

Professional Learning Model

2008-2013

Learning for a Lifetime

Continuous improvement in professional expertise so all educators have the skills and knowledge necessary to ensure every student achieves at a high level.



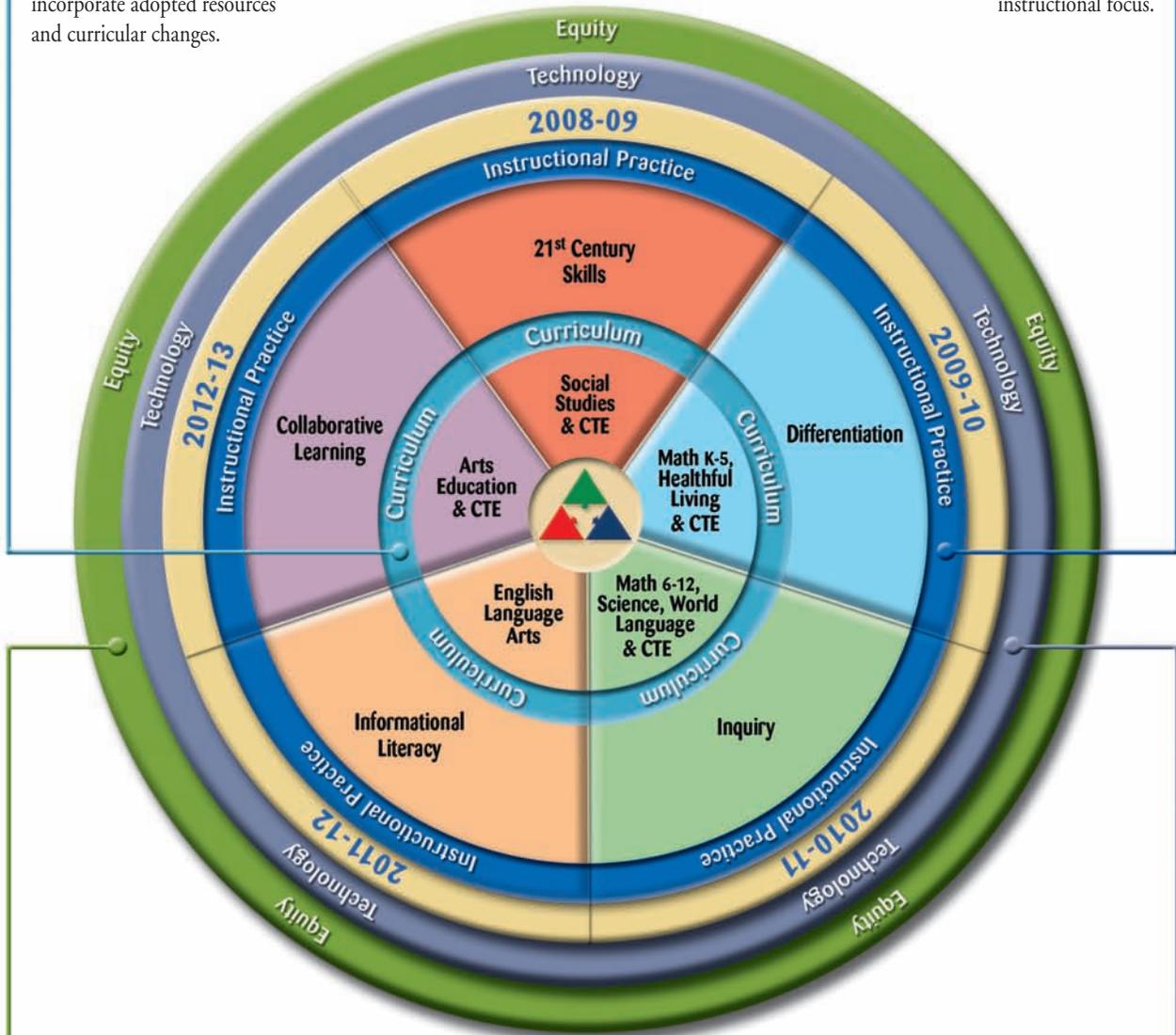
Chapel Hill-Carrboro City Schools Professional Learning Model

Five-Year Rotating Curriculum

The curricular focus changes to follow the state textbook adoption cycle, which includes the four-year cycle of CTE. During the indicated year, teachers of the targeted content will adjust lessons to incorporate adopted resources and curricular changes.

Five-Year Rotating Instructional Practice

Each year a different aspect of the Capacity Matrix for Instructional Practice will be highlighted. All district professional development includes connections related to the annual instructional focus.



Our strong commitment to equity and excellence for all of our students continues to be a primary focus of on-going professional development at school sites and the district. Sessions and resources are aligned to topics on the Equity Capacity Matrix.

Continuing to expand our abilities and those of our students to use contemporary technology tools is a necessity in our modern world. Professional development will incorporate and model 21st century learning using current technology.

