



School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Orange School District	Heywood Avenue School	Karen Machuca	Sept. 2014 – June 2015

1: Professional Learning Goals

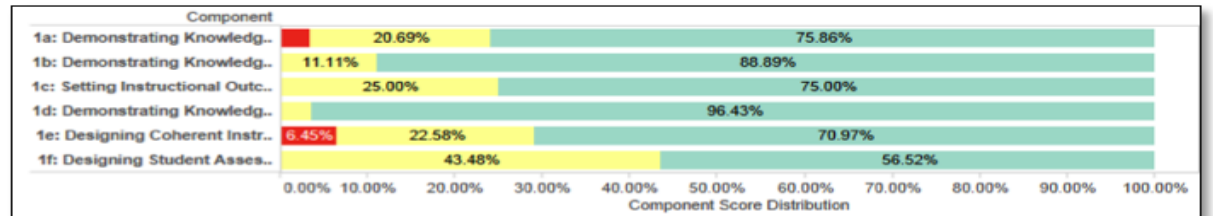
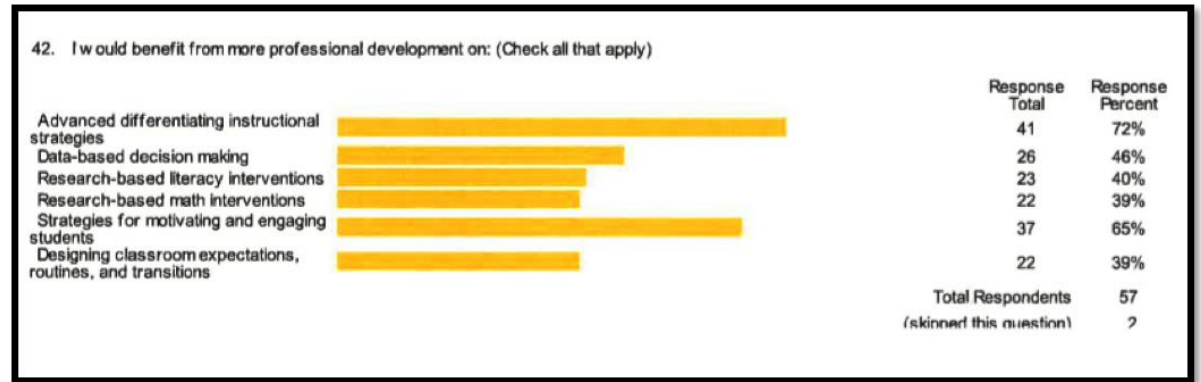
No.	Goal	Identified Group	Rationale/Sources of Evidence																																																				
1	<p>By June 1, 2015 33% of tenured teaching staff and 25% of 2nd and 3rd year non-tenured teaching staff will increase the degree to which their 'enacted curriculum' (the daily curricular experience of students within the instructional setting exemplified by the actual curricular content that students engage in within the classroom) is reflective of standards-based teaching and learning; whereby (a) learning is made social through collaboration, discussion, and discourse, (b) students are engaged in sense- and meaning-making, and (c) students are encouraged to employ alternative approaches to mathematical problem solving. This goal will be measured by a 'sustained and marked' increase in the following performance indicators as compared to 2014 end of year summative evaluation results and as documented in 2015 end of year summative evaluation results.</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy, 1d: Demonstrating Knowledge of Resources, 1e: Designing Coherent Instruction, 3b: Using Questioning and Discussion Techniques, and 3c: Engaging Students in Learning</p>	All instructional staff	<ul style="list-style-type: none"> Based upon staff observations, Domain 1 and 3 indicates a need for professional development in this area pertaining to the Math content area (See chart below) Building administrators conducted classroom walk-throughs and participated periodically in school-based collaborative teams. Evidence collected by administration confirmed a need for professional learning in this area. (See chart on left) An analysis of the 2013 Progress School Profile report states that school-wide student proficiency was 53.6% and the target was 75.7% that means the target score was not met. (See ESEA state report.) <div style="text-align: center;"> <p>Component Score Distribution</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th>Component</th> <th>Red</th> <th>Yellow</th> <th>Green</th> </tr> </thead> <tbody> <tr> <td>1a: Demonstrating Knowledge..