

# **BUHSD Professional Development Plan 2017-18**

## **English Language Arts, Mathematics, Social Science, Science, & Integrated ELD**

Excerpts from the 2017-18 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%.

## Comprehensive Professional Development Plan 2017-2018

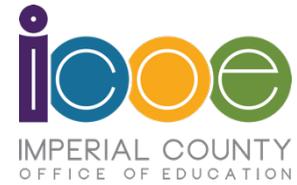
Coordinator	August	September	October	November	December	January	February	March
<b>Queana/ICOE ELA</b>	<b>8/15-</b> no subs needed; grades 9-12  <i>Integrated ELD) with ELA Focus</i> <b>8/16-</b> no subs needed; grades 9-11 <i>Pearson Unit Adjustments</i>	<b>9/21-</b> subs needed 11th Grade <b>10/6</b> subs needed 10th Grade <b>10/11</b> subs needed 9th Grade <i>Connecting to the ELA/ELD Framework</i>	<b>10/18</b> subs needed 11th Grade <b>10/19</b> subs needed 10th Grade <b>10/24</b> subs needed 9th Grade <i>Writing Demo Lesson &amp; Lesson Development</i>	<b>11/2-</b> subs needed 11th Grade <b>11/9-</b> subs needed 10th Grade <b>11/13-</b> subs needed 9th Grade <i>Peer Observation Lesson Study</i>	<b>12/1-</b> subs needed 11th Grade <b>12/6-</b> subs needed 10th Grade <b>12/7-</b> subs needed 9th Grade <i>Calibrate &amp; Score 1st Pearson Unit Writing</i>		<b>2/20-</b> subs needed 11th Grade <b>2/16-</b> subs needed 10th Grade <b>2/22-</b> subs needed 9th Grade <i>Productive Group Work</i>	<b>3/2-</b> no subs needed; grades 9-11  <i>Debrief Productive Group Work/ Calibrate &amp; Score 2nd Pearson Unit Writing</i>
<b>Tracy/ICOE Social Studies</b>	<b>8/15-</b> no subs needed <i>Integrated ELD A.M. -P.M. Lesson design</i> <b>8/16-</b>	<b>9/11</b> Subs needed (all) Reframe a lesson. <b>9/14</b> Demo Lesson (Tracy)	<b>10/3</b> Analyze Student work <b>10/16</b> All Unit Planning Day 1	<b>11/3</b> planning day 2		<b>1/10</b> Subs needed for all Planning day 3	No Tracy needed teachers watch each other teach lessons.	<b>3/2</b> Debrief Day
<b>Lupita/ICOE Integrated ELD</b>	<b>8/15</b> all <b>8/16</b> Math and Technical Subjects	<b>9/18</b> Initial Admin Walk <b>2 hours</b>	<b>Subs for all</b> <b>10/10</b> Science <b>11/27</b> Social Studies		<b>12/12</b> Round 1 Admin Walk through-all pt 1 <b>2 hours</b>	<b>Subs for all</b> <b>1/23</b> Science <b>2/15</b> Social Studies	<b>3/6</b> Round 2 Admin Walk through-all pt 2 <b>2 hours</b>	<b>3/2</b> Technical Subjects (LEO)
<b>John/ICOE Science</b>	<b>8/15</b> <i>Integrated ELD A.M. -P.M. Lesson design Social Stud.</i> <b>8/16</b> NGSS Overview	<b>9/6</b> Chemistry <b>9/20</b> Earth Sci <b>9/27</b> Biology Lesson Development	<b>10/20</b> All Subs Needed Review student artifacts from lessons.	<b>11/15</b> Chemistry Lesson Study		<b>1/16</b> Biology Lesson Study	<b>2/26</b> Earth Lesson Study	<b>3/2</b> Debrief Next Steps? Course Models
<b>Mindy/SDCOE Mathematics</b>	<b>8/14-15</b> Math Curriculum & Task Adjustments		<b>10/4</b> All Teachers	<b>11/29</b> All Teachers		<b>1/12</b> All Teachers	<b>2/28</b> All Teachers	<b>3/2</b> Assessments)

2 PBL Dates Pending for Alternative Ed/Electives & 3 pending ELA dates for Desert Valley High School Staff.

In addition to the scheduled Professional Development activities above, teachers will be invited to participate in one conference specific to their subject matter.