Equity

Technology



District Instructional Framework Matrix

AIM	FOCUS	ESSENTIAL LEARNINGS					DOCUMENTATION
			Awareness	Understanding	Application	Teach/Coach	
Evidence-Based Best Practice	DuFour's Professional Learning Communities	Guiding Questions					
		Collaboration					
		Norms					
		Smart Goals					
		Essential Learnings					
		Formative Common Assessments					
		Data Analysis					
		Modified Instruction					
	Pyramid of Prevention & Intervention						
	Marzano's High Yield Strategies	Identifying Similarities & Differences					
		Summarizing & Note Taking					
		Reinforcing Effort & Providing Recognition					
		Homework & Practice					
		Nonlinguistic Representations					
		Cooperative Learning					
		Setting Objectives & Providing Feedback					
		Generating & Testing Hypotheses					
	Cues, Questions, & Advance Organizers						
	Schlechty's Working on the Work	Design Qualities of Context – Content & Substance – Organization of Knowledge – Clear & Compelling Product Standards – Protection from Adverse Consequences for Initial Failures					
		Design Qualities of Choice – Product Focus – Affirmation of Performance – Novelty & Variety – Choice – Authenticity					

Instructional Practice Matrix

AIM	FOCUS	ESSENTIAL LEARNINGS					DOCUMENTATION
			Awareness	Understanding	Application	Teach/Coach	
High Quality Classroom Instruction	21 st Century Skills 2008-09	Global Awareness*					
		Critical Thinking*					
		Problem-Solving*					
		ICT Literacy*					
		– Web 2.0					
		– Social Networking					
		– On-line Communication & Collaboration					
		Information Searching*					
Resource Evaluation*							

Instructional Practice Matrix Continued

AIM	FOCUS	ESSENTIAL LEARNINGS					DOCUMENTATION
			Awareness	Understanding	Application	Teach/Coach	
High Quality Classroom Instruction	Differentiation 2009-10	Framework for Mixed Ability Classrooms*					
		Learning Styles/Multiple Intelligences*					
		Needs of Special Populations*					
		Matching Instruction to Std. Readiness*					
		Critical, Creative, & Higher Level Thinking*					
		Enrichment*					
		Extension*					
		Acceleration*					
		Remediation*					
		Flexible Grouping*					
		Management Systems*					
	Assessment Systems*						
	Inquiry 2010-11	Frameworks of Questioning*					
		– Comparison					
		– Classification					
		– Induction					
		– Deduction					
		– Error Analysis					
		– Constructing Support					
	– Abstracting						
	– Analyzing Perspectives						
	Habits of Mind*						
	– Self-regulation						
	– Critical Thinking						
	– Creative Thinking						
	Bloom's Taxonomy*						
	Informational Literacies 2011-12	Informational Literacies Perspective*					
		– Generating Questions					
		– Locating Relevant Information					
		– Critical Evaluation of Information					
		– Summarizing Information					
		– Synthesis of Information					
		– Communicating Findings					
		Semiotic Theory					
		Constructivism					
		Cuing Systems & Comprehension*					
		Cognitive Strategy Instruction*					
	Transactional Learning Theory						
	Print & Web Text Structures						
Visual Representations*							
Writing Modes							
Organizational Systems*							
Collaborative Learning 2012-13	Collaborative Structures*						
	– Heterogeneous/Homogeneous						
	– Flexible Grouping						
	– Literature & Math Circles						
	– Novice/Expert						
	– Apprenticeship						
	– Writing Groups						
	Scaffolding*						
Classroom Management Systems*							
Assessment Systems*							

* includes specific strategies for EC, AIG, and ELL

Equity Matrix

AIM	FOCUS	ESSENTIAL LEARNINGS					DOCUMENTATION
			Awareness	Understanding	Application	Teach/Coach	
Equity/ Cultural Proficiency	Color Consciousness Awareness and knowledge of how race and racism operate in our society and in our educational systems.	Equity and Social Justice					
		Prejudice/Racism					
		White Privilege					
		Institutionalized Racism					
		Anti-Racism					
	Racial Identity Development The process of how people come to understand their own race and how it impacts their personal experiences and role in society, particularly as applied to their ability to succeed in school.	Stages of Racial Identity Development					
		Identity Dev. for People of Color					
		White Identity Development					
		Multi-racial Identity Development					
		Third-Culture & Cross-Cultural Children					
		Strange Other					
		Acting White					
		Individualism/Collectivism					
		Scholar Identity					
	English Language Learners Theories and strategies for helping students acquire English language skills and succeed in school.	Language Acquisition Theories					
		BICS/CALP					
		Teaching Strategies for ELL Students (SIOP)					
		Title III Accommodations					
		Funds of Knowledge					
	Culturally Relevant Teaching Theories & strategies for engaging students through constructs relevant to one's cultural background.	Motivation Theory					
		9 Cultural Themes of AA People					
		Bridging Cultures Framework					
		Cultural Exploration Framework					
		Stereotype Threat					
	Courageous Conversations A framework for engaging in meaningful conversations about race.	Four Agreements					
		Six Conditions					
		Courageous Conversations Compass					
		White Talk/Color Commentary					
Examining Whiteness Using a philosophical and practical lens to explore how white culture impacts the experiences of all people.	Power and Privilege						
	Internalized Racism						
	Internalized White Supremacy						
	Critical Race Theory						
	Anti-Racist Identity and Action						

