BUHSD Professional Development Plan 2016-17
English Language Arts, Mathematics, Social Science, & Science

Excerpts from the 2016-17 District Goals and Indicators that this plan supports.

Increase the educational achievement of all of our students

Objectives:

Develop and Implement individualized content area professional development.
Sustain cross-curricular writing program.
Provide and develop highly qualified personnel.
Create and implement District benchmark assessments aligned to CAASPP per core department.

Indicators of Success:

Increase CAASPP standards met or exceeded test scores by 5%.
Increase writing samples to 5 per year.
Bi-annual benchmark assessments administered.

Close achievement gaps

Objectives:

Provide greater course access to significant subgroups.

Indicators of Success:

Increase English Learner proficiency rates by 5%.
Increase CAASPP significant subgroup band movement by 5%.

Provide a positive school climate

Objectives: Promote stakeholder engagement, active participation and positive spirit.

Indicators of Success:

Sustain a 95% attendance rate or increase by 1%.
Decrease chronic absenteeism by 5%.
Sustain a 95% graduation rate or increase by 1%.
Decrease suspensions and expulsions by 5%.

Overview of Professional Development Dates

More details about these activities follow this overview of the dates.

English Language Arts (Partnered with Kelley Marmolejo from ICOE)

August 18, 2016: 2-Hour "Unit 1 Launch" Meeting per Grade Level Team (1 day)
Development of Units 2-6 integrating New Textbook Adoption (15 Days)
9th Grade Team: 9/21/2016, 11/7/2016, 11/8/2016, 2/7/2017, 2/15/2017
10th Grade Team: 10/7/2016, 11/16/2016, 11/17/2016, 12/1/2016, 2/16/2017
11th Grade Team: 9/7/2016, 9/8/2016, 10/26/2016, 10/27/2016, 1/25/2017
January 2, 2017: "Taking Stock of Student Learning" Department Meeting (1 day)

Mathematics (Partnered with Melinda Shacklett from SDCOE including ICOE trainings)

August 17 & 18, 2016
September 7, 2016 Classroom Walk-Throughs and Work in Standards and Assessment
September 29, 2016 (ICOE) High Quality Tasks
November 2, 2016 Questions & Questioning
December 8, 2016 (ICOE) Tasks at the Center
January 26, 2017 (ICOE) Tasks & Talk
February 2, 2017 (ICOE) Mathematical Modeling
March 14, 2017 Advanced Mathematical Modeling
April 13, 2017 (ICOE) Assessing Student Understanding
April 28, 2017 Assessment Workshop
May 9, 2017 (ICOE) Literacy in Mathematics

Social Science (Partnered with Tracy Canalez from ICOE

August 18, 2016 - All Day at BUHS
October 19, 2016 - All Day at BUHS
November 2, 2016 - During Collaboration
November 30, 2016 - During Collaboration
March 8, 2017 - During Collaboration
April 24, 2017 - All Day at BUHS
May 3, 2017 - During Collaboration

Science (Partnered with John Lazarcik from ICOE)

August 18, 2016 - All Science Teachers
September 21, 2016 - Biology Teachers
October 26, 2016 - Earth Science Teachers
November 30, 2016 - Chemistry Teachers
January 11, 2017 - All Science Teachers
February 8, 2017 - Biology Teachers
March 22, 2017 - Earth Science Teachers
April 26, 2017 - Chemistry Teachers
May 10, 2017 - All Science Teachers
May 24, 2017 - All Science Teachers

Other Professional Development Opportunities for Science may include:
STEM Conference - October 9-11, 2016 Anaheim
CSTA Conference - October 21-23, 2016 Palm Springs
NGSS Rollout CDE - November 15 & 16, 2016 San Diego

Brawley Union High School District
Professional Learning Plan for English Language Arts with Kelley Marmolejo

The English Language Arts team will work together with Kelley guiding them through the curriculum to plan their units using the new Pearson Program. Using Writing and the ELA Standards as the guide, teachers will map out activities and target the appropriate standards in their work.

In addition, we have a training planned on Wednesday, September 28th for turnitin.com and we are working to solidify a date for the Pearson Trainer to work with the teachers on the Pearson Realize program. We will include this information when it is confirmed.

Brawley Union High School District
Professional Learning Plan for Mathematics with Melinda Shacklett

August 17: Vision of High-Quality Mathematics Instruction
Participants will co-create a statement, which reflects the collective vision of high-quality mathematics instruction, what it "looks and sounds like", what it will result in (students), and how to obtain this vision. This statement will guide our work together.