</td> <td>20.69%</td> <td></td> <td>75.86%</td> </tr> <tr> <td>1b: Demonstrating Knowledge..</td> <td>11.11%</td> <td></td> <td>88.89%</td> </tr> <tr> <td>1c: Setting Instructional Outc..</td> <td>25.00%</td> <td></td> <td>75.00%</td> </tr> <tr> <td>1d: Demonstrating Knowledge..</td> <td>0.00%</td> <td></td> <td>96.43%</td> </tr> <tr> <td>1e: Designing Coherent Instr..</td> <td>8.45%</td> <td>22.58%</td> <td>70.97%</td> </tr> <tr> <td>1f: Designing Student Asses..</td> <td>43.48%</td> <td></td> <td>56.52%</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p>Component Score Distribution</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th>Component</th> <th>Red</th> <th>Yellow</th> <th>Green</th> </tr> </thead> <tbody> <tr> <td>3a: Communicating with Stud..</td> <td>21.43%</td> <td></td> <td>78.57%</td> </tr> <tr> <td>3b: Using Questioning and Di..</td> <td>8.33%</td> <td>30.95%</td> <td>66.67%</td> </tr> <tr> <td>3c: Engaging Students in Lea..</td> <td>41.46%</td> <td></td> <td>58.54%</td> </tr> <tr> <td>3d: Using Assessment in Inst..</td> <td>8.33%</td> <td>37.14%</td> <td>60.00%</td> </tr> <tr> <td>3e: Demonstrating Flexibility ..</td> <td>8.33%</td> <td>25.00%</td> <td>66.67%</td> </tr> </tbody> </table> </div>	Component	Red	Yellow	Green	1a: Demonstrating Knowledge..	20.69%		75.86%	1b: Demonstrating Knowledge..	11.11%		88.89%	1c: Setting Instructional Outc..	25.00%		75.00%	1d: Demonstrating Knowledge..	0.00%		96.43%	1e: Designing Coherent Instr..	8.45%	22.58%	70.97%	1f: Designing Student Asses..	43.48%		56.52%	Component	Red	Yellow	Green	3a: Communicating with Stud..	21.43%		78.57%	3b: Using Questioning and Di..	8.33%	30.95%	66.67%	3c: Engaging Students in Lea..	41.46%		58.54%	3d: Using Assessment in Inst..	8.33%	37.14%	60.00%	3e: Demonstrating Flexibility ..	8.33%	25.00%	66.67%
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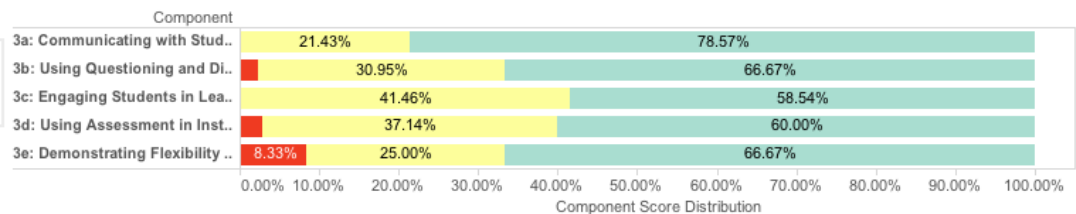
2 By June 2015, teachers and administration will build capacity of all teachers in developing and implementing strategies to increase student engagement with a 10% increase in the effective scoring distribution range as evidence from 58% scoring in 3C to 63% and 70% scoring in 1E to 77% based upon observation data through the observation tool.

