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Introduction

The Professional Learning Course Catalog is a collection of courses that details offerings across content areas and departments with the intention of supporting effective teaching and learning. The process of creating a continuum of content area professional learning offerings began with a review of the current state of professional learning in the Pittsburgh Public Schools (PPS).

The courses in the Professional Learning Course Catalog re-envision professional learning by providing comprehensive, sustained, and collaborative learning opportunities for all educators. The 2023-2024 professional learning course offerings were designed collaboratively across content area departments and central office teams. Each department has visualized and created professional learning roadmaps that align their professional learning courses to the identified areas of support. The focus of the 2023-2024 course offerings is on the pedagogical fundamentals, knowledge, skills, and dispositions that support equity, excellence and efficiency in teaching and learning and contribute to the growth, achievement, and increased engagement in learning for all PPS students.

Content area departmental offerings follow a continuum of learning that shows a sequence or progression of ongoing professional learning opportunities, with each opportunity building on previous learning to support the professional growth of teachers to advance student outcomes. Content area departmental professional learning opportunities will be offered consistently and regularly throughout the course of the year and will support the development of “key actions” of distinguished teachers. Additionally, content area courses that are offered synchronously will also be available to educators as asynchronous courses.
2023–2024
Professional Learning Course Catalog

Highlights

• Increased opportunities for educator learning by offering content area courses that are both synchronous and asynchronous.

• Professional learning courses that follow a continuum of learning and support growth over the course of one school year.

• Easy to review At-A-Glance section that outlines the expectations for implementation of learning.

• School culture course offerings organized by the frameworks of Efficacy, Equity, PBIS, Restorative Practice and SEL.

• Beyond Diversity Seminar available nine (9) times throughout the year.

• Act 13 Evaluation course that emphasizes the importance of the supervision and evaluation model for elevating classroom instruction and building faculty capacity.

Professional learning is a continuous process of looking at how we change, adapt and grow as educators.
August 24, 2023 – Districtwide Full Day Professional Learning

**K-5 ELA** – *Elevating the Science of Reading and Structured Literacy to Successfully Launch Open Court Reading 2023*

**Expectations for Implementation:**
Participants will use a structured literacy framework to provide cumulative, systematic, and explicit instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing utilizing the Open Court Resources.

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**6-12 ELA** – *Elevating Literacy with Dr. Ghordy Muhammad’s 5 Pursuits of Learning*

**Expectations for Implementation:**
Participants will execute lessons designed to reflect Muhammad’s Five Pursuits and student-centered instructional practices to increase the number of text-based connections among ideas and consider a wider range of textual evidence.

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**ESL** – *Exploring the Identities of Experienced Multilinguals Through Authentic Assessments*

**Expectations for Implementation:**
As an ESL team, teachers will shift from individual classroom use of authentic alternative assessment to a collective review of how students’ growth is being reviewed and celebrated over the school year. Teachers will collaborate to review students’ work samples as they draw upon the five pursuits.

---

**K-2 Mathematics** – *Setting Up and Administering DreamBox*

**Expectations for Implementation:**
As a result of the learning from this session, there will be evidence of teachers setting up and administering the DreamBox math universal screener in their classrooms.

*Continues on next page.*
K-3 Mathematics – *How well do you know your Standards?*

**Expectations for Implementation:**
As a result of the learning from this session, there will be evidence of teachers making instructional decisions that prioritize quality grade level work, and teachers will plan for instruction with a reflection of the focus, coherence, and rigor of their grade level standards. For example, teachers will use tasks from the curriculum that emphasize a balance of conceptual understanding, procedural skill and fluency, and application. Teachers will spend the majority of their time on the most important topics for their grade by using the curriculum maps to make decisions about which lessons to skip, combine, or reorder. See examples in the resources listed below.

K-5 Mathematics – *Getting Started with Math Workshop*

**Expectations for Implementation:**
As a result of the learning from this session, there will be evidence of teachers implementing the Math Workshop model in their classrooms, including targeted small group instruction, embedding purposeful student choice, and utilizing the instructional resources and strategies that were shared and modeled during the session. See examples of these resources and strategies in the links below.

6-8 Mathematics – *Establishing a Culture for a Student-Centered Mathematics Classroom – Collaborative and Social-Emotional Learning*

**Expectations for Implementation:**
As a result of the learning from this session, there will be evidence of teachers utilizing inclusive openings, engaging strategies and optimistic closures through the Standards of Mathematical Practice (#1 and #3) in their planning and instructional delivery. Teachers will also implement purposeful and intentional student collaboration in learning the grade level content.

6-8 Mathematics – *What's the Pace? A Proactive Approach to a Year's Worth of Grade Level Content*

**Expectations for Implementation:**
As a result of learning from this session, there will be evidence of teacher lesson plans including a reference to the PA Core Eligible Content, utilizing PPS resources and instructional activities that are aligned to its depth. Teachers will be spiraling their content through connecting key mathematical ideas in subsequent units of study.

9-12 Mathematics – *Building a Classroom Culture that Results in the Acceleration of Grade Level Content*

**Expectations for Implementation:**
Teachers will accelerate student learning of grade-level math content rather than provide remediation. When students need additional support with previous grade level content, teachers should scaffold it into the learning for current grade level standards, rather than reteach previous grade level standards in isolation. Teachers will also incorporate SMP1 (making sense of a problem and persevere in solving) and SMP3 (construct viable arguments and critique the reasoning of others) in lesson planning and instructional delivery.

*Continues on next page.*
K-12 Science – Isn't it Phenomenal?

Expectations for Implementation:
Science teachers will use the new primary resources, including the phenomena and 3-dimensional learning opportunities, to provide students with a STEELS aligned learning experience. Teachers will utilize community resources to provide students with real-world phenomena and 3-dimensional learning experiences in a local context.

K-12 Social Studies – The PPS Vision of Inquiry-Based Learning and the C3 Framework in Social Studies

Expectations for Implementation:
Participants are expected to begin using student-developed questions as part of their instructional routine.

K-12 World Languages – What is Your Story? What is Our Story? Part I

Expectations for Implementation:
Participants will use strategies and activities from Hogg (2011) to plan for opportunities to get to know students and for students to have more opportunities to build communities with one another. Participants will use the Plan, Do, Study Act Model to create an approach for the 2023-24 school year supported by PPS ORALS data, student input and research driven studies.

November 7, 2023 – Districtwide Full Day Professional Learning

K-5 ELA – Best Practices for Utilizing the Open Court Reading Foundational Skills Kits(K-2)/ Word Analysis Kits and Progress Monitoring (3-5)

Expectations for Implementation:
Participants will effectively utilize the tools and resources within Open Court reading to support instruction aligned with the Structured Literacy approach, specifically the effective use of the Foundational Skills Kit and the Word Analysis Kit.

6-12 ELA – Impacting Student Writing with Feedback and Follow-Up

Expectations for Implementation:
Participants will develop and implement lesson plans for writing feedback and follow-up.

ESL – Supporting Experienced Multilingual Skill Development Through Targeted Instructional Strategies

Expectations for Implementation:
As an ESL team, teachers will shift their practice through the explicit use of additional instructional strategies in oracy and literacy to determine new learning for EMs.

Continues on next page.
K-5 Mathematics – Using Math Workshop to Develop Number Sense (Unit 5)

Expectations for Implementation:
As a result of the learning from this session, there will be evidence of teachers implementing the Math Workshop model in their classrooms, including targeted small group instruction, embedding purposeful student choice, and utilizing the instructional resources and implementing Standards of Mathematical Practice #1 and #3. See examples of these resources and strategies in the links below.

K-5 Mathematics – Supporting Students to Construct Viable Arguments and Critique the Reasoning of Others (SMP.3)

Expectations for Implementation:
Participants will implement the open-ended scoring lesson plan and math language routines shared with their classrooms.

6-8 Mathematics – Maintaining a Culture for a Student-Centered Mathematics Classroom

Expectations for Implementation:
As a result of the learning of this session, there will be evidence of students working in groups on vertical non-permanent surfaces as a component of a “thinking” mathematics classroom.

6-8 Mathematics – Are you on Pace? A Revisit to a Years’ Worth of Grade Level Content

Expectations for Implementation:
As a result of the learning from this session, there will be evidence of participants monitoring their pace with the supporting documents as a reference for their planning and instructional delivery of content. Participants will also be spiraling their content through connecting key mathematical ideas from different units of study.

9-12 Mathematics – Supporting Students with Accessing Grade Level Content Through Acceleration

Expectations for Implementation:
Teachers will accelerate student learning of grade-level math content rather than provide remediation. When students need additional support with previous grade level content, teachers should scaffold it into the learning for current grade level standards, rather than reteach previous grade level standards in isolation.

9-12 Mathematics – Using Graphing Calculators as a Tool to Support Student Understanding During Acceleration

Expectations for Implementation:
Teachers will model how to use TI Graphing Calculators in their math classrooms. Teachers will provide students the opportunity to explore mathematical concepts using the calculator.

Continues on next page.
**9-12 Mathematics** – *What Does the Data Say? Using Qualitative and Quantitative Data to Plan for Instruction*

**Expectations for Implementation:**
Teachers will assign IXL or ALEKS tasks for students to support procedural fluency on key content. These assignments can help with acceleration by back-filling previous grade level standards to better prepare students for the new learning. They can also assign activities that correspond to what they are teaching in-class for additional student practice. Teachers will then use this and other data to plan for instruction.

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**K-12 Science** – *When I Say Equity…*

**Expectations for Implementation:**
Science teachers will use the new primary resources, including the phenomena and 3-dimensional learning opportunities, to provide students with STEELS aligned learning experiences where all students are seen, heard, and valued.

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**K-12 Social Studies** – *Dissecting Inquiry in the Social Studies Classroom*

**Expectations for Implementation:**
Participants will supplement curriculum and design learning to incorporate multiple perspectives and design opportunities for student-centered research.

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**K-12 World Languages** – *Designing Formative & Summative Assessments*

**Expectations for Implementation:**
Use of formative assessments pulled from Gonzalez (1995), Saubich and Esteban (2011), or Sugarman (2010) to inform planning and preparation for each section on the educator's schedule. Evidence of feedback to students will be available. Use of assessment tool will be evident in the learning space through the PPS World Language Speaking Rubric.

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**January 26, 2023 – Districtwide Full Day Professional Learning**

**K-5 ELA** – *Using DIBELS and Open Court Foundational Skills Data and Instructional Best Practices to Drive Small Group Differentiated Instruction*

**Expectations for Implementation:**
Teachers will effectively administer the DIBELS assessment and the Open Court weekly assessments in order to obtain actionable data. Teachers will utilize DIBELS and Open Court Foundational Skills Assessments to inform teacher planning for small group instruction.

*Continues on next page.*
6-12 ELA – Wondering in the Presence of Literary Success

Expectations for Implementation:
Teachers will support students’ literacy needs through close reading, comprehension strategies (active reading strategies), writing to learn strategies, and student-centered discussion strategies.

