

Oklahoma City Public Schools

Professional Development Plan 2015-2016

It is the policy of the Board that teachers and other employees shall continue their professional growth through seminar and workshop attendance, embedded activities and membership in professional organizations. Further, the Board believes it has a responsibility to provide opportunities for the continual growth of its professional staff that measurably enhance the capabilities of individuals and schools for what they should know and be able to do. The focus of professional learning activities for the 2015-2016 school year includes: Curriculum Development, Professional Learning Communities, Teacher Leader Effectiveness, School Climate, Response to Intervention, English Language Learners (ELL).

Professional Learning Activities – 2015-2016

PROFESSIONAL DEVELOPMENT DESCRIPTION	PARTICIPANTS	RESOURCES	EXPECTED OUTCOMES
<p>Teaching and Leader Effectiveness (Marzano):</p> <p>OKCPS has selected the Marzano Causal Teacher Evaluation to shift the focus of evaluations from punitive to continual growth. This evaluation will provide clear, timely, and actionable feedback regarding an educator’s effectiveness.</p>	<p>Central Office Staff</p> <p>Administrators</p> <p>Teachers</p>	<p>Human Resources</p> <p>TLE Coordinators</p>	<p>Provide the tools and supports needed to improve practice and ultimately increase student achievement.</p>
<p>MAX Teaching with Reading and Writing:</p> <p>Training will provide middle school teachers with the skills to help students gain literacy skills to better comprehend and use subject matter.</p>	<p>District Curriculum Coordinators</p> <p>Special Education Instructional Supervisors</p> <p>Administrators</p> <p>Teachers</p>	<p>Title I</p> <p>Curriculum Coordinators</p>	<p>Teachers will gain the teaching skills and materials needed to improve their effectiveness in the classroom and increase student achievement.</p>

Oklahoma City Public Schools

Professional Development Plan 2015-2016

<p>District-wide use of curriculum maps and instructional guides that is aligned to OK academic standards as measured by to benchmark testing and OSDE State Blueprints. Ongoing training will continue throughout the year.</p>	<p>District-wide Teachers, Principals, District Curriculum Coordinators and SPED Instructional</p>	<p>Title I Title IIA Educational Technology Curriculum Coordinators</p>	<p>Teachers will implement the district curriculum that is aligned to OK academic standards to increase student achievement.</p>
<p>The district universal screener training provides student data by subject, grade, and achievement level for all academic teams. It will also help determine how much growth is required to help students catch up to or keep up with proficiency benchmarks. (Fall, Winter, Spring and Progress Monitoring based on risk level of student)</p>	<p>District-wide</p>	<p>Curriculum Coordinators Rtl Coordinator</p>	<p>To effectively administer and record data of the Dynamic Indicators of Basic Early Literacy Skills.</p>
<p>Core Programs: Teachers will have training of core program materials and assessment tools in a systematic sequence to maximize student learning. (Ongoing)</p>	<p>District Curriculum Coordinators and SPED Instructional District-wide Principals Teachers</p>	<p>Title I Title IIA Curriculum Coordinators Title III</p>	<p>Teachers will maintain rigor in academic instruction throughout the District in order to have students at or above grade level.</p>
<p>Reading Sufficiency Act (RSA): Explicit instruction in the areas of phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension is provided to every student. Students not reading on grade level are provided a program of reading instruction designed to enable them to acquire the appropriate grade-level reading skills.</p>	<p>Elementary Curriculum Coordinators Elementary Schools Teachers</p>	<p>RSA Rtl Coordinator Curriculum Coordinators</p>	<p>Teachers will maintain rigor in academic instruction throughout the District in order to have students at or above grade level and increase student proficiency levels.</p>