All instructional staff

- Teacher survey (administered in May 2014) revealed a need for skill building in student engagement in learning by this group. (See chart below)
- An analysis of SY13-14 aggregate teacher observation data indicated that teachers need professional learning in Domain 3C. (See chart below)
- Building administrators conducted classroom walk-throughs and participated periodically in school-based collaborative teams. Evidence collected by administration confirmed a need for professional learning in this area. (See chart on left)



Component Score Distribution

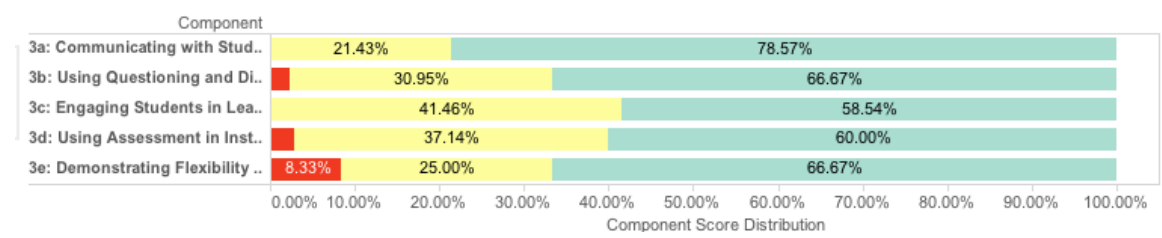
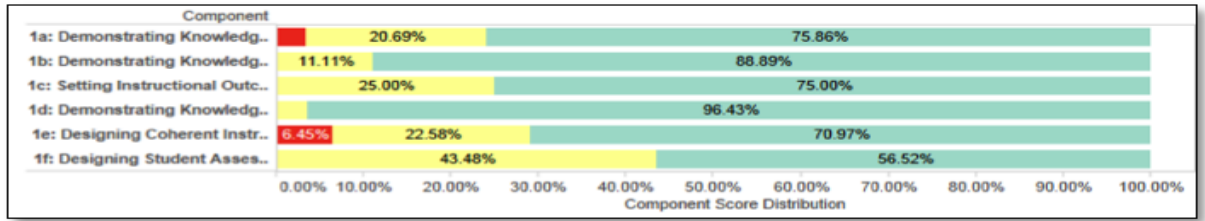
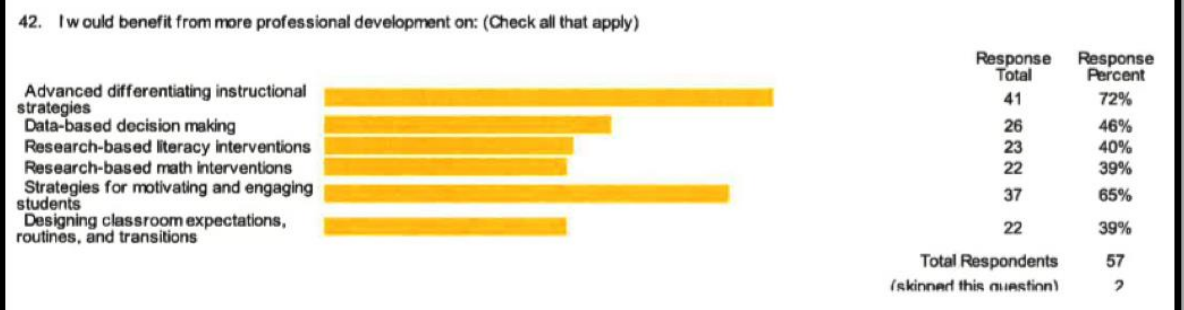




3 By June 2015, staff and administration will build capacity of all teachers in developing and implementing strategies to increase differentiation in learning to address the needs of students with special needs with a 10% increase in the effective scoring distribution range as evidence from 66% scoring in 3E to 73% and 70% scoring in 1E to 77% based upon observation data through the observation tool.