ESL – The Support of Experienced Multilinguals Through Joy, Collaboration, and Community

Expectations for Implementation:
As an ESL team, teachers will shift their practice in their celebration of joy in learning and discovering new ways to encourage EMs to bring their identities to the community of learners.

K-5 Mathematics – Using Math Workshop to Develop Number Sense (Units 7, 8, and/or 9)

Expectations for Implementation:
As a result of the learning from this session, participants will implement the Math Workshop model in their classrooms, including targeted small group instruction, embedding purposeful student choice, and utilizing the instructional resources and strategies that were shared and modeled during the session while also implementing Standards of Mathematical Practice #1 and #3. See examples of these resources and strategies in the links below.

K-5 Mathematics – Using Math Routines to Develop Students’ Mathematical Language

Expectations for Implementation:
As a result of the learning from this session, there will be evidence of participants implementing the various Math Routines during instruction.

6-8 Mathematics – Reinforcing a Culture for a Student-Centered Mathematics Classroom

Expectations for Implementation:
As a result of the learning of this session, there will be evidence of students receiving feedback on mathematical tasks in the form of purposeful questions that reveal their thinking. As a result of this session’s learning, there will be evidence of teachers utilizing high-level problem-solving tasks to meet students’ needs when introducing a new mathematics concept.

6-8 Mathematics – Adjust Your Pace! A Revisit to a Years’ Worth of Grade Level Content

Expectations for Implementation:
As a result of the learning from this session, there will be evidence of participants monitoring their pace with the supporting documents as a reference for their planning and instructional delivery of content. Participants will also be spiraling their content through connecting key mathematical ideas from different units of study.
**9-12 Mathematics** – Supporting Students with Accessing Grade Level Content Through Acceleration

**Expectations for Implementation:**
Participants will accelerate student learning of grade-level math content rather than provide remediation. When students need additional support with previous grade level content, teachers will scaffold it into the learning for current grade level standards, rather than reteach previous grade level standards in isolation.

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**9-12 Mathematics** – Using Math Language Routines to Provide Additional Scaffolds to Enhance Acceleration

**Expectations for Implementation:**
Participants will use the Three Reads strategy to support students who need additional scaffolds to access grade level content. Students will utilize the strategy Stronger and Clearer each time to provide feedback to each other and to revise their own thinking.

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**K-12 Science** – Student Work is Gold…Looking through the 3D lens

**Expectations for Implementation:**
Science teachers will utilize PVAAS, CDT data, and/or student work to plan opportunities that provide students with STEELS aligned learning experiences and provide equitable learning opportunities where all students are seen, heard, and valued. Science teachers will use PVAAS and other data to monitor student progress.

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**K-12 Social Studies** – Strategies for Culturally Responsive Assessment and Feedback

**Expectations for Implementation:**
Social Studies teachers will provide appropriate assessments, formative and summative, and actionable feedback to students in the Social Studies classroom.

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**K-12 World Languages** – What is Your Story? What is Our Story? Part II

**Expectations for Classroom Implementation:**
Use of reflection prompts when considering the success of lessons. Evidence of funds of knowledge opportunities and opportunities for student input will be present.
Course Offerings

Arts Education

Framework Overview

The arts education department remains focused on educator effectiveness and the role change research, sustained support, and feedback play in meaningful professional learning. Growth in educator knowledge, skills, and dispositions lead to growth in practice which ultimately improves student outcomes. (2022, Learning Forward, Standards for Professional Learning) The arts education department seeks to foster a culture of collaborative inquiry that develops knowledge and expertise to better meet the needs of our young people. The following throughlines drive this inquiry work which focuses on engaging in continuous improvement.

Arts Education Department Throughlines

How does excavation of self empower us to see others for their full humanity? Dr. Yolanda Sealey-Ruiz

How do we design learning for love, justice, equity and joy? Dr. Gholdy Muhammad

This plan integrates professional learning from the previous school year with the need to refocus on leveraging the National Core Arts Standards. In 2019, the School Board Directors of Pittsburgh Public Schools adopted the National Core Arts Standards. While the department worked on drafting curricula, the global pandemic had a significant negative impact on this process. As we focus on our department throughlines that authentically center humanizing practices, we will integrate the NCAS throughout this school year. Our courses are designed to build on prior learning associated with the research and work of Dr. Gholdy Muhammad and Dr. Sealey-Ruiz with a strong connection to Unearthing Joy. By focusing on self-reflection and inquiry-based practices, we are building toward future learning that expands on understanding, how it develops, and how we make thinking visible.

Learning Goals

• Focus and develop lesson design by embedding the National Core Arts Standards in planning

• Apply the use of self-reflection and collaboration to develop our individual and collective capacity to design learning opportunities for love, justice, equity, and joy (G. Muhammad, Y. Sealey-Ruiz)

• Connect high-quality, robust learning experiences to the transformative power of the arts and neuroaesthetics (S. Magsamen & I. Ross)

Superintendent’s Priority Goals

• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

• Expand stakeholder communication and partnerships.
## District Wide In-Service Dates & Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24, 2023</td>
<td>Coming into Joy &amp; Unearthing Self, Performing and Visual Arts, Grades K-12</td>
</tr>
<tr>
<td>January 26, 2024</td>
<td>Leaving to Learn: The City is Our Campus, Performing and Visual Arts, Grades K-12</td>
</tr>
</tbody>
</table>

## Districtwide ½ Day Professional Learning (Synchronous) Dates & Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 16, 2024</td>
<td>Transformative Power of the Arts Part II, Performing &amp; Visual Arts, Grades K-12</td>
</tr>
<tr>
<td>March 15, 2024</td>
<td>Synthesizing Our Learning and Leaning Forward, Performing and Visual Arts, Grades K-12</td>
</tr>
</tbody>
</table>

## Content Synchronous Sessions Dates & Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 14, 2023</td>
<td>Joy &amp; Identity, Performing and Visual Arts, Grades K-12</td>
</tr>
<tr>
<td>October 19, 2023</td>
<td>Joy &amp; Skills, Performing and Visual Arts, Grades K-12</td>
</tr>
<tr>
<td>February 22, 2023</td>
<td>Joy &amp; Intellect, Performing and Visual Arts, Grades K-12</td>
</tr>
<tr>
<td>March 21, 2024</td>
<td>Joy &amp; Criticality, Performing and Visual Arts, Grades K-12</td>
</tr>
</tbody>
</table>
Arts Education

Coming into Joy & Unearthing Self

Description
Teachers will be provided with the opportunity to explore and experience joy through creating. We will independently and collaboratively reflect and connect this experience to the most recent work published by Gholdy Muhammad and research of Sealy-Ruiz. Resources will be provided for teachers to use during the professional learning experience as well as to continue the learning and growth in their classroom practices.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
Creating - Conceiving and developing new artistic ideas and work.
  ▶ Anchor Standard #1. Generate and conceptualize artistic ideas and work.
Presenting - Interpreting and sharing artistic work.
  ▶ Anchor Standard #6. Convey meaning through the presentation of artistic work.
Connecting - Relating artistic ideas and work with personal meaning and external context.
  ▶ Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
  ▶ Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Core Arts Standards - National Coalition for Arts Standards

Essential Questions
• How do we design learning for love, justice, equity and joy? Dr. Gholdy Muhammad
• How does excavation of self empower us to see others for their full humanity? Dr. Yolanda Sealey-Ruiz

Learning Goals
• Learn to apply the use of self-reflection and collaboration to develop our individual and collective capacity to design arts learning opportunities for love, justice, equity, and joy using the NCAS.
• Learn to utilize the research of Muhammad, Sealy-Ruiz and Magsamen & Ross and consider how they can inform our practice as teaching art.

Continues on next page.
Key Resources

- *Unearthing Joy*, Muhammad, Gholdy, 2023
- *Archeology of Self* research by Yolanda Sealy-Ruiz
- *Your Brain on Art*, Magsamen & Ross, 2023
- Project Zero Thinking Routine Tool Box
- Collective Efficacy, Hattie 2022

Expectations for Classroom Implementation

- Teachers will explicitly use the National Core Arts Standards when designing learning opportunities for our young people.
- Teachers will begin to experiment with guided reflection protocol about their craft/artwork to elevate student learning and unearth self.
- Teachers will begin to experiment with ways to humanize their classroom leveraging the work of Muhammad and Sealy-Ruiz.
Arts Education
Joy & Identity

Description
Teachers will review the concepts of joy and identity, reflecting on their learning and how these can be made evident in their classrooms. We will explore Muhammad’s definitions of identity and joy, identify National Core Arts Standards connected to this learning and consider how we may use this experience when designing learning for our young people.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
Creating - Conceiving and developing new artistic ideas and work.
- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.

Connecting - Relating artistic ideas and work with personal meaning and external context.
- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

National Core Arts Standards - National Coalition for Arts Standards

Essential Questions
• How do we design learning for love, justice, equity and joy? Dr. Gholdy Muhammad
• How does excavation of self empower us to see others for their full humanity? Dr. Yolanda Sealey-Ruiz

Learning Goal
• Illustrate connections between how “curriculum and instruction practices help students learn, affirm, and/or validate something about their identity(ies) or the identities of someone else.” (Unearthing Joy, Muhammad, p 74)

Continues on next page.
Key Resources

• *Unearthing Joy*, Muhammad, Ghgoly, 2023
• *Archeology of Self* research by Yolanda Sealy-Ruiz
• *Your Brain on Art*, Magsamen & Ross, 2023
• Project Zero Thinking Routine Tool Box
• Collective Efficacy, Hattie 2022

Expectations for Classroom Implementation

• Teachers will explicitly use the National Core Arts Standards when designing learning opportunities for our young people.
• Teachers will authentically respond to students’ identities when designing learning opportunities.
Arts Education

Joy & Skills

Description
Teachers will review the concepts of joy and identity, reflecting on their learning and how these can be made evident in their classrooms. We will explore Muhammad’s definition of skills, identify National Core Arts Standards connected to this learning, and consider how we may use this experience when designing learning for our young people.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
Presenting - Interpreting and sharing artistic work.

► Anchor Standard #4. Select, analyze and interpret artistic work for presentation.
► Anchor Standard #5. Develop and refine artistic techniques and work for presentation.
► Anchor Standard #6. Convey meaning through the presentation of artistic work.

National Core Arts Standards - National Coalition for Arts Standards

Essential Questions
• How do we design learning for love, justice, equity and joy? Dr. Gholdy Muhammad
• How does excavation of self empower us to see others for their full humanity? Dr. Yolanda Sealy-Ruiz

Learning Goal
• Illustrate connections between how “curriculum and instruction practices help students learn and apply skills independently and meet learning standards” (Unearthing Joy, Muhammad, p 75)

Key Resources
• Unearthing Joy, Muhammad, Gholdy, 2023
• Archeology of Self research by Yolanda Sealy-Ruiz
• Your Brain on Art, Magsamen & Ross, 2023
• Project Zero Thinking Routine Tool Box
• Collective Efficacy, Hattie 2022

Expectations for Classroom Implementation
• Teachers will explicitly use the National Core Arts Standards when designing learning opportunities for our young people.
**Arts Education**

**Love: The Connection Between Joy & Curriculum - An Introduction**

**Description**
Teachers will engage in collaborative reflection on current student arts learning, focusing on and then with the NCAS standards and the Muhammad’s Equity framework to build a deeper understanding of how to use the curriculum in a culturally responsive way that inspires joy.