August 18: Basics "Calibration"
Do we all have a common understanding of the Standards? Including the Mathematical Practices? Have we assessed our lessons against the standards or are we just trusting the instructional materials? Are we teaching to the appropriate depth? Are we have a progression of mathematical ideas or a collection of discrete ideas?

September 7: Classroom Walk-Throughs & Alignment of Standards & Assessments
The purpose of this walkthrough is to calibrate what we are "seeing and hearing" in our mathematics classrooms and what we can infer from these observations in terms of the content and the Standards for Mathematical Practice. After morning Walk-Throughs, the math teachers will work on standards alignment and assessments.

September 29: High-Quality Tasks (ICOE) Day 1 of 3-day series
How do you identify high-quality tasks? What are the characteristics of a high-quality task? During this first of a three day series participants will deepen their understanding of high-quality tasks and how to maintain the cognitive demand during implementation. Participants will modify existing task and work from "scratch" to create high-quality task.

November 2: Questions and Questioning
How can we craft questions to support students' understanding and exploration of mathematics without focusing their attention in a specific direction? How can we intentionally sequence questions that will deepen understanding? How can we develop our students as crafters and askers of questions? This session is designed to supplement participants' understanding of student discourse through the examination of the questions, question types, and the crafting of questions to serve specific purposes. We will also explore the effectiveness of intentionally sequenced questions.

December 8: Tasks at the Center (ICOE) Day 2 of 3-day series
You have a high-quality tasks, now what? How do you maximize mathematical learning and engagement? In this Day 2 of a three part series, we will pick up where Day 1 left off, planning for task-centered instruction and assessing student understanding. Participants will deepen their understanding of how to plan for instruction that puts a high-quality task at the center of instruction and explore its impact on students' understanding of mathematics.

January 26: Tasks and Talk (ICOE) Day 3 of 3-day series
How do I structure discussions to maximize understanding for all students? In this final session of the 3-part Task series participants will deepen their understanding of productive discourse. We will examine strategies that connect students' mathematical ideas to build

whole class understanding. Participants will engage in a planning process that provides the structure for task-centered discussions.

February 2: Mathematical Modeling
What is mathematical modeling? Where can I get mathematical tasks? How do I assess student understanding through mathematical modeling? In this introductory session to mathematical modeling, participants will deepen their understanding of the different levels of mathematical modeling and how to develop mathematical modeling tasks. Participants will examine different methods of planning for and assessing students' mathematical understanding through mathematical modeling.

March 14: Advanced Mathematical Modeling
How to develop authentic mathematical modeling tasks and projects from the "real-world"? How do I manage mathematical modeling projects/units? This session extends the work begun in Mathematical Modeling. Participants will further examine the modeling cycle and different levels of mathematical modeling. Participants will examine different methods of planning for and assessing students' mathematical understanding through mathematical modeling, and how to incorporate projects into the classroom.

April 13: Assessing Student Understanding
How do I know what my students know? How do my students know what they know? In this session we will go beyond homework quizzes and chapter tests to assess students' mathematical understanding. Participants will examine rubrics, learning continuums, and student self-assessments as an alternative, or in addition to, traditional assessment strategies.

April 28: Assessment Workshop
This session extends the work begun in the Assessing Student Understanding session. When should we assess students' understanding and why? What type of assessment should we engage students with and why? We will examine the development of different types of assessments, what information each provides and what information they don't provide. Participants will have the opportunity to create different types of assessments for the same mathematical material and analyze the different potential responses.

May 9: Literacy in Mathematics
How can I leverage literacy strategies students use in other classes to support mathematical understanding? How can I support student mathematical understanding through the effective use of their textbook and outside resources? In this session participants will examine the application of reading, writing, and speaking and listening strategies as a strategy to improve students' understanding. We will discuss how these strategies need to be adjusted to be effective in mathematics class. Participants will explore how they contribute to deeper understanding in addition to creating independent mathematics learners.

We can schedule Google Hangouts or Skype Conferences with Monday on various Collaboration Days as needed. We may also plan some visits to Hilltop High School to observe Mindy teaches math classes.