Brawley Union High School District  
English Department



Professional Development Plan 2017-2018  
17 Days

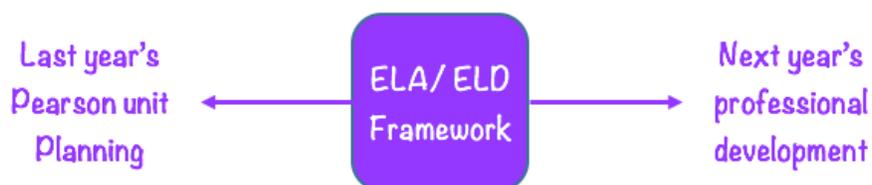
Staying the Course with Pearson Unit Adjustments (2 Days)

*Teachers will each need a chrome book and their Pearson Teacher's Edition.*

Grade Level Team	August 15 & 16 2017
11th 10th 9th	<ul style="list-style-type: none"> <li>• <u>August 16<sup>th</sup></u>: Teachers will collaborate with their grade level teams to make adjustments to the Pearson “minimum course of study” units that were developed during the 2016-17 school year. Some ideas suggested by BUHS teachers were to: revisit writing prompts, weave in IAB Blocks, edit unit reading selections, integrate oral/project presentations into units using technology, refine unit assessments, and revisit selection tests.</li> <li>• <u>August 15<sup>th</sup></u>: Teachers will spend the morning learning about Integrated ELD with Queana and, in the afternoon, I will meet with the English teachers to develop integrated ELD within their Pearson curriculum</li> </ul>

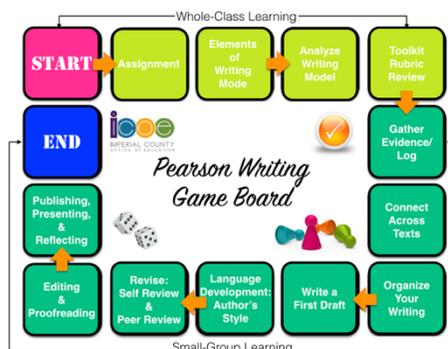
Connecting to the ELA/ELD Framework & CA Standards (3 Days)

We will illuminate areas of the ELA/ELD Framework and CA Standards that teachers addressed in the Pearson unit plans created last school year. Then, we will introduce focus areas for the new school year’s professional development that are connected to the ELA/ELD Framework with the goal of providing instructional practices to help English Learners access text. Next, we will revisit the guiding principles around last year’s planning with an emphasis on writing as the foundation for each Pearson unit. Lastly, we will preview the specific areas of the Writing Game Board that we’ll be fortifying in the new school year.



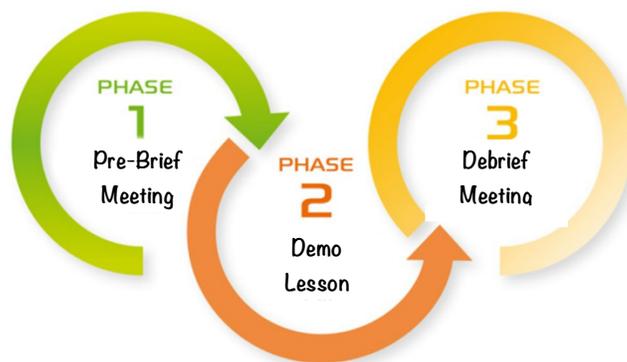
Grade Level Team	Connecting to the ELA/ELD Framework & CA Standards PD Dates
11th	9/21/17
10th	9/26/17
9th	9/28/17

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## Writing Demonstration Lesson & Lesson Development (3 Days)

We will model a CA Standards-based lesson that explicitly teaches a writing genre element using best instructional practices from the ELA/ELD Framework. This lesson will also integrate relevant student practice of the CAASPP Brief Write question types. After debriefing the lesson, we will facilitate the development of a genre element lesson with each grade level team to be used for the Peer Observation in November.



Grade Level Team	Writing Demonstration Lesson & Lesson Development Dates
11th	10/6/17
10th	10/11/17
9th	10/13/17

## Peer Observation Lesson Study (3 Days)

Teachers will teach their writing genre lesson created during the last pull-out day to their peers in their classroom with their students with the focus on the level of student mastery of the established success criteria for the lesson.



Grade Level Team	Peer Observation Lesson Study Dates
11th	11/2/17
10th	11/9/17
9th	11/13/17



## Student Writing Scoring Calibration & Data Analysis (3 Days)

*Teachers will each bring the (unscored) final drafts of their students' Writing Performance Task for their first unit of instruction in Pearson.*

Teachers will use the CAASPP Argumentative or Explanatory writing rubrics to calibrate and score their students' Writing Performance Task from their first unit of instruction in Pearson. Goals will be established for the next unit's Writing Performance Task based on areas of need identified in the students' writing samples.