Oklahoma City Public Schools

Professional Development Plan 2015-2016

	Special Education Instructional Supervisors		
Achieving Classroom Excellence (ACE): Students not passing sixth through eighth grade Reading or Math, High School End-of-Instruction (EOIs) are provided a program of instruction designed to enable them to acquire proficiency.	Secondary ACE Coordinator Secondary Schools Teachers	ACE	Teachers will maintain rigor in academic instruction throughout the District in order to have students at or above grade level and increase student proficiency levels.
Building Academic Vocabulary: A systematic approach for identifying and teaching specific academic vocabulary to increase student achievement. (Ongoing)	District-wide Principals Teachers	Title I Title IIA Title III	Teachers will increase student comprehension of academic vocabulary throughout the District to improve academic success of all students.
Intervention Delivery Model (IDM) OKCPS response to the OSDE RTI (Response to Intervention) and OTISS Model (Oklahoma Tiered Interventions Systems of Support): Training provides teachers and principals in using a multi-tiered approach to early identification and support of students with learning problems. Focus at the middle school level will be remediation and intervention.	District-wide Principals Teachers	Curriculum Coordinators (Rtl) Response to Intervention Coordinator RSA Title I	Teachers will use high-quality instruction by using data analysis and universal screening/assessment tools to increase and accelerate student learning and achievement.
Great Expectations (GE): A methodology of how to teach using a specific 17 practices. GE is a professional development program that provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere, elements that are basic for inspiring students to pursue academic excellence.	District-wide Principals Teachers	Title I Title IIA	Teachers will maintain the 17 practices which ensure optimal acquisition of knowledge.

Oklahoma City Public Schools

Professional Development Plan 2015-2016

<p style="text-align: center;">New Teacher Induction Program and Comprehensive Mentor Coaching PD</p> <p>New Teacher Center supports district program leaders through on-going consultation, communities of practice, formative and summative assessment, and professional development, over a multi-year engagement. In partnership we periodically assess your needs and offer targeted professional services in a wide variety of areas from program design and mentor recruitment to data collection and evaluation.</p>	<p>Teachers, Mentors, Instructional Leaders and Administrators</p>	<p style="text-align: center;">Title IIA</p>	<p>All new teachers will have the support of a mentor who has received rigorous mentor training.</p>
<p>Resident Teacher Professional Development: Entry year teachers are presented with research based topics that range from classroom management, effective teaching strategies, background knowledge, and effective test-taking strategies to Brain-Based learning.</p>	<p>Entry Year teachers and teachers new to the district.</p>	<p style="text-align: center;">Title IIA</p>	<p>Teachers will increase their teaching methodologies for economically disadvantaged students to increase their academic performance.</p>
<p>Inclusion/Co-teaching In-services: In-services will incorporate positive and cooperative environment strategies and assist teachers with remediation of core content instruction. (Ongoing)</p>	<p>Special Education and Regular Teachers</p>	<p style="text-align: center;">Special Services</p>	<p>Increased student exposure to grade level curriculum and positive social interaction among peer groups, thereby increasing academic performance of Special Education populations.</p>
<p style="text-align: center;">Professional Learning Communities (PLC)</p> <p>Participating sites will use rigor, relevance and relationships to improve student achievement by designing a framework of goals, key practices and</p>	<p>Administrators, Teachers Secondary Office Special Education Instructional Staff</p>	<p style="text-align: center;">Title I RtI Coordinator</p>	<p>Goals and key practices will improve student performance and engagement in the learning process.</p>

Oklahoma City Public Schools Professional Development Plan 2015-2016

key conditions for accelerating learning and setting higher standards.			
Principal Leadership Academy: Monthly professional development for aspiring principals, assistant principals, and 1-5 year principals. Professional development includes book studies, guest speakers, and presentations by senior administrators from the district	Administrators Teachers and Central Office Staff	Curriculum Coordinators Title IIA	To increase the knowledge and practices of principals, assistant principals, and aspiring principals
Trainings for implementing <u>WIDA ELD standards</u> . Modify lessons for ELL students using sensory, graphic and interactive supports	Building Administrators Teachers	Title III	School Personnel will align PASS, English Language Development (ELD) standards and student learning to develop quality lesson plans that will improve ELL student performance.
Sheltered Instruction Observation Protocol (SIOP): Provide SIOP training for teachers and administrators of ELLs. Training options vary according to the school site. Sheltered Instruction strategies include Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment.	Mainstream/ Content Area Teachers ELD Teachers and Staff Building Administrators	Title I Title IIA Title III	Sheltered instruction will increase English Language Learners' knowledge, skills and fluency of the English language.
World-Class Instructional Design and Assessment (WIDA): District Certified teachers attend this training during school hours, after hours or Saturdays to obtain a certificate to administer the WIDA exam.	Certified Teachers, ELL Instructional Facilitators, Teachers, and School Administrators	Title III	Participants will complete training and testing to become WIDA certified. WIDA testing will assist in identifying the needs of our students in order to provide services for them.