All instructional staff

- Teacher survey (administered in May 2014) revealed a need for skill building in differentiation strategies by the staff. (See chart below)
- An analysis of SY13-14 aggregate teacher observation data indicated that teachers need professional learning in Domain 3E. (See chart below.)
- An analysis of the 2013 Progress School Profile report states the following for students with disabilities: Math % Proficient 7.3% with a target of 56.5% that means target was not met. ELA % Proficient 9.1% with a target score of 31.8% that means target score was not met. (See ESEA state report.)





2: Professional Learning (PL) Activities

PL Goals (list all that apply)	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> Content supervisors and building administration will provide training for all teachers in aligning higher order questions and student discourse/discussions with lesson design. All teachers will have the deliberate planning of questions and student discourse in their weekly lesson plans. Using the LEARN feature in TeachScape, the Professional Development Suite for Domain 3B will be part of the Faculty Academies during the school year. 	<ul style="list-style-type: none"> In collaborative teams, teachers will create higher order questions and student discussions within their lesson plans. Teachers will participate in colleague walk-throughs to view student discussions and hear higher order questions.
2.	<ul style="list-style-type: none"> Content supervisors and building administration will provide training and feedback for all teachers in student engagement. All teachers will have technology training to increase the usage of technology devices and programs to increase student engagement. Teachers will participate in a series of presentations and activities to increase awareness and understanding of student engagement to include but not limited to using the LEARN feature in TeachScape to complete the Professional Development Suite for Domain 3C 	<ul style="list-style-type: none"> Teams will reflect on the student engagement during Common Planning Time. Content supervisors and administration will provide follow-up support as needed for individual teachers and teams after observations and walk-throughs. Visit colleagues' classes to observe model lessons that promote high student engagement in learning.
3	<ul style="list-style-type: none"> Collaborate with Special Education teachers and General Education teachers to create lessons that promote and support differentiation. Read and self-reflect on one or more recommended publications on effective differentiation strategies. View and discuss with colleagues videos of model lessons that incorporate differentiation during CPT and Faculty Academies. 	<ul style="list-style-type: none"> Visit colleagues' classes to observe model lessons that promote differentiation in learning. Implement new strategies and collect evidence (e.g., student work products; observed student engagement) of impact.



3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> Content supervisors and building administration to provide training and follow-up support through the Faculty Academies, District Professional Development days, Department meetings, and on-going professional development sessions will provide the training aspect through the use of TeachScape, TeacherTube, and TeachingChannel. Dedicated time for collaborative teams to develop and refine lessons and assessments. http://www.parconline.org/samples/item-task-prototypes 	<ul style="list-style-type: none"> Feedback with lesson plans to inform training and ongoing refinement to teachers.
2	<ul style="list-style-type: none"> Technology Coordinator will provide training for technology integration (ie SmartResponders) during CPT, Faculty Academies, and other appropriate times as necessary. Faculty Academies will provide the training aspect through the use of TeachScape, TeacherTube, and TeachingChannel. 	<ul style="list-style-type: none"> Availability of content supervisors to support teachers. Possible intensive interventions for struggling teachers.
3	<ul style="list-style-type: none"> Dedicated time for collaborative teams to develop and refine lessons and assessments. Dedicated time for collaborative teams to reflect on readings and videos and share evidence of impact on student learning through differentiation. Ensure teachers' access to videos, webinars, and online communities such as https://www.teachingchannel.org, www.teachscape.com, and www.teachertube.com 	<ul style="list-style-type: none"> Supervisors should recommend teachers to model lessons. Principals/evaluators should identify teachers who must view model lessons by colleagues. Make plan for tracking student progress to assess impact of new teaching strategies.



4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	TBD and monitored by School Improvement Panel (ScIP) during the 2014-2015 school year	<ul style="list-style-type: none">TBD and monitored by School Improvement Panel (ScIP) during the 2014-2015 school year

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
2	<ul style="list-style-type: none">TBD and monitored by School Improvement Panel (ScIP) during the 2014-2015 school year	<ul style="list-style-type: none">TBD and monitored by School Improvement Panel (ScIP) during the 2014-2015 school year
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Signature: _____
Principal Signature

_____ Date