>10:00am  | Discussion Tools  | <ul style="list-style-type: none"> <li>• 0.1 (session)</li> <li>• 0.1 (implementation)</li> </ul> |
| <del>May 14, 2020</del><br><del>All planning periods</del><br><b>April 3, 2020</b><br>Required Workday<br><b>1:00pm</b> | A Tool Slam Session: Everyone in the session briefly shares their favorite tech tool with everyone else | <ul style="list-style-type: none"> <li>• 0.1 (session)</li> <li>• 0.1 (implementation)</li> </ul> |
| April 23, 2020<br>All planning periods  | Podcasting  | <ul style="list-style-type: none"> <li>• 0.1 (session)</li> <li>• 0.1 (implementation)</li> </ul> |

## AIG Training

Canvas Course: This Canvas course will equip you with the essential knowledge and skills needed to effectively serve our gifted population. Additionally, should you wish to pursue AIG add-on licensure, the intention is that this professional development course will provide you with the knowledge needed to achieve AIG certification through Praxis testing. Course completion by May 31, 2020 will earn you 1.0 CEU. To enroll in this course: <https://roxboro.instructure.com/enroll/7TH4JJ>

## Online Self-Directed Technology PD

Canvas Course: The purpose of this course is to provide you with an opportunity to grow in your integration of instructional technology as it fits your needs and schedule. This course contains various Learning Opportunities that you may choose to complete. Choose the opportunities that interest you. Each learning opportunity will include information about that specific technology tool, resources and guides for using the tool in your instruction, and directions regarding how to demonstrate learning in order to earn CEU credit. Each learning opportunity completed will earn you 0.1 Digital Learning CEU. To enroll in this course: <https://roxboro.instructure.com/enroll/GCBDWC> **\*\*Note: Consider this a work-in-progress as additional "learning opportunities" will continue to be added over time.**