Oklahoma City Public Schools

Professional Development Plan 2015-2016

<p>English Language Learners (ELL) Documentation:</p> <p>Provides training on requirements that deal with documentations such as paperwork, updated law issues, and ELL folders. (Various Dates)</p>	<p>Teachers</p> <p>Counselors, and School Administrators</p>	<p>Title III</p>	<p>Participants will follow the guidelines for documentation for ELL students.</p>
<p>Learner First</p> <p>Provides training that will allow teachers to incorporate technology into the learning process to improve the educational experience of students.</p>	<p>Teachers</p> <p>School Administrators</p> <p>Special Education Instructional Supervisors</p>	<p>Title I</p>	<p>Participants will complete training and created blended learning experiences in the classroom to improve student engagement and achievement.</p>
<p>Visual and Performing Arts (VPA)</p> <p>VPA Team Leaders hold quarterly or monthly meetings to plan district arts events, provide specialized PD, and oversee curriculum & assessment. They also mentor new teachers in their discipline.</p>	<p>VPA Team Leaders and arts teachers</p>	<p>Curriculum, Visual and Performing Arts</p>	<p>Arts teachers will build the capacity to strengthen instruction, provide quality district-wide arts opportunities for students, and better align curriculum and assessment.</p>
<p>VPA Technical PD and Assistance</p> <p>Arts teachers will receive technology training specific to their curriculum needs.</p>	<p>Arts teachers</p>	<p>VPA Team Leaders and Educational Technology Services</p>	<p>Arts teachers will better utilize technology to support instruction.</p>

Oklahoma City Public Schools

Professional Development Plan 2015-2016

<p style="text-align: center;">Atomic Learning</p> <p>The Atomic Learning digital content library will provide just in time professional learning opportunities for all district staff, students, and their families. Atomic Learning contains more than 1,500 hours of online professional development and learning resources consisting of over 60,000 video tutorials and downloadable tools—including classroom projects that align to both the Common Core State and State standards, and “big idea” workshops on key topics such as effective online learning, internet safety, avoiding plagiarism, and other topics that are vital to the success of any classroom.</p>	<p style="text-align: center;">District-wide Principals</p> <p style="text-align: center;">Teachers</p> <p style="text-align: center;">Community Members</p>	<p style="text-align: center;">Educational Technology Services</p>	<p style="text-align: center;">Provide the tools and supports needed to improve practice and ultimately increase student achievement and community engagement</p>
<p style="text-align: center;">Mandt Training</p> <p>This training provides a comprehensive, integrated approach to preventing, de-escalating, and if necessary, intervening when the behavior of an individual poses a threat of harm to themselves and/or others. The focus of The Mandt System is on building healthy relationships between all the stakeholders in order to facilitate the development of an organizational culture that provides the emotional, psychological, and physical safety needed in order to teach new behaviors to replace the behaviors that are labeled “challenging”.</p>	<p style="text-align: center;">Administrators</p> <p style="text-align: center;">Special Education Teachers and Assistants in Self-Contained Programs</p>	<p style="text-align: center;">Special Services</p>	<p>Participants will be able to facilitate the process of building positive relationships, de-escalate destructive behavior and use behavior modification techniques. Administrators will participate in the “relational” aspect sections of this training while designated special education teachers and assistants will participate in the complete training to include physical intervention pieces.</p>
<p style="text-align: center;">Behavior Intervention Plans (BIP)</p> <p>This training will enable teams to develop effective plans designed for a specific child to try to help that child learn to change her or his behavior.</p>	<p style="text-align: center;">Special Education Teachers</p> <p style="text-align: center;">504 Plan Coordinators</p>	<p style="text-align: center;">Special Services</p>	<p>Participants will be able to identify antecedent behaviors, develop meaningful consequences</p>