BUHS/ICOE Collaboration for Social Studies
Coordinator Tracy Canalez

Dates	Professional Development Activities
8-17-16 Full Day	Formative Assessment Process in content areas. Big Picture **(ALL STAFF except math)** Result: Staff is aware of how and why we use the formative assessment process to inform our instruction. Math may not be present for formative assessment.
8-18-16 Full Day	Social Studies Teachers go over the shift with the New Framework and resources to facilitate the shift. Also, look at a new unit sketch to meet the demands of ELA Literacy Standards, Formative Assessment, and the shift in our own content. See Unit Sketch here. Result: Teachers make decisions on classroom focus for shift. Decided to implement a consistent protocol for Argument Writing (RACE), Reading(CUBS), and Structured Academic Conversation.
10-19-16 Full Day	Social Studies Teachers will participate in a one hour training on CAASPP hand scoring a grade level performance task. Teachers look at current end of semester assessments. In content area groups, create a new Performance Task for each content to be given at the end of the semester as a common assessment. Result: Teachers will calibrate the CAASPP Rubric for argument and build a performance task and rubric that has the embedded rigor.
11-2-16	On this day, we will continue the work we began on 10-19 during Collaboration.
11-30-16	On this day, we will continue the work we began on 10-19 during Collaboration.
01-02-17 Collab	Teachers will spend this day analyzing the data from the performance task and see where our gaps are.
03-08-17 Collab	Today, we will revisit the shift in our instruction and refocus on the protocols that were implemented and make adjustments where needed, based on the results of our Performance task.
4-24-17 Full Day	In course group, create a Spring Performance Task for each content to be given at the end of the semester as a common assessment. Result: Teachers will build a Spring performance task and rubric that has the embedded rigor.
5-03-17 Collab	Today will be a look back at the tools that we used to meet our shift in instruction. T. Canalez will come with a plan for next steps for summer planning and next year. The plan is to add more engagement, build in more writing, including expository and argument. Result: Teachers will adopt additional protocols that will continue to align our teaching with our new framework and literacy standards. Also, if there is to be any planning, we will continue to use our new unit sketch as a guide.

BUHS/ICOE Collaboration for Science
Coordinator John Lazarcik

Small Group Collaboration - First Rotation
September 21, 2016 - Biology
October 26, 2016 - Earth Science
November 30, 2016 - Chemistry
Goals for First Rotation: Using the CA Science Framework, the Instructional Segments suggested, and Talk Moves teachers will develop a lesson incorporating the 4 phases of Ambitious Science Teaching. The lesson will also incorporate the 3-D learning as prescribed by NGSS. Teachers will deliver the lesson. Develop one constructed response benchmark assessment on other collaboration days.

January 11, 2017 – All Science Teachers
Goals: The Science Team will discuss/reflect/refine lessons using the EQuIP Rubric developed by Achieve modified to fit BUHS needs. Introduce Using Models and Modeling from Ambitious Science Teaching.

Small Group Collaboration - Second Rotation
February 8 - Biology
March 22 - Earth Science
April 26 – Chemistry
Goals for Second Rotation: Develop a unit (2-4 weeks) of instruction patterned after CA Science Frameworks using Ambitious Science Teaching and NGSS. Teach one lesson of the unit. During this time, arrange for teachers to observe each other delivering the lesson. Debrief the observations. Develop the 2nd benchmark assessment on other collaboration days.

May 10, 2017 & May 24, 2017 – All Science Teachers
Goals: These days are flexible and will be driven by the Science Team's goals and aspirations. This could include diving deeper into anything we discussed throughout the year or setting the stage for the next school year. What are the next steps for the implementation of NGSS?

Extra days if need for: Observations - Model a lesson - Follow-up/reflect - Specific for teacher
Points of emphasis (in no particular order)

- ★ Build one constructed response benchmark assessment per semester
- ★ Promote successes
- ★ Develop lesson/units using phenomena to engage students
- ★ Student/Teacher discourse (Talk Moves)
- ★ Using models and modeling
- ★ Ambitious Science Teaching (Chapter 9 of CA Science Framework)
    - Select big ideas that are embedded in observable phenomena
    - Elicit students' current thinking

        - Press students for causal explanation of how and why phenomena happen
        - Support ongoing changes in student thinking
    - Group work
    - Helping students talk about evidence (CER)

Other Possible Professional Development Opportunities for Science Teachers

- NGSS Rollouts – San Diego, November 15 and 16
- CSTA Conference – October 21-23, Palm Springs
- STEM Conference – October 9-11, Anaheim
- ICOE – NGSS PD (Framework Review)
- Coordinated work with BESD