Grade Level Team	Student Writing Scoring Calibration & Data Analysis Dates
11th	12/1/17
10th	12/5/17
9th	12/7/17

## Productive Group Work (3 Days)



To ensure the instructional effectiveness of small group work embedded in each Pearson unit, teachers will explore the 5 principles of Doug Fisher's Productive Group Work: 1) positive interdependence, 2) face-to-face interaction, 3) individual and group accountability, 4) interpersonal and small group skills, and 5) group processing. We will provide examples of lessons incorporating strategies that promote productive group work. Teachers will create lessons for their Pearson units incorporating the 5 principles.

Grade Level Team	Productive Group Work Dates
11th	2/20/18
10th	2/21/18
9th	2/22/18

March 2, 2018: Debrief Productive Group Work/ Calibrate & Score 2<sup>nd</sup> Pearson Unit

**Brawley Union High School District  
Social Studies Department  
9 Full Days  
2017-18**

This plan is continuing our work focused on incorporating literacy and analyzing student data to inform us about our instruction in Social Studies. In addition, we are looking at our current instructional tasks through the lens of the Social Studies Framework, and incorporating strategies that create an opportunity for student inquiry, development of literacy and academic language skills and historical/civic literacy.

**1. Professional development days**

Day 1-2 August 15-16 (all)  
Day 3- Lesson Planning Day  
Sept. 11, 2017 Subs needed (all)  
Day 4- In class Demo Lesson Day,  
September 14.

**Goals for First Rotation-Instructional task design in Social Studies**

Using the CA Social Studies Framework's Instructional Strategies and best practices suggested, teachers will develop a lesson around their **content** that incorporates **literacy, inquiry, and citizenship**. We will also share best practices that teachers are already using that reflect the shifts in our core instruction. Lessons will include a constructed response. Teachers will also receive training in strategies for integrated ELD in the Social Studies Classroom. Teachers will deliver the lessons in class that reflect instructional shifts.

Day 5 – Reflections and students  
work analysis  
October 3, 2017 Subs needed (all)

**Goals-Reflect and Refine lessons**

The Social Studies Team will discuss/reflect/refine our lesson sequence using the CLIC Rubric, modified to fit BUHS needs, in grade level teams. We also analyze the work we gathered from our lessons and analyze the efficacy of our instruction in regards to the shifts in our content. This process will be replicated during PLC's.

Day 6 – Spring Unit Planning  
October 16, 2017  
Day 7– Spring Unit Planning  
November, 3, 2017  
Day 8 – Spring Unit Planning  
January 10, 2018  
Day 9-Debrief Unit and Analyze student  
work  
March 2, 2018

**Goals for Second Rotation-Plan a unit**

Develop a unit (2-4 weeks) of instruction patterned after the Shifts in the Social Studies Framework and the C3 Framework. Teach/present one lesson of the unit to the group. During this time, arrange for teachers to observe each other, using the CLIC tool, and debrief the observations using our "I Statement" protocol, analysis of student work.

Possible additional Days during collaboration days to facilitate the process of looking at students work to inform our instruction. TBD at the discretion of BUHSD

**2. Outcomes of professional development with social studies department staff:**

- a. Ongoing support CCSS ELA Literacy Standards and analysis student data from our PAT's and lessons.
- b. Develop a lesson sequence that engages students in inquiry, interpretation, discourse, and compelling questions.
- c. Design units in collaboration with each peers utilizing resources provided by Tracy Canalez.
- d. Develop a series of lessons in a unit that reflects the Social Studies CA Framework & the C3 Framework focused on discipline-specific reading, speaking, listening, and evidence based writing.
  - i. Student/Teacher discourse in Social Studies (Talk Moves); helping students to link interpretation/evidence
  - ii. Select big ideas that are compelling and engaging for students
  - iii. Elicit students' interpretations of evidenced in support of their thinking
  - iv. Group work
  - v. Student Centered with formative assessment and feedback to move students forward in their thinking
  - vi. Construct assessments that measure evidenced based thinking/writing and historical content literacy.