**Alignment to Superintendent’s Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
- **Creating** - Conceiving and developing new artistic ideas and work.
- **Presenting** - Interpreting and sharing artistic work.
- **Responding** - Understanding and evaluating how the arts convey meaning.
- **Connecting** - Relating artistic ideas and work with personal meaning and external context.

**National Core Arts Standards - National Coalition for Arts Standards**

**Essential Questions**
- How do we design learning for love, justice, equity and joy? Dr. Gholdy Muhammad
- How does excavation of self empower us to see others for their full humanity? Dr. Yolanda Sealy-Ruiz

**Learning Goal**
- Develop an understanding of and identify connections between the National Core Arts Standards (creating, presenting, responding, connecting) and Muhammad’s Equity Framework.

**Key Resources**
- *Archeology of Self* research by Yolanda Sealy-Ruiz
- *Unearthing Joy*, Muhammad, Gholdy, 2023
- *Ted talk: Yolanda Sealy Ruiz’s Racial Literacy*
- *National Core Arts Standards - National Coalition for Arts Standards*

**Expectations for Classroom Implementation**
- Teachers will explicitly use the National Core Arts Standards when designing learning opportunities for our young people.
- Teachers will use self-reflection to elevate student learning and humanize learning spaces.
Arts Education

Love: The Connection Between Joy & Curriculum in Practice

Description
Teachers will work collaboratively to engage in deep reflection about their teaching practices and use of the National Core Arts Standards and curriculum. Student artifacts will be used to support challenging teacher thinking around student demonstration of understanding. Teachers will engage with resources to encourage designing classrooms as humanizing spaces that invite joy and prioritize learning as a celebration of experience. Best classroom practices will be modeled through small group invitations to visible thinking protocols that support the development of understanding.

Alignment to Superintendent’s Priority Goals:
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
Creating - Conceiving and developing new artistic ideas and work.
Presenting - Interpreting and sharing artistic work.
Responding - Understanding and evaluating how the arts convey meaning.
Connecting - Relating artistic ideas and work with personal meaning and external context.

National Core Arts Standards - National Coalition for Arts Standards

Essential Questions
• How do we design learning for love, justice, equity and joy? Dr. Gholdy Muhammad
• How does excavation of self empower us to see others for their full humanity? Dr. Yolanda Sealey-Ruiz

Learning Goal
• Teachers will collaboratively and independently reflect on current classroom practice, deepening their understanding of pedagogical practices to humanize learning environments.
• Deepen our content specific pedagogy and build collective efficacy as we provide feedback and suggestions to current student learning opportunities.

Continues on next page.
Key Resources

• *Archeology of Self* research by Yolanda Sealy-Ruiz
• *Unearthing Joy*, Muhammad, Ghody, 2023
• *Your Brain on Art*, Magsamen & Ross, 2023
• Project Zero Thinking Routine Tool Box
• Looking at Student Thinking Protocol
• Lightning Share Out

Expectations for Classroom Implementation

• Teachers will explicitly use the National Core Arts Standards when designing learning opportunities for our young people.

• Teachers will continue to develop their understanding and use of Ghody Muhammad’s framework in their classroom planning and practice.
Arts Education

The Transformative Power of the Arts Part I

Description
Teachers will learn about the effects of aesthetic experiences and neurological development in an interactive, virtual setting. Presenters will offer guidance and resources to help participants make connections and develop their understanding of neuroaesthetic concepts.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards

Creating - Conceiving and developing new artistic ideas and work.
  ▶ Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Responding - Understanding and evaluating how the arts convey meaning.
  ▶ Anchor Standard #7. Perceive and analyze artistic work.
  ▶ Anchor Standard #8. Interpret intent and meaning in artistic work.

Connecting - Relating artistic ideas and work with personal meaning and external context.
  ▶ Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

National Core Arts Standards - National Coalition for Arts Standards

Essential Questions
• How do we design learning for love, justice, equity and joy? Dr. Gholdy Muhammad
• How does excavation of self empower us to see others for their full humanity? Dr. Yolanda Sealey-Ruiz

Learning Goal
• Develop our understanding of the neurological effect of learning in the arts and the connection to the National Core Arts Standards.

Key Resources
• Magsamen and Ross’, Your Brain on Art, 2023

Expectations for Classroom Implementation
• Teachers will begin to utilize the concept neuroaesthetics as a foundation for building meaningful lessons in the arts and understand applying it as a tool for advocacy.
**Arts Education**

**Leaving to Learn: The City is Our Campus**

**Description**

Teachers will engage in collaborative learning opportunities with community partners and one another as they explore the potential for the city to be a campus of arts learning for their students. Community arts partners will co-create learning pursuits for teachers using Gholdy Muhammad’s Equity framework. Teachers will participate in reflective and creative practices to support increasing their capacity to offer youth opportunities for deep reflection associated with arts engagement. This professional learning experience will give teachers the opportunity to forge meaningful connections with community partners to expand resources and access for their students.

**Alignment to Superintendent’s Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.
- Expand stakeholder communication and partnerships.

**Academic Standards**

**Creating** - Conceiving and developing new artistic ideas and work.

- *Anchor Standard #1*. Generate and conceptualize artistic ideas and work.
- *Anchor Standard #2*. Organize and develop artistic ideas and work.
- *Anchor Standard #3*. Refine and complete artistic work.

**Presenting** - Interpreting and sharing artistic work.

- *Anchor Standard #6*. Convey meaning through the presentation of artistic work.

**Connecting** - Relating artistic ideas and work with personal meaning and external context

- *Anchor Standard #10*. Synthesize and relate knowledge and personal experiences to make art.
- *Anchor Standard #2*. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**National Core Arts Standards - National Coalition for Arts Standards**

**Essential Questions**

- How do we design learning for love, justice, equity and joy? Dr. Gholdy Muhammad
- How does excavation of self empower us to see others for their full humanity? Dr. Yolanda Sealey-Ruiz

*Continues on next page.*
Learning Goal

• Develop our understanding of arts opportunities throughout the city and build connections with arts partners.
• Increase understanding of tools and processes of creating and making specific to session through application.
• Explore neurological effects of arts learning.

Key Resources

• *Unearthing Joy*, Muhammad, Gholdy, 2023
• *Archeology of Self* research by Yolanda Sealy-Ruiz

Expectations for Classroom Implementation

• Teachers will explicitly use the National Core Arts Standards when designing learning opportunities for our young people.
• Teachers will develop their connections with community partners to build and enhance unique learning opportunities for their students.
**Arts Education**

The Transformative Power of the Arts Part II

**Description**

Teachers will bring a description/be prepared to share or evidence of their learning from our previous course, Leaving to Learn in January, and share the effects or implications it has had on our practice. We will utilize various protocols to facilitate this reflective process in both small and whole groups as we collaboratively reflect on current classroom practice and deepening our understanding of neuroaesthetic concepts is influencing student learning outcomes.

**Alignment to Superintendent’s Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- **Creating** - Conceiving and developing new artistic ideas and work.
  - *Anchor Standard #1*. Generate and conceptualize artistic ideas and work.
- **Responding** - Understanding and evaluating how the arts convey meaning.
  - *Anchor Standard #7*. Perceive and analyze artistic work.
- **Connecting** - Relating artistic ideas and work with personal meaning and external context.
  - *Anchor Standard #10*. Synthesize and relate knowledge and personal experiences to make art.

[National Core Arts Standards - National Coalition for Arts Standards](#)

**Essential Questions**

- How do we design learning for love, justice, equity and joy? Dr. Gholdy Muhammad
- How does excavation of self empower us to see others for their full humanity? Dr. Yolanda Sealey-Ruiz

**Learning Goal**

- Continue to develop our understanding of the neurological effect of learning in the arts and the connection to the National Core Arts Standards.

*Continues on next page.*
Key Resources

• *Archeology of Self* research by Yolanda Sealy-Ruiz
• *Unearthing Joy*, Muhammad, Gholdy, 2023
• *Your Brain on Art*, Magsamen & Ross, 2023

Expectations for Classroom Implementation

• Teachers will explicitly use the National Core Arts Standards when designing learning opportunities for our young people.

• Teachers will be able to describe how the arts have an impact on neurological, emotional, and cognitive experiences of human beings.
Arts Education
The Transformative Power of the Arts Part II

Description
Teachers will review the concepts of joy, identity, and skills reflecting on their learning and how these can be made evident in their classrooms. We will explore Muhammad’s definition of intellect, identify National Core Arts Standards connected to this learning and consider how we may use this experience when designing learning for our young people.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
**Responding** - Understanding and evaluating how the arts convey meaning.
- **Anchor Standard #7.** Perceive and analyze artistic work.
- **Anchor Standard #8.** Interpret intent and meaning in artistic work.
- **Anchor Standard #9.** Apply criteria to evaluate artistic work.

National Core Arts Standards - National Coalition for Arts Standards

Essential Questions
• How do we design learning for love, justice, equity and joy? Dr. Gholdy Muhammad
• How does excavation of self empower us to see others for their full humanity? Dr. Yolanda Sealey-Ruiz

Learning Goal
• Illustrate connections between how “curriculum and instruction practices help students learn (about) new people, places, things, concepts, and ideas.” (*Unearthing Joy*, Muhammad, p 75)

Key Resources
• *Archeology of Self* research by Yolanda Sealy-Ruiz
• *Unearthing Joy*, Muhammad, Gholdy, 2023
• *Your Brain on Art*, Magsamen & Ross, 2023
• Project Zero Thinking Routine Tool Box

Expectations for Classroom Implementation
• Teachers will design learning that challenges students to use intellect to connect and apply skills.
Arts Education

Synthesizing Our Learning and Leaning Forward

Description
Teachers will be provided with the opportunity to synthesize their learning and growth throughout the year. We will explore the connections and learning between the National Core Arts Standards, Muhammad’s equity framework, and the arts education department strategic plan to chart next steps. We will share artifacts that illustrate how we collectively and individually create opportunities for joyful learning.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
- Creating - Conceiving and developing new artistic ideas and work.
- Presenting - Interpreting and sharing artistic work.
- Responding - Understanding and evaluating how the arts convey meaning.
- Connecting - Relating artistic ideas and work with personal meaning and external context.

National Core Arts Standards - National Coalition for Arts Standards

Essential Questions
• How do we design learning for love, justice, equity and joy? Dr. Gholdy Muhammad
• How does excavation of self empower us to see others for their full humanity? Dr. Yolanda Sealey-Ruiz

Learning Goal
• Illustrate an understanding of how incorporating the NCAS, Muhammad’s Framework, and neuroaesthetics concepts can improve student learning outcomes.