Oklahoma City Public Schools Professional Development Plan 2015-2016

	School Counselors		and different means of tracking behavior.
<p>Positive Behavioral Interventions & Supports (PBIS)</p> <p>PBIS is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.</p>	Administrators	OSDE Title I	<p>Participants will promote and create school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).</p>
<p style="text-align: center;">EdPlan</p> <p>EdPlan is an online data and eligibility/IEP Process system. This system allows student plans to be developed and tracked in an online database.</p>	Special Education Teachers Counselors 504 Coordinators Rtl Coordinators	Special Services	<p>Participants will receive an overview of the online system, best practices and embedded compliance measures.</p>

Oklahoma City Public Schools

Professional Development Plan 2015-2016

<p style="text-align: center;">LETRS Language Essentials for Teachers of Reading and Spelling provides the deep foundational knowledge necessary to understand how students learn to read, write, and spell and why some of them struggle.</p>	<p style="text-align: center;">K-3 Classroom Teachers</p> <p style="text-align: center;">Remedial Specialists</p>	<p style="text-align: center;">Curriculum Coordinators</p> <p style="text-align: center;">Title I</p>	<p>Participants will develop an understanding of the process of learning to read, why some students struggle to learn to read, and how to provide appropriate interventions based on student deficits.</p>
<p style="text-align: center;">6+ Traits of Writing</p> <p>Provides teachers with a framework to assess student writing samples.</p>	<p style="text-align: center;">K-6th Grade Teachers</p>	<p style="text-align: center;">Curriculum Coordinators</p> <p style="text-align: center;">Title I</p> <p style="text-align: center;">Title IIA</p>	<p>Participants will develop a stronger understanding of the 6+ Writing process.</p> <p>Training will focus on integrated, interactive writing across the curriculum.</p>
<p style="text-align: center;">FOSS and Activate Learning Science Materials Trainings</p> <p>The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.</p>	<p style="text-align: center;">PreK - 6th Grade Teachers</p> <p style="text-align: center;">Secondary Teachers</p>	<p style="text-align: center;">Curriculum Coordinators</p> <p style="text-align: center;">Title I</p> <p style="text-align: center;">Title IIA</p>	<p>Participants will discover how to utilize the newly adopted science curriculum to help students master the new State Standards.</p>
<p style="text-align: center;">Early Childhood Conference</p> <p>Provides teachers with best practices to help young children make the necessary connections to become literate in math and reading.</p>	<p style="text-align: center;">Kindergarten through Third Grade Teachers</p>	<p style="text-align: center;">Title I</p> <p style="text-align: center;">Title IIA</p>	<p>Participants will increase ability to deliver effective instruction and increase the number of students performing on grade level.</p>
<p style="text-align: center;">Student Achievement Data Review (Student by Standard Model)</p> <p>This process uses data to monitor students' academic progress and evaluate instructional practices.</p>	<p style="text-align: center;">Literacy and Math Coaches</p> <p style="text-align: center;">Curriculum Coordinators</p>	<p style="text-align: center;">Curriculum Coordinators</p> <p style="text-align: center;">Literacy and Math Coaches</p> <p style="text-align: center;">Title I</p> <p style="text-align: center;">Title IIA</p>	<p>Participants will be able to effectively track and record student data and adjust instructional practices to increase student achievement.</p>

Oklahoma City Public Schools

Professional Development Plan 2015-2016

Oklahoma City Public Schools will offer technical assistance from the district level to ensure that all schools have a high-quality plan for implementing strategies that will yield results. OKCPS staff will also ensure that effective technical assistance will be aligned with the high standards of delivery as articulated in each of the site plans. Technical assistance will be provided to schools using a variety of available resources including external consultants, university partnerships and educational services (Elementary Reform, Secondary Reform, Federal Programs, Language and Cultural Services, Special Education Services, Education Technology services, Human Resources). The format for technical assistance will include, but is not limited to formats such as: workshops, site visits, presentations, embedded coaching, one-to-one and small group interactions, monitoring and evaluations activities. Regardless of format, each technical assistance activity will focus on one of the key roles in the technical assistance process.

Key Roles in the Technical Assistance Process:

- Facilitate the development of high quality school implementation plans.
- Deliver technical assistance in key content areas.
- Disseminate information about best practices in teaching and learning.
- Match technical assistance to school needs.
- Monitor implementation of plans and facilitating adjustments.
- Deliver technical assistance on Student by Standard Data Reviews.
- Deliver technical assistance in the administration and reporting of assessments/benchmarks.