**3. Other professional development opportunities for teachers to attend**

- a. Summer Framework Rollouts – ICOE
- b. History Social Studies Study Group – ICOE
- c. California Council Social Studies Conference – Town and Country Resort & Convention Center in San Diego, CA  
Friday, March 23, 2018 - Sunday, March 25, 2018  
<http://www.ccss.org/page-1861060>
- d. 97th NCSS Annual Conference - November 17-19, 2017  
<http://www.socialstudies.org/conference>
- e. Coordinate work with BESD

## BUHS NGSS PD Planning Proposal-Year 2

**Goal: Develop lessons and assessments aligned to NGSS with ICOE support.**

**Total of 10 days.**

Propose **two days (August 15<sup>th</sup> and 16<sup>th</sup>)** and start with all science teachers and an administrator to deliver a NGSS overview.

1. What is three-dimensional learning?
2. What are the shifts required for implementing NGSS.
3. What is a phenomena-based lesson?
4. How to use models in the classrooms to help make sense of the science behind phenomena.
5. What does a NGSS classroom look like?

### 1. Propose small group collaboration

- a. Chemistry Teachers-9-6-17
- b. Earth Science-9-20-17
- c. Biology Teachers-9-27-17

#### 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. An emphasis will be placed on the NGSS mantra, "All Science, All Students." Strategies and pedagogy to engage SPED and ELL will be highlighted. Teachers will deliver the lesson. Develop one constructed response benchmark assessment on other collaboration days.

### d. All Science Teachers-10-20

#### Goals

The Science Team will bring in and critique student work from the NGSS lesson. Discussion will focus on students making sense of the science to explain the phenomena. Did they or not? How can we support those that didn't? Develop another NGSS, phenomena-based lesson that includes specific formative assessment probes.

- e. Chemistry-11-15-17
- f. Biology Teachers-1-16-18
- g. Earth Science-2-26-18

#### Goals for Second Rotation

Teach the phenomena-based lesson that was developed during the last meeting and during collaboration days. During this time, arrange for teachers to observe each other delivering the lesson. Debrief the observations. This will be patterned after lesson study. Develop the 2<sup>nd</sup> benchmark assessment on other collaboration days.

### h. All Science Teachers 3-2

#### Goals for Second Rotation

Discuss the three different course models that are mentioned in the CA NGSS Framework. What are the implications of each for BUHSD? Come to a consensus and make a recommendation to administration.

2. Points of emphasis (in no particular order). These are the big ideas that will be used to assist the BUHS science teachers with implementing NGSS in their classrooms. Not all of them will be discussed every day, however, by the conclusion of this MOU, the teachers will have working knowledge of how all these ideas fit into a NGSS classroom.
  - a. Develop lesson/units using selected phenomena to engage students
  - b. Student/Teacher discourse (Talk Moves)
  - c. Using models and modeling
  - d. Ambitious Science Teaching (Chapter 9 of CA Science Framework)
    - i. Select big ideas that are embedded in observable phenomena
    - ii. Elicit students' current thinking
    - iii. Press students for causal explanation of how and why phenomena happen
    - iv. Support ongoing changes in student thinking
  - e. Productive Group work
  - f. Helping students talk about evidence (CER)
  - g. Using assessment probes (formative assessment)
  - h. Discussion regarding High School Course Models
  - i. Selecting Curriculum (free samples to try in classroom)
  - j. Using the CA NGSS Framework as a guide
  - k. Literacy in the Science Classroom
  - l. Developing storylines aligned to Performance Expectations

## CONFERENCES 2017-18

### **CATE 2018 Convention WITH LITERACY AND JUSTICE FOR ALL (ELA)**

Friday, March 9 – Sunday, March 11, 2018

San Diego Town & Country Resort

### **California Council for the Social Studies Conference**

Friday, March 23 - Sunday, March 25, 2018

Town & Country Resort & Convention Center in San Diego, CA

### **California Mathematics Council - South** (Registration opens July)

Friday, October 27-Saturday, October 28, 2017 - Palm Springs

### **NGSS Rollout #4 - Focus on New Science Framework**

Tuesday, November 7 - Wednesday, November 8, 2017

Marina - San Diego, CA

### **CTE - Career Technical Education Conference (CAROCP)**

Wednesday, November 15 - Friday, November 17, 2017

Omni Rancho Las Palmas: Rancho Mirage, CA

[http://www.rocpinspire.org/cte\\_conference.asp](http://www.rocpinspire.org/cte_conference.asp)

### **California Language Teachers' Association Conference (World Languages)**

Thursday, March 8 - Sunday, March 11, 2018

Double Tree & Convention Center, Ontario, CA

### **CAHPERD - CA Association for Health, Physical Education, Recreation, & Dance** - May participate in 2018-19

### **California Art Education Association** - May participate in 18-19

### **Google Summit - El Centro, CA September 23-24, 2017**