Key Resources
• Arts Education Department Strategic Plan
• Unearthing Joy, Muhammad, Gholdy, 2023
• Collective Efficacy, Hattie 2022

Expectations for Classroom Implementation
• Teachers will explicitly use the National Core Arts Standards when designing learning opportunities for our young people.
• Teachers will share/create joyful units for the end of the school year, including celebrations and concerts.
Arts Education
Joy & Criticality

Description
Teachers will revisit the pursuits of joy, identity, skills and intellect reflecting on their learning and how these can be made evident in their classrooms. We will explore Muhammad's definition of Criticality identify National Core Arts Standards connected to this learning and consider how we may use this experience when designing learning for our young people.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
Connecting - Relating artistic ideas and work with personal meaning and external context.

► Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
► Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Core Arts Standards - National Coalition for Arts Standards

Essential Questions
• How do we design learning for love, justice, equity and joy? Dr. Gholdy Muhammad
• How does excavation of self empower us to see others for their full humanity? Dr. Yolanda Sealey-Ruiz

Learning Goal
• Illustrate connections between how “curriculum and instruction practices help students name, understand, question, and disrupt/interrupt inequities and injustices?” (Unearthing Joy, Muhammad, p 76)

Key Resources
• Archeology of Self research by Yolanda Sealy-Ruiz
• Unearthing Joy, Muhammad, Gholdy, 2023
• Your Brain on Art, Magsamen & Ross, 2023
• Project Zero Thinking Routine Tool Box

Expectations for Classroom Implementation
• Teachers will design learning that “builds social-political consciousness, so students are not passive learners, but rather empathetic, critical thinkers working to see, name, and root out discrimination and oppression in all forms.” (Unearthing Joy, Muhammad, p 76)
During the 2023-2024 School Year, PPS Career and Technical Education Program and Elective teachers will have an opportunity to learn strategies for teaching 21st Century Skills that will help students to be college and career ready. 21st Century Skills refer to certain core competencies that students need to thrive in today’s global economy. These skills include, but are not limited to, collaboration, digital literacy, critical thinking, and problem solving. Theorists and researchers, such as the National Association of Colleges and Employees, Albert Mehrabian, John Hattie, Jean Lave, and Etienne Wenger will be referenced throughout these professional learning sessions. Additionally, research from the Rand Corporation on Teaching and Learning 21st Century Skills will be presented. The topics presented through the 23/24 SY will flow along the communication continuum of written, verbal and non-verbal, technology, time management, and high-stake conversations. These skills will be evaluated through student performance while participating in PPS’s Co-operative Education Program. Below is an overview of the 23/23 school year professional learning sessions.
## Districtwide In-Service Dates & Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24, 2023</td>
<td>Classroom to Career (6 Hours)</td>
</tr>
<tr>
<td>November 7, 2023</td>
<td>PDE Approved Programs Audit Prep for CTE (Program Teachers)</td>
</tr>
<tr>
<td></td>
<td>Engagement Strategies to Enhance Critical Thinking (Elective Teachers)</td>
</tr>
<tr>
<td>January 26, 2024</td>
<td>CTE Program Teacher Exchange (Program Teachers)</td>
</tr>
<tr>
<td></td>
<td>CTE Elective Teachers Certification Updates (Elective Teachers)</td>
</tr>
<tr>
<td></td>
<td>(6 Hours)</td>
</tr>
</tbody>
</table>

## Districtwide ½ day PD (synchronous) Dates & Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 27, 2023</td>
<td>Building Effective Communication Through Written Skills</td>
</tr>
<tr>
<td>December 15, 2023</td>
<td>Building Effective Communication Through Verbal and Non-verbal Skills</td>
</tr>
<tr>
<td>February 16, 2024</td>
<td>Building Effective Communication Through Media and Technology</td>
</tr>
<tr>
<td>March 16, 2024</td>
<td>Building Effective Communication Through Critical Thinking</td>
</tr>
</tbody>
</table>

## Just in Time-Upcoming Unit/Module Dates and Topics (synchronous/asynchronous)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 20, 2023</td>
<td>Tackling Time Management</td>
</tr>
<tr>
<td>October 18, 2023</td>
<td>Learning to Fail Forward: Getting “Gritty”</td>
</tr>
<tr>
<td>November 15, 2024</td>
<td>Cultural Compassion in the Classroom and Career</td>
</tr>
<tr>
<td>December 20, 2024</td>
<td>Critical Conversations</td>
</tr>
</tbody>
</table>
Career & Technical
Classroom to Career

Description
The Career and Technical Education (CTE) division of Pittsburgh Public Schools (PPS) will kick off the 2023-24 school year with a day-long professional development day that includes: a session about Act 158 Graduation requirements and how that applies to CTE program students; information about CTE budgets and transportation for work-based learning experiences; and ensuring safe learning environments for our students.

In the afternoon, CTE program teachers will continue in sessions regarding: Career and Technical Student Organization involvement (SkillsUSA); preparing for the Approved Programs Evaluation (APE) audit scheduled for December 2023; Cooperative Education and document management, and a First Aid/CPR/AED refresher.

In the afternoon, CTE elective teachers will continue in sessions regarding: a First Aid/CPR/AED refresher, and NextGen Personal Finance.

Alignment to Superintendent’s Priority Goals
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

► CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

► CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

► CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

PA Career Education and Work Standards
13.2.11. GRADE 11
• Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:

Continues on next page.
• Communication
• Team building
• Technical literacy
• Technology

**Essential Questions**

• What supports do CTE students need to transition to the workplace and/or post-secondary education?

• How can work-based learning experiences, CTSOs, Cooperative Education better prepare students to transition to the workplace and/or post-secondary education?

• How can teachers promote a safe workspace for their students to learn in a hands-on, interactive environment?

**Learning Goals**

• Participants will be prepared to support students in the pursuit of ongoing training and gainful employment after graduation.

• Participants will create templates and rubrics for safety lessons and practices to be used immediately in the classroom.

• Participants will be better prepared to help students to enter the workforce.

**Key Resources**

• UPPS Graduate Profile
• Act 158: Pathways to Graduation Toolkit - SAS (pdesas.org)
• PDE Program Approval
• Superintendent of Schools / Design Principles (pghschools.org)
• The Future of Work in the Pittsburgh Region — Inflection Point 2017-2018 (pghtech.org)

**Expectations for Classroom Implementation**

• Teachers will be expected to introduce, model, and implement these topics and practices.
Career & Technical
Session 1: Building Effective Communication Through Written Skills

Description
In a study completed by the National Association of Colleges and Employees in March of 2023, 73% of employers reported they want employees with strong written communication skills. Miscommunication costs companies with 100 employees an average of $420,000 per year! In every career, there are standard forms of communication used to convey information about technical information from one audience to another. In this session, educators will create a lesson to facilitate students using the 4 Cs of Communication. Using the 4 Cs (Is it clear? Is it concise? Is it compelling? Is it credible?), teachers will walk away with templates and rubrics that can be used in the classroom immediately to help students gain the written communication skills they need to effectively communicate in the classroom and their chosen career.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx
  ▶ CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
  ▶ CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.
  ▶ CC.8.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PA Career Education and Work Standards
13.2.11. GRADE 11
 Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:

Continues on next page.
• Communication
• Team building
• Technical literacy
• Technology

**Essential Questions**
• What types of written communications do students need to be proficient as a globally competitive employee?
• How do I create a lesson plan complete with an assessment to teach students effective written communication skills?

**Learning Goals**
• Participants will be able to define the most common written communications used in the workplace.
• Participants will create templates and rubrics for written communication lessons to be used immediately in the classroom.
• Participants will engage in activities to model and prepare students to effectively communicate through written communication.

**Key Resources**
• PPS Graduate Profile
• Single Point Mastery Rubric
• A Complete Guide to Effective Written Communication
• High-Quality CTE Framework Development - ACTE (acteonline.org)
• Superintendent of Schools / Design Principles (pghschools.org)
• The Future of Work in the Pittsburgh Region — Inflection Point 2017-2018 (pghtech.org)

**Expectations for Classroom Implementation**
• Teachers will be expected to introduce, model, and maintain the content and concept of this professional learning session in their everyday pedagogy.
Career & Technical
PDE Approved Programs
Audit Prep for CTE
Program Teachers
(TBD topic with Deb Cullen for CTE Elective Teachers)

Description
The Bureau of Career and Technical Education (BCTE) division of the Pennsylvania Department of Education (PDE) does a thorough audit and review of Career and Technical Education (CTE) programs in a 3-5 year cycle and Pittsburgh Public Schools CTE division is scheduled for an audit in December of 2023. Preparation for this audit began in August 2022 and continued throughout the school year. This day of professional learning will be dedicated to a final round of preparations, with a focus on finalizing evidence folders for each program, preparing for the safety walkthrough inspection of each program, as well as the CTE program teacher interview portion of the audit.

CTE elective teachers will continue to work with Deb Cullen from the Southern Regional Education Board in the pursuit of developing and implementing engaging and interactive lessons through enhanced questioning and critical thinking exercises.

Alignment to Superintendent’s Priority Goals
• Strategically allocate resources to ensure equity, excellence, and efficiency.
• Invest in culturally responsive, evidence-based training, tools and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx
  - CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
  - CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Continues on next page.
PA Career Education and Work Standards

13.2.11. GRADE 11

Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:

• Communication
• Team building
• Technical literacy
• Technology

Essential Questions

• What are other CTE teachers in the region that teach the same CIP Code as you, doing that are best preparing students to enter the workforce or continue training at the post-secondary level?

• How can earning recognized industry certifications help you to stay current in the field of study?

Learning Goals

• Participants will learn and engage in best practices and collect artifacts that can help improve CTE programming and increase NOCTI scores, post-secondary placement and job readiness at PPS.

• Participants will earn or update recognized industry certifications that will better prepare our CTE elective teachers to educate and support our CTE elective students.

Key Resources

• PPS Graduate Profile
• PDE Program Approval
• Superintendent of Schools / Design Principles (pghschools.org)
• The Future of Work in the Pittsburgh Region — Inflection Point 2017-2018 (pghtech.org)

Expectations for Classroom Implementation

• CTE Program teachers will be expected to introduce, model, and implement best practices observed and learned at regional CTCs.

• CTE Elective teachers will be expected to model and support their students in earning recognized industry certifications themselves.
Career & Technical  
Session 2: Building Effective Communication Through Verbal and Non-Verbal Skills

**Description**
Albert Mehrabian’s 7-38-55 Communication model says that 7% of the meaning of feelings and attitudes takes place through the words we use in spoken communications, while 38% takes place through tone and voice and the remaining 55% of communication of these factors take place through the body language we use. In this session, educators will develop turnkey activities to use with their students to emphasize the importance of verbal and nonverbal cues when communicating with others in the classroom and workplace.

**Alignment to Superintendent’s Priority Goals**  
- Invest in culturally responsive, evidence-based training, tools and instructional practices.

**Academic Standards**  
- Integrate academic content into professional learning courses.
- Standards Aligned System: [https://www.pdesas.org/default.aspx](https://www.pdesas.org/default.aspx)

**CC.1.2.11-12.J** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**PA Career Education and Work Standards**

**13.2.11. GRADE 11**
Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:

- Communication
- Team building
- Technical literacy
- Technology

**Essential Questions**
- How important is it that our words and our body language match to conveying our message to an audience?
- What activities can I use in my classroom that will help my student learn content and convey their understanding of the content through as well as build their understanding and awareness of verbal and nonverbal skills?

*Continues on next page.*
Learning Goals
• Participants will create turnkey activities that help students master delivering content using verbal and nonverbal skills.
• Participants will utilize self and peer rubrics to help students build an awareness of verbal and nonverbal skills.

Key Resources
• Nonverbal Checklist and Planner
• Elevator Speech or Self Sales Pitch
• Mock Interviews
• Role Play with Scenarios
• Mehrabian’s Communication Model - Learning to Communicate Clearly (mindtools.com)

Expectations for Classroom Implementation
• Teachers will be expected to introduce, model, and maintain the content and concept of this professional learning session in their everyday pedagogy.
Career & Technical
CTE Program
Teacher Exchange
CTE Elective Teachers
Certification Updates

Description
Southwestern Pennsylvania CTC Directors have been working in collaboration for several years to collaborate on best practices and sharing of resources. On this PD day, PPS CTE Program Teachers will be visiting other CTCs in the region to learn best practices and how the PDE tasklist is delivered and implemented for their CIP code around the region.

CTE elective teachers will have the opportunity to renew existing or add new recognized industry certifications aligned to their PA Teaching Certificate and course schedule. Business teachers will focus on Personal Finance and/or Microsoft certifications, Tech Ed teachers will focus on OSHA 10 and/or First Aid/CPR/AED, and Family Consumer Science teachers will focus on ServSafe and/or First Aid/CPR/AED.

Alignment to Superintendent’s Priority Goals
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: [https://www.pdesas.org/default.aspx](https://www.pdesas.org/default.aspx)

- **CC.1.5.11-12.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- **CC.1.5.11-12.C** Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- **CC.1.5.11-12.D** Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

PA Career Education and Work Standards
13.2.11. GRADE 11
Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:

Continues on next page.
• Communication
• Team building
• Technical literacy
• Technology

**Essential Questions**
• How does meeting PDE requirements provide a meaningful Career and Technical Education program for students of Pittsburgh Public Schools?
• How does engagement and interaction with students increase outcomes?

**Learning Goals**
• Participants will engage in activities that demonstrate their knowledge and implementation of a safe learning and working environment for CTE program students.
• Participants will create deliverable artifacts that can be implemented in CTE elective classrooms the very next day.

**Key Resources**
• PPS Graduate Profile
• PDE Program Approval
• Superintendent of Schools / Design Principles (pghschools.org)
• The Future of Work in the Pittsburgh Region — Inflection Point 2017-2018 (pghtech.org)

**Expectations for Classroom Implementation**
• Teachers will be expected to introduce, model, and implement these topics and practices.
Career & Technical
Session 3: Building Effective Communication Through Media and Technology

Description
Educational researcher, John Hattie, created a system of measuring the effects of certain influences on a student’s education. Self-Verbalization (a cognitive skill that involves increasing a child’s awareness of their inner-voice and learning to decrease negative self-statements and increase use of constructive self-statements) and Self-Questioning are rated at a .55 which means that using that strategy with students is equivalent to one grade “leap.” This session will focus on how to use technology and media to allow students to promote what they know about their chosen program. Teachers will walk away with resources to use to help students promote what they know and how they can use those skills in a media/technological fashion.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx
  ▶ CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  ▶ CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

PA Career Education and Work Standards
13.2.11. GRADE 11
Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
• Communication
• Team building
• Technical literacy
• Technology

Continues on next page.
**Essential Questions**

- How can students use media platforms to promote the skills they are learning in their programs?
- How can students be encouraged to utilize self-verbalization to enhance their education and their mental wellness?

**Learning Goal**

- Participants will be exposed to and use various forms of technology and media such as TedTalks, HiHello, FlipGrid, etc. to allow students to create positive self-talk as well as promote their program skills, knowledge, and prepare them for work and/or post-secondary education.

**Key Resources**

- Chat GPT
- Flipgrid CTETalk (TedTalk Vibe) with Rubric
- Professional Profile
- Positive Self Talk
- Blinq
- HiHello

**Expectations for Classroom Implementation**

- Teachers will be expected to model and embed effective communication through the different modalities of media and technology learned in this professional learning session into their lessons weekly. Different Programs will vary accordingly.
**Career & Technical**

**Session 4: Building Effective Communication Through Critical Thinking**

**Description**
Situated learning theory is an instructional approach developed by Jean Lave and Etienne Wenger in the early 1990s that follows the work of other educational theorists such as Dewey and Vygotsky who claim that students are more inclined to learn by actively participating in the learning experience. Real world scenarios, a part of the situated learning theory, provide an effective opportunity for students to master critical thinking skills needed in the workplace. In this session, teachers will create an immediately usable template for a culminating project-based learning product that allows students to show evidence of learning the content, while also incorporating all areas of communication needed to be a productive member of the workforce and/or post-secondary.

**Alignment to Superintendent’s Priority Goals**
- Invest in culturally responsive, evidence-based training, tools and instructional practices.

**Academic Standards**
- Integrate academic content into professional learning courses.
- Standards Aligned System: [https://www.pdesas.org/default.aspx](https://www.pdesas.org/default.aspx)
  - CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**PA Career Education and Work Standards**

**13.2.11. GRADE 11**

Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
- Communication
- Team building
- Technical literacy
- Technology

*Continues on next page.*
**Essential Questions**

- How can students use media platforms to promote the skills they are learning in their programs?
- How can students be encouraged to utilize self-verbalization to enhance their education and their mental wellness?

**Learning Goals**

- Participants will develop scenarios to allow students to use communication skills learned this year in a real-world way.
- Participants will develop research-based projects to allow students to see how communication skills work together.

**Key Resources**

- Culmination Project Template
- Scenario Based Project
- Scenario Template
- NOCTI Task List

**Expectations for Classroom Implementation**

- Teachers will be expected to implement this culminating, project-based learning type of assessment when ending units in their courses.
Optional Professional Learning - 4 Half-Days

Tackling Time Management

Description
Maslow’s Theory is one of the most important theories when it comes to time management. This theory suggests how to balance school/work and personal or individual needs for students to achieve short and long term goals. The professional development session on time management provides teachers with turnkey strategies to help students understand time management and how to utilize it to increase productivity. Teachers can use these strategies immediately in class with students to begin building their time management skills for projects in school that will then lead to productive time management practices in the workplace.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

PA Career Education and Work Standards
13.2.11. GRADE 11
Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
• Commitment
• Communication
• Dependability
• Health/safety
• Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
• Personal initiative
• Self-advocacy
• Scheduling/Time Management
• Team building
• Technical literacy
• Technology

Continues on next page.
Essential Questions
• What time management strategies can be used in the classroom that can be carried over into the workplace?
• How does having good time management skills help students build capacity to set goals and achieve them?

Learning Goals
• Participants will create lessons built around time management that inform students how they best learn and plan.
• Participants will learn best-practices about how to give students time management strategies that help them become productive members in the classroom, in the workforce, and in post-secondary.

Key Resources
• Google Calendar
• 80/20 Rule
• Apps: Toggl, Remember the Milk, Siri or Alexa
• Graduation / Graduate Profile (pghschools.org)

Expectations for Classroom Implementation
• Teachers will be expected to introduce, model, and maintain the content and concept of this professional learning session in their everyday pedagogy.
Optional Professional Learning - 4 Half-Days

Learning to Fail Forward: Getting “Gritty”

Description
Psychologist Angela Duckworth Founded Grit Theory which states that success is not just determined by the capacity to learn quickly and easily, IQ scores, having luck, and physical health. Instead, Duckworth theorized that high achievers are people who have a passion, a perseverance with learning, and a willingness to overcome failure. Becoming aware that you are the person who controls your own motivation and outcomes is in fact what drives success. One way teachers can promote “grittiness” in students is by helping them readily accept and utilize constructive criticism through personalized feedback. This session will allow teachers to walk away with a system of feedback sentences and strategies to help students obtain grittiness when in the classroom, workplace, and/or post-secondary.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx
  ▶ CC.1.4.11-12.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
  ▶ CC.1.2.11-12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

PA Career Education and Work Standards
13.3.11. A.
• Evaluate personal attitudes and work habits that support career retention and advancement.

Essential Questions
• How does personalized and purposeful feedback help students obtain the skill of grit?
• How can I provide useful, concise feedback to support students building grit?
**Learning Goals**

• Participants will learn how to provide personalized feedback on assignments in class to help students gain confidence to take risks in the classroom, workplace, and/or post-secondary settings.

• Participants will learn how to create a learning environment in which students become aware of the benefits of learning from mistakes.

**Key Resources**

• Famous Failures

• Growth Mindset: Failure is the Most Important Step to Success

• Feedback Labels

• Learning Goals with Needed Behaviors

• Resources — Fail Forward

• Graduation / Graduate Profile (pghschools.org)

**Expectations for Classroom Implementation**

• Teachers will be expected to engage each student every day in order to model and teach the content learned in this professional learning session.
Optional Professional Learning - 4 Half-Days

Cultural Compassion in the Classroom and Career

Description
Psychologist Angela Duckworth Founded Grit Theory which states that success There remains an achievement gap in the United States among those students who are culturally and linguistically diverse. Zaretta Haymond found, through extensive neurological research, that a student must be able to learn new material through culturally relatable resources and examples in order to become independent learners. This session will provide teachers with a ready to use framework to bring engaging pedagogy to all students in the classroom.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.

▶ CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PA Career Education and Work Standards
13.3.11. B.
• Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, Summarizing

Essential Questions
• How do I engage all learners in my classroom so they can become independent learners in the classroom, the workplace, and post-secondary education settings?
• How can I build a framework in my classroom to ensure all students have the best chance at learning the content they need to become productive members of the workforce?

Continues on next page.
Learning Goals
• Participants will learn various teaching strategies to build a framework that supports the engagement of all students.
• Participants will walk away from this session with a framework of building equity in the classroom.

Key Resources
• TedTalk: Beware the Single Story
• Exploring Perceptions About Identity Through Self-Portraits
• Coaching Questions to Guide Teachers
• PPS Equity Plan

Expectations for Classroom Implementation
• Teachers will be expected to introduce, model, and maintain the content and concept of this professional learning session in their everyday pedagogy.
Optional Professional Learning - 4 Half-Days

Cultural Compassion in the Classroom and Career

Description
There remains an achievement gap in the United States among those students who are culturally and linguistically diverse. Zaretta Haymond found, through extensive neurological research, that a student must be able to learn new material through culturally relatable resources and examples in order to become independent learners. This session will provide teachers with a ready to use framework to bring engaging pedagogy to all students in the classroom.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx
  ▶ CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PA Career Education and Work Standards
13.3.11 B.
• Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, Summarizing.

Essential Questions
• How do I engage all learners in my classroom so they can become independent learners in the classroom, the workplace, and post-secondary education settings?
• How can I build a framework in my classroom to ensure all students have the best chance at learning the content they need to become productive members of the workforce?

Continues on next page.
Learning Goals
• Participants will learn various teaching strategies to build a framework that supports the engagement of all students.
• Participants will walk away from this session with a framework of building equity in the classroom.

Key Resources
• TedTalk: Beware the Single Story
• Exploring Perceptions About Identity Through Self-Portraits
• Coaching Questions to Guide Teachers
• PPS Equity Plan

Expectations for Classroom Implementation
• Teachers will be expected to introduce, model, and maintain the content and concept of this professional learning session in their everyday pedagogy.
Optional Professional Learning -
4 Half-Days

Critical Conversations

Description
High stakes conversations are part of our everyday lives, especially in the classroom and workplace. Employees who can have critical conversations save employers money when it comes to productivity and human resource situations. In this session, teachers will leave with a critical conversation template that can help them have those high stakes conversations with students as well as provide students with a framework to have those conversations with their peers in school, in the workplace, and in a post-secondary setting.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

  ▶ CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PA Career Education and Work Standards

13.3.11 C.
• Evaluate conflict resolution skills as they relate to the workplace: Constructive criticism, Group dynamics, Managing/leadership, Mediation, Negotiation, Problem solving.

Essential Questions
• How can I facilitate conversations on controversial or high stakes topics?
• How can I give students persuasive techniques that can help them express their opinions as well as consider and discuss those that differ?

Learning Goals
• Participants will learn how to have high stakes conversations with their students to build their capacity for those skills in the classroom, workplace, and/or post-secondary setting.

Continues on next page.
**Key Resources**

- Crucial Conversations
- Crucial Conversation Sentence Starters
- Crucial Conversation Scenarios

**Expectations for Classroom Implementation**

- Teachers will be expected to not only model, but also embed the content learned in this professional learning session in their classroom and in every unit plan.
Framework Overview

The Early Childhood (EC) Education Programs (Early Childhood, Early Head Start, and Early Intervention) provide supportive learning environments to help stimulate social, emotional, cognitive, and physical growth in children from birth through age five. In order to do so successfully, the Program staff must be well versed in best practices that provide a continuum of learning and establish strong relationships with families.

For the upcoming year, we are going to focus on the following areas of growth for Early Childhood Education Program Staff: implementing the newly adopted PreK curriculum and assessment tools with fidelity, sustaining social-emotional learning practices (Conscious Discipline), understanding the Head Start ERSEA model, and facilitating inclusionary and culturally relevant learning experiences. Each professional development session builds on previous staff-wide professional development sessions and gives the staff the opportunity to delve deeper into the concepts.

Early Childhood recently adopted a new curriculum that we feel will provide students with strong foundational skills for future success. Frog Street PreK is a research-based curriculum that provides age appropriate instructional strategies across ages three to five years of age. It aligns with the Head Start Early Learning Outcomes Framework and the PA Early Learning Standards. We have created a multifaceted professional development plan in order to help EC teaching staff implement the curriculum with fidelity. This aligns with the Superintendent’s Priority Goal #1 - Invest in culturally responsive, evidence based training, tools, and instructional practices.

Another notable feature of Frog Street curriculum is the layering of Conscious Discipline programming throughout the curriculum to support positive interactions and a strong social-emotional focus. Our behavioral consultant System 123 has increased services to children with challenging behaviors by 122% since the onset of the COVID-19 pandemic in 2020, our mental health team has seen a high percentage of children scoring in the moderate to high-risk range for developmental delays in the social emotional and self-regulation skills in the annual PKBS screening. This aligns with the Superintendent’s Priority Goal #1 - Invest in culturally responsive, evidence-based training, tools, and instructional practices and Priority Goal #2 - Construct safety, health, and wellness protocols.

The EC Family Services Specialist will become re-engaged with the importance of the ERSEA (eligibility, recruitment, selection, enrollment and attendance) tasks and process, become better equipped to work with diverse families and become more skilled when working with families/children with the most need of Head Start services. Family Services Specialists have worked with families in a traditional manner for decades. However, during and now after the COVID-19 Pandemic, families are living, working, and interacting in our communities differently. Family Services Specialists will engage in learning that focuses on ways to meet these needs. This aligns with the Superintendent’s Priority Goal #3 - Expand stakeholder communication and partnerships.
The above professional learning opportunities will build on previous sessions through on-going monitoring of participants’ knowledge and implementation. The Frog Street curriculum PD sessions will layer new learning onto the foundational knowledge established at the curriculum orientation session. EC will utilize feedback from targeted fidelity coaching sessions to guide the scope and sequence for the subsequent Frog Street curriculum sessions. Similarly, the Conscious Discipline session topics build on knowledge EC staff gained during the 2022-2023 school year to fine-tune implementation practices. The ERSEA PD sessions cycle through the various aspects of the ERSEA model and the components built upon prior knowledge around Head Start enrollment processes.

More specifically for the EC teachers, the professional learning opportunities will support them in using the curriculum and assessment systems through follow-up sessions around the following priority areas: using prompts to promote high-level thinking and discourse; using groupings to present challenging content and suitable scaffolding; creating engaging content and well-designed learning tasks; strategies for fully integrating assessment into instruction; and using assessment data to inform instruction.
## District In-Service Dates and Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>August 22, 2023</td>
<td>Supporting Diverse Family Structures, Early Childhood Assessment Tool Training and Early Intervention Functional Goals and NOREPs (6 Hours)</td>
</tr>
<tr>
<td>August 24, 2023</td>
<td>Frog Street Curriculum Kick Off (6 hours)</td>
</tr>
<tr>
<td>November 7, 2023</td>
<td>Grow Your Practice with Self-Selected Diverse Professional Learning Sessions (6 hours)</td>
</tr>
<tr>
<td>January 26, 2024</td>
<td>Frog Street Curriculum Implementation Follow-up Training, Part 3 and ERSEA Refresher &amp; The E in ERSEA- Eligibility</td>
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</table>

## Districtwide ½ PD (synchronous) Dates and Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>October 27, 2023</td>
<td>Frog Street Implementation Follow-Up Training, Part 1 (2 hours) and The R in ERSEA- Recruitment (2 hours)</td>
</tr>
<tr>
<td>December 15, 2023</td>
<td>Frog Street Implementation Follow-Up Training, Part 2 (2 Hours) and The S in ERSEA- Selection (2 hours)</td>
</tr>
<tr>
<td>February 16, 2024</td>
<td>Black History Month Celebration (2 hours) and The E in ERSEA- Enrollment (2 hours)</td>
</tr>
<tr>
<td>March 15, 2024</td>
<td>Frog Street Implementation Follow-Up Training, Part 4 (2 hours) and The A in ERSEA- Attendance (2 hours)</td>
</tr>
</tbody>
</table>

## Just in Time - Upcoming Module Dates and Topics (synchronous/asynchronous)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 18, 2023</td>
<td>Frog Street Curriculum Overview/ Support</td>
</tr>
<tr>
<td>November 14, 2023</td>
<td>Early Childhood Social Emotional Learning - Neurodiversity</td>
</tr>
<tr>
<td>February 7, 2024</td>
<td>Assessment Implementation Review</td>
</tr>
<tr>
<td>March 7, 2024</td>
<td>Early Childhood Social Emotional Learning - Conscious Discipline</td>
</tr>
</tbody>
</table>
Description
All staff will participate in a session focused on welcoming diverse families by learning about strategies to support LGBTQIA+ students and families in the Early Childhood setting. In recent years, the prevalence of families and students who identify as LGBTQIA+ has increased, and EC plans to provide resources around supporting these families and children. EC staff will also participate in a session focused on the newly adopted student assessment tool, specifically providing staff with foundational knowledge on the assessment tool, as well as providing them with resources and techniques for administering the assessment and using the data gained to address students’ learning goals, while also incorporating data collection around the five pursuits as outlined in Gholdy Muhammad’s work.

The EC Program is adopting a new assessment tool that aligns with the new Frog Street PreK curriculum that also allows for streamline data reports of student learning outcomes. Assessments will provide valuable information on the child’s strengths and needs. Teachers will learn to use the data reports to individualize for the children in their classrooms. EI staff participate in a session looking at the big picture of why we write NOREPS, when we write them, what needs to be written in them, and how to write functional and family focused goals.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• **Standard - PL.1.PK.A2:** Families experience relationships with early care and education programs that are affirming, reciprocal, and build upon their strengths.

• **Standard - AL.2.PK.C1:** Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.

Essential Questions
• How can we support diverse family structures in order to promote positive relationships and facilitate student growth?
• How can we utilize both formative and summative assessment strategies to foster student growth?
• How do we utilize the seven aspects of high-quality goals in our development of IEP goals?
Learning Goals
• Participants will gain knowledge and strategies to support partnerships with LGBTQIA+ students and families/diverse family structures.
• Participants will learn how to implement the new student assessment tool and how to utilize assessment data to plan future learning interventions.
• Meaningful and functional goals are embedded within familiar learning opportunities in a child’s typical routines.

Key Resources
• ECLKC resources on working with diverse family structures, published and digital resources for EC assessment tool, EITA

Expectations for Classroom Implementation
• Teachers will create and utilize data reports for Parent Teacher Conferences and individualized goal planning for students.
Description
Early Childhood recently adopted a new curriculum that we feel will provide students with strong foundational skills for future success. Frog Street PreK is a research-based curriculum that provides age-appropriate, culturally responsive instructional strategies across three to five years of age. Expanding neuroscience research shows that there is incredible growth of the brain during a child’s first five years of life. The Frog Street curriculum also aligns with the Head Start Early Learning Outcomes Framework and the PA Early Learning Standards. This session will provide an overview and start up strategies for implementation of the newly adopted Frog Street PreK Curriculum. Participants will gain foundational knowledge of the curriculum and will participate in breakout sessions around application in the classroom setting.

The Early Childhood Department began the implementation of Conscious Discipline during 2023. Participants will also learn how Conscious Discipline is embedded into the Frog Street daily routines and instructional practices and how to utilize these routines and practices in their daily schedules.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• **Standard - AL.2.PK.C1:** Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.

• **Standard - CC.1.1.PREK.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize rhyming words and when two or more words begin with the same sound (alliteration). Count syllables in spoken words. Segment single-syllable spoken words. Isolate and pronounce initial sounds.

• **Standard - CC.2.4.PREK.A.4:** Classify objects and count the number of objects in each category.

• **Standard - 3.1.PK.A9:** Ask questions about objects, organisms, and events. Participate in simple investigations to answer a question or to test a prediction. Use the five senses and simple equipment to gather data.

• **Standard - 16.1.PK.A1:** Distinguish between emotions and identify socially accepted ways to express them.

• **Standard - 9.1.D.PK.E1:** Use imagination and creativity to express self through dramatic play.

• **Standard - AL.3.PK.A1:** Use music, art, and/or stories to express ideas, thoughts, and feelings.