Explanation Code

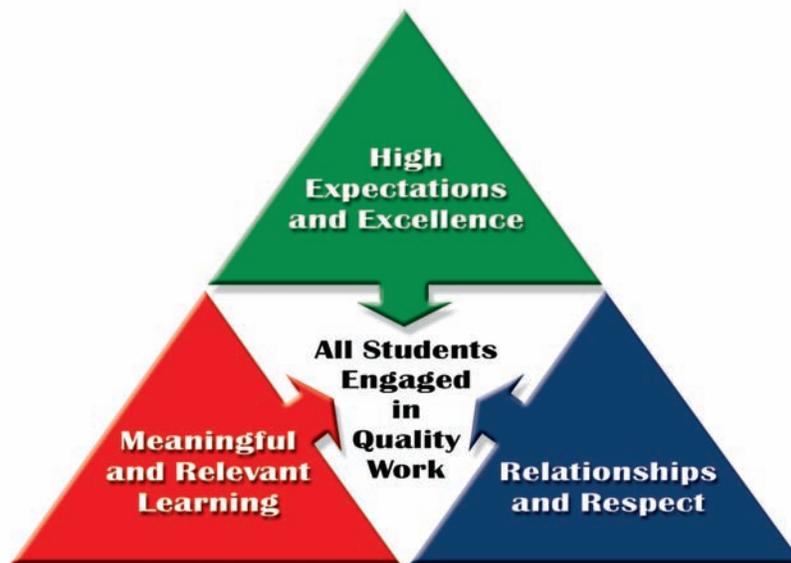
- Awareness:** I've heard something about this and know what it means.
- Understanding:** I know a lot about this and can talk about it with others.
- Application:** I regularly apply this in my teaching.
- Teach/Coach:** I am capable of presenting this to others.
- Documentation:** Record of articles/books read, workshops/conferences attended, etc. and evidence of use.

This document is intended to be a self-assessment tool and personal record of professional learning that occurs over the five year period of 2008-2013.

Name _____

Date Begun _____

Chapel Hill-Carrboro City Schools Instructional Framework



Our Commitment to Excellence and Equity:

We believe that we can reach our district mission only if we raise the achievement of all students, close the achievement gaps, and eliminate institutional barriers that prevent students from reaching high levels of achievement.

Relationships and Respect

How does the teacher create a learning community in which all students feel accepted and supported?

- ▶ Affirms cultural similarities and differences
- ▶ Respects individual differences
- ▶ Builds a personal relationship with each student that maximizes learning
- ▶ Designs instruction and school work so students have opportunities to work with others
- ▶ Provides opportunities for school work to be shared with persons important to the student
- ▶ Creates an environment in which students are protected from adverse consequences for initial failure
- ▶ Ensures students have access to time and other resources needed for optimum opportunities for success
- ▶ Maximizes the participation of students with diverse learning and physical needs

Meaningful and Relevant Learning

How does the teacher engage all students in learning?

- ▶ Chooses content, instructional strategies, and materials that are significant to the discipline and meaningful to students
- ▶ Communicates purpose and relevance of content, learning experiences, and school work
- ▶ Selects and connects content, materials, and school work to students' interests, learning styles, and their racial and cultural experiences
- ▶ Designs quality school work that students value
- ▶ Provides opportunities that cause students to assume responsibility and become engaged in their learning
- ▶ Causes students to analyze problems and use critical and creative thinking skills
- ▶ Incorporates novelty, variety, and choice in instruction and school work
- ▶ Differentiates instruction by choosing varied content, products, and processes

High Expectations and Excellence

How does the teacher maximize academic achievement of all students?

- ▶ Aligns instruction to district curriculum
- ▶ Sets clear and high expectations, including academic integrity, for all students
- ▶ Establishes school work standards that are clear and important to students
- ▶ Organizes instruction to ensure students have the skills needed to be successful
- ▶ Provides sufficient rehearsal for students to gain content mastery
- ▶ Promotes understanding of abstract ideas through application
- ▶ Uses appropriate assessment strategies to plan and adjust for the academic growth for all students
- ▶ Differentiates instruction to respond to students' prior knowledge, skills, and levels of learning
- ▶ Collaborates with other staff members to identify and employ best practices for varied learners