Continues on next page.
Essential Questions
• How can we gain component knowledge of the new curriculum as it applies to classroom operations and instructional practices?
• How can we use the new curriculum to support differentiated instruction?

Learning Goals
• Participants will be able to understand and utilize various components of the curriculum to engage students in meaningful learning practices.
• Participants will be able to create and select lessons using the curriculum guides, informal assessment data, including anecdotal notes, and formal assessment data.
• Participants will become familiarized with instructional strategies, including, but not limited to, Brain Smart Start and Differentiated Instruction supports and challenges during large and small group instruction.

Key Resources
• Frog Street Pre-K curriculum materials

Expectations for Classroom Implementation
• Teachers will implement curriculum with fidelity based on the implementation checklist provided by Frog Street.
Early Childhood
Frog Street Implementation
Follow-Up Training, Part 1

Description
Early Childhood recently adopted a new curriculum that we feel will provide students with strong foundational skills for future success. Frog Street PreK is a research-based curriculum that provides age-appropriate, culturally responsive instructional strategies across three to five years of age. Expanding neuroscience research shows that there is incredible growth of the brain during a child’s first five years of life. The Frog Street curriculum also aligns with the Head Start Early Learning Outcomes Framework and the PA Early Learning Standards. This session will provide targeted support on curriculum areas of focus as identified by teaching staff’s input through surveys and coaching visits. Further support around setting up and utilizing practice centers aligned with the curriculum theme’s focus will incorporate components of Gholdy Muhammad’s HILL Model by allowing learners to put content skills into real-life applications. Trainers from the curriculum will provide a deeper dive into methodology and practical strategies to implement various components of the curriculum identified.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standard - AL.2.PK.C1: Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.

• Standard - CC.1.1.PREK.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize rhyming words and when two or more words begin with the same sound (alliteration). Count syllables in spoken words. Segment single-syllable spoken words. Isolate and pronounce initial sounds.

• Standard - CC.2.4.PREK.A.4: Classify objects and count the number of objects in each category.

• Standard - 3.1.PK.A9: Ask questions about objects, organisms, and events. Participate in simple investigations to answer a question or to test a prediction. Use the five senses and simple equipment to gather data.

• Standard - 16.1.PK.A1: Distinguish between emotions and identify socially accepted ways to express them.


• Standard - AL.3.PK.A1: Use music, art, and/or stories to express ideas, thoughts, and feelings.

Continues on next page.
Essential Questions
• How can teaching staff continue to expand their knowledge of components of the Frog Street curriculum and incorporate them into daily practices with fidelity?
• How can teaching staff use action plans to support follow-through of new curriculum implementation strategies?

Learning Goals
• Participants will refine and develop their understanding of skills and concepts for upcoming curriculum themes.
• Participants will practice model applications of strategies, including but not limited to PreK literacy, mathematics and practice centers and create action plans to carry out these strategies in their classrooms.

Key Resources
• Frog Street Pre-K curriculum materials

Expectations for Classroom Implementation
• Formal and informal assessment data will show growth in students’ language and literacy skills.
**Early Childhood**

The R in ERSEA - Recruitment

**Description**
Recruiting for Head Start programs is a systematic year-round process. Recruitment requires a plan of deliberate action, remaining involved, and continuous follow-up. This PD session will afford participants an opportunity to learn new strategies that will guide and help manage the recruitment data as well as measure the recruitment efforts. We must recruit and provide an opportunity for families/children to learn, grow, and develop without prejudice, even in the most despairing situations.

**Alignment to Superintendent’s Priority Goals**
- Expand Stakeholder and Community Partnerships.

**Academic Standards**
- **Standard PL 3:** Families have the support and information they need to encourage their children’s learning and development.

**Essential Questions**
- How will the innovative strategies render more and/or diverse families/children?
- Why is it important to institute creative practices to recruit families/children?

**Learning Goals**
- Participants will learn varied, non-traditional recruitment strategies that will assist with recruiting the hard-to-reach families/children.
- Participants will be introduced to new marketing tools that will increase and sustain enrollment.

**Key Resources**
- [Head Start Performance Standards](#), [ECLKC](#), short action plans from staff and presentations from staff stakeholders and Head Start Partners. Staff may share these resources when working with families.

**Expectation for Implementation**
- Participants will have an increase in the number of monthly recruitment activities and enrollment numbers for their classrooms based on the Head Start Performance Standards.
Early Childhood
Grow Your Practice with Self-Selected Diverse Professional Learning Sessions

Description
A variety of professional learning sessions will be provided by experts in their respective fields. Participants will be able to select sessions to build their practices as related to their RISE/professional goals around a variety of topics, such as: culturally relevant pedagogy, healthy practices in EC, teaching and learning in school greenspaces, multisensory strategies, neurodiversity, Conscious Discipline, STEAM education, etc. Providing adult learners with a variety of sessions to self-select supports adult learning principles and aligns with reflection and continuous growth strategies for EC staff.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standard - 16.1.PK.A1: Distinguish between emotions and identify socially accepted ways to express them.
• Standard - 10.1.PK.C1: Identify foods that keep our bodies healthy.
• Standard - AL.2.PK.C1: Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.
• Standard - 3.1.PK.A9: Ask questions about objects, organisms, and events. Participate in simple investigations to answer a question or to test a prediction. Use the five senses and simple equipment to gather data.

Essential Questions
• How can teaching staff continue to expand their knowledge of best practices, reflect on current practices, and create plans of how they would implement these strategies in their work setting?
• How can staff prioritize their professional growth goals when selecting relevant sessions?

Learning Goals
• Participants will gain deeper knowledge in their interest areas to deepen their practice in the EC setting.
• Participants will take the knowledge gained to implement new strategies in their role.

Continues on next page.
Key Resources
• Various resources provided by a selection of presenters.

Expectation for Classroom Implementation
• Teachers will develop lesson plans for large and small group learning experiences based on student formal, informal, and anecdotal data.
Description
Childhood recently adopted a new curriculum that we feel will provide students with strong foundational skills for future success. Frog Street PreK is a research-based curriculum that provides age-appropriate, culturally responsive instructional strategies across three to five years of age. Expanding neuroscience research shows that there is incredible growth of the brain during a child’s first five years of life. The Frog Street curriculum also aligns with the Head Start Early Learning Outcomes Framework and the PA Early Learning Standards. This session will provide targeted support on curriculum areas of focus as identified by teaching staff’s input through surveys and coaching visits. Trainers from the curriculum will provide a deeper dive into methodology and practical strategies to implement various components of the curriculum identified.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• **Standard - AL.2.PK.C1:** Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.

  • **Standard - CC.1.1.PREK.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize rhyming words and when two or more words begin with the same sound (alliteration). Count syllables in spoken words. Segment single-syllable spoken words. Isolate and pronounce initial sounds.

• **Standard - CC.2.4.PREK.A.4:** Classify objects and count the number of objects in each category.

• **Standard - 3.1.PK.A9:** Ask questions about objects, organisms, and events. Participate in simple investigations to answer a question or to test a prediction. Use the five senses and simple equipment to gather data.

• **Standard - 16.1.PK.A1:** Distinguish between emotions and identify socially accepted ways to express them.

• **Standard - 9.1.D.PK.E1:** Use imagination and creativity to express self through dramatic play.

• **Standard - AL.3.PK.A1:** Use music, art, and/or stories to express ideas, thoughts, and feelings.

Continues on next page.
**Essential Questions**

- How can teaching staff continue to expand their knowledge of components of the Frog Street curriculum and incorporate them into daily practices with fidelity?
- How can teaching staff use action plans to support follow-through of new curriculum implementation strategies?

**Learning Goals**

- Participants will refine and develop their understanding of skills and concepts for upcoming curriculum themes.
- Participants will practice model applications of strategies, including, but not limited to, PreK Literacy, Mathematics and practice centers and create action plans to carry out these strategies in their classrooms.

**Key Resources**

- Frog Street Pre-K curriculum materials.

**Expectation for Classroom Implementation**

- Formal and informal assessment data will show growth in students’ mathematical thinking skills.
Early Childhood

The S in ERSEA - Selection

Description
Selection is a major component of the ERSEA process, as it determines who receives Head Start services and resources. Participants will learn the importance of this component and that it must be completed without bias, preconceived notions, or judgment of a family/child to include children with social/emotional/physical/behavioral disabilities. Participants will understand that programs are required to use their community assessment to establish selection criteria, and this process prioritizes the family/child who is neediest and determines enrollment with fairness and equity. Participants must maintain integrity through the selection process to ensure families/children have the best opportunity to learn, grow and develop.

Alignment to Superintendent's Priority Goals
• Expand Stakeholder and Community Partnerships.

Academic Standards
• Standard PL 7: Families are supported in times of transition.

Essential Questions:
• How important is it to select families/children according to the Head Start Standards?
• How does community assessment data used to establish selection criteria for enrollment?

Learning Goals
• Participants will understand how community assessment data informs selection criteria.
• Participants will learn the Office of Head Start expanded interpretation of public assistance and how program selection criteria ensures the most in need of services are prioritized.

Key Resources
• Head Start Performance Standards, ECLKC, short action plans from staff and presentations from staff stakeholders and Head Start Partners. Staff may share these resources when working with families.

Expectation for Implementation
• Participants will use the Head Start selection process for enrolling children from diverse families according to the Head Start Performance Standards.
Description

Early Childhood recently adopted a new curriculum that we feel will provide students with strong foundational skills for future success. Frog Street PreK is a research-based curriculum that provides age-appropriate, culturally responsive instructional strategies across three to five years of age. Expanding neuroscience research shows that there is incredible growth of the brain during a child’s first five years of life. The Frog Street curriculum also aligns with the Head Start Early Learning Outcomes Framework and the PA Early Learning Standards. This session will provide targeted support on curriculum areas of focus as identified by teaching staff’s input through surveys and coaching visits. Trainers from the curriculum will provide a deeper dive into methodology and practical strategies to implement various components of the curriculum identified.

Alignment to Superintendent’s Priority Goals

• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards

• **Standard - AL.2.PK.C1:** Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.

• **Standard - CC.1.1.PREK.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize rhyming words and when two or more words begin with the same sound (alliteration). Count syllables in spoken words. Segment single-syllable spoken words. Isolate and pronounce initial sounds.

• **Standard - CC.2.4.PREK.A.4:** Classify objects and count the number of objects in each category.

• **Standard - 3.1.PK.A9:** Ask questions about objects, organisms, and events. Participate in simple investigations to answer a question or to test a prediction. Use the five senses and simple equipment to gather data.

• **Standard - 16.1.PK.A1:** Distinguish between emotions and identify socially accepted ways to express them.

• **Standard - 9.1.D.PK.E1:** Use imagination and creativity to express self through dramatic play.

• **Standard - AL.3.PK.A1:** Use music, art, and/or stories to express ideas, thoughts, and feelings.

Continues on next page.
Essential Questions
• How can teaching staff continue to expand their knowledge of components of the Frog Street curriculum and incorporate them into daily practices with fidelity?
• How can teaching staff use action plans to support follow-through of new curriculum implementation strategies?

Learning Goals
• Participants will refine and develop their understanding of skills and concepts for upcoming curriculum themes.
• Participants will practice model applications of strategies, including, but not limited to, PreK Literacy, Mathematics and practice centers and create action plans to carry out these strategies in their classrooms.

Key Resources
• Frog Street Pre-K curriculum materials.

Expectation for Classroom Implementation
• Formal and informal assessment data will show growth in students’ mathematical thinking skills.
Early Childhood
ERSEA Refresher &
The E in ERSEA - Eligibility

Description
The ERSEA Services Refresher Course will provide participants a more relevant perspective on how to improve the overall program. Participants will review the Head Start Federal Regulations, Performance Standards, and the ERSEA landmarks that govern Head Start Program operation. The EC Family Services Specialist will become re-engaged with the importance of the ERSEA tasks and process, become better equipped to work with diverse families and more skilled when working with families/children with the most in need of Head Start services. Family Services Specialists have worked with the traditional family in a traditional manner for decades. However, during and now after the COVID-19 Pandemic, families are living, working, and interacting in our communities differently. Therefore, our work efforts must be concentrated differently, while trying to accomplish the same Head Start Program goals. The FSS Staff will gain a new perspective to help them work with a different and more progressive approach.

Eligibility is the first step and a key component in implementing ERSEA services. Participants will engage in discussion about income eligibility according to the Federal Poverty Guidelines, and what determines a child’s participation in the Head Start Program. Family Services Specialist must follow government and Head Start guidelines ensuring the most eligible family/children are enrolled in the program, therefore it is imperative that they understand changes that may affect a family’s eligibility and work within these mandates to ensure we are serving the neediest families/children.

Alignment to Superintendent’s Priority Goals
• Expand Stakeholder and Community Partnerships.

Academic Standards
• Standard PL 2: Ask questions about objects, organisms, and events. Participate in simple investigations to answer a question or to test a prediction. Use the five senses and simple equipment to gather data.
• Standard PL 7: Families are supported in times of transition.

Essential Questions
• What strategies will be used to increase and sustain student enrollment?
• How will the ERSEA Refresher enhance the FSS Staff’s job operation?

Continues on next page.
Learning Goals

• **Short-term Goal:** Participants will understand the importance of moving with the flow of society changes and providing relevant services, resources, and opportunities.

*Long-term Goals:* Participants will gain new techniques for working with diverse families.

• Participants will be updated on HS guidelines, performance standards and ERSEA tasks to enhance their skills and assist with planning well-designed meetings and activities that will improve family engagement.

Key Resources

• [Head Start Performance Standards](#), [ECLKC](#), short action plans from staff and presentations from staff stakeholders and Head Start Partners. Staff may share these resources when working with families.

Expectation for Implementation

• Family Partnership Agreements will indicate goals based on a family’s individualized needs in accordance with the [Head Start Performance Standards](#).
Description
This session will reinforce the importance of culturally relevant pedagogy in the EC setting all year long with EC and EHS staff sharing some examples of how they are celebrating Black History Month in their classrooms/centers. The staff will also share ideas with each other around culturally responsive teaching and learning, including components of Dr. Gholdy Muhammad’s HILL Model, through the creative arts, STEAM, literacy, and more as it relates to our new curriculum themes. Following this session, a Schoology file will be created with all resources shared by the staff for use program wide.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Standard - AL.4 PK.A: Relate knowledge learned from one experience to a similar experience in a new setting.
• Standard - 1.3 PK.K: With prompting and support, actively engage in group reading activities with purpose and understanding.
• Standard - 1.4 PK.V: Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.
• Standard - 9.2 PK.D: Explain that instruments or art forms represent cultural perspectives.
• Standard - 16.2 PK.B: Identify similarities and differences between self and others.

Essential Questions
• How can culturally relevant strategies support positive identity and help to create EC communities built on respect and rapport?
• How can EC staff from various role groups facilitate culturally relevant practices, not only during Black History Month, but throughout the program year?
Learning Goals
• Participants will enhance and expand their toolkits for working with students and families around culturally relevant strategies.
• Participants will incorporate new resources and approaches learned from their peers into their practices in their various role groups.

Key Resources
• Diverse children’s literature and multimedia resources.

Expectation for Classroom Implementation
• Teachers will incorporate the literature titles highlighted in the session during their read-aloud times, both during Black History Month as well as throughout the program year.
Early Childhood
The E in ERSEA - Enrollment

Description
Achieving and maintaining full enrollment is the primary goal of ERSEA services. This section of ERSEA PD will teach participants about thoughtful planning to fill classroom vacancies as soon as possible, as well as learn and understand their families and through the enrollment process find out what services would best benefit them. Participants must understand that working with families is much more than completing enrollment paperwork. Participants will gather a story and insight of a family through the enrollment process, which will help them better serve the family and the child.

Alignment to Superintendent’s Priority Goals
• Expand Stakeholder and Community Partnerships.

Academic Standards
• **Standard PL 3:** Families have the support and information they need to encourage their children’s learning and development.

Essential Questions
• How will staff practice nonjudgmental conversations with families when enrolling students?
• How will staff use the enrollment process to build positive, goal-oriented relationships?

Learning Goals
• Participants will learn to modify some of the program design to meet necessary changes and the needs of families to maintain full enrollment.
• Participants will practice promoting school readiness as a key factor of enrollment.

Key Resources
• **Head Start Performance Standards**, ECLKC, short action plans from staff and presentations from staff stakeholders and Head Start Partners. Staff may share these resources when working with families.

Expectation for Classroom Implementation
• Family goals will be updated throughout the year to show growth in the family’s health and well-being and to sustain enrollment in accordance with the Head Start Performance Standards.
**Early Childhood**

**Frog Street Implementation Follow-Up Training, Part 3**

**Description**

Early Childhood recently adopted a new curriculum that we feel will provide students with strong foundational skills for future success. Frog Street PreK is a research-based curriculum that provides age-appropriate, culturally responsive instructional strategies across ages three to five years of age. Expanding neuroscience research shows that there is incredible growth of the brain during a child’s first five years of life. The Frog Street curriculum also aligns with the Head Start Early Learning Outcomes Framework and the PA Early Learning Standards. This session will provide targeted support on curriculum areas of focus as identified by teaching staff’s input through surveys, fall and winter student assessment data, and fidelity coaching visits. Trainers from the curriculum will provide a deeper dive into methodology and practical strategies to implement various components of the curriculum identified.

**Alignment to Superintendent’s Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- **Standard - AL.2.PK.C1:** Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.

- **Standard - CC.1.1.PREK.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize rhyming words and when two or more words begin with the same sound (alliteration). Count syllables in spoken words. Segment single-syllable spoken words. Isolate and pronounce initial sounds.

- **Standard - CC.2.4.PREK.A.4:** Classify objects and count the number of objects in each category.

- **Standard - 3.1.PK.A9:** Ask questions about objects, organisms, and events. Participate in simple investigations to answer a question or to test a prediction. Use the five senses and simple equipment to gather data.

- **Standard - 16.1.PK.A1:** Distinguish between emotions and identify socially accepted ways to express them.

- **Standard - 9.1.D.PK.E1:** Use imagination and creativity to express self through dramatic play.

- **Standard - AL.3.PK.A1:** Use music, art, and/or stories to express ideas, thoughts, and feelings.

Continues on next page.
Essential Questions

• How can teaching staff continue to expand their knowledge of components of the Frog Street curriculum and incorporate them into daily practices with fidelity?

• How can teaching staff use action plans to support follow-through of new curriculum implementation strategies?

Learning Goals

• Participants will refine and develop their understanding of skills and concepts for upcoming curriculum themes.

• Participants will practice model applications of strategies, including, but not limited to, PreK Literacy, Mathematics and practice centers and create action plans to carry out these strategies in their classrooms.

Key Resources

• Frog Street Pre-K curriculum materials.

Expectation for Classroom Implementation

• Formal and informal assessment data will show growth in students’ mathematical thinking skills.
Early Childhood

The A in ERSEA - Attendance

Description

The ERSEA Services Refresher Course will provide participants a more relevant perspective on how to improve the overall program. Participants will review the Head Start Federal Regulations, Performance Standards, and the ERSEA landmarks that govern Head Start Program operation. The EC Family Services Specialist will become re-engaged with the importance of the ERSEA tasks and process, become better equipped to work with diverse families and more skilled when working with families/children with the most in need of Head Start services. Family Services Specialists have worked with the traditional family in a traditional manner for decades. However, during and now after the COVID-19 Pandemic, families are living, working, and interacting in our communities differently. Therefore, our work efforts must be concentrated differently, while trying to accomplish the same Head Start Program goals. The FSS Staff will gain a new perspective to help them work with a different and more progressive approach.

Eligibility is the first step and a key component in implementing ERSEA services. Participants will engage in discussion about income eligibility according to the Federal Poverty Guidelines, and what determines a child’s participation in the Head Start Program. Family Services Specialist must follow government and Head Start guidelines ensuring the most eligible family/children are enrolled in the program, therefore it is imperative that they understand changes that may affect a family’s eligibility and work within these mandates to ensure we are serving the neediest families/children.

Alignment to Superintendent’s Priority Goals

• Expand Stakeholder and Community Partnerships.

Academic Standards

• Standard PL 2: Ask questions about objects, organisms, and events. Participate in simple investigations to answer a question or to test a prediction. Use the five senses and simple equipment to gather data.

• Standard PL 7: Families are supported in times of transition.

Essential Questions

• What strategies will be used to increase and sustain student enrollment?
• How will the ERSEA Refresher enhance the FSS Staff’s job operation?

Continues on next page.
Learning Goals

- **Short-term Goal:** Participants will understand the importance of moving with the flow of society changes and providing relevant services, resources, and opportunities.

- **Long-term Goals:** Participants will gain new techniques for working with diverse families.

- Participants will be updated on HS guidelines, performance standards and ERSEA tasks to enhance their skills and assist with planning well-designed meetings and activities that will improve family engagement.

Key Resources

- Head Start Performance Standards, ECLKC, short action plans from staff and presentations from staff stakeholders and Head Start Partners. Staff may share these resources when working with families.

Expectation for Implementation

- Family Partnership Agreements will indicate goals based on a family’s individualized needs in accordance with the Head Start Performance Standards.
**Early Childhood**

**The A in ERSEA - Attendance**

**Description**
It is essential for every student's attendance to be maximized at 100%. Participants will learn comprehensive attendance strategies to maintain, sustain, and/or improve attendance. They will use research-based data to understand the importance for a child to attend school every day. Participants will learn how to have difficult conversations with parents about when children attend school sporadically and how the interruption of a schedule impacts learning, as well as social and emotional stability.

**Alignment to Superintendent's Priority Goals**
- Expand Stakeholder and Community Partnerships.

**Academic Standards**
- **Standard PL 6:** Families grow in their leadership and use these skills in many different ways.

**Essential Questions**
- How can appropriate and honest feedback to parents’ support students’ attendance?
- Why is attendance important in Pre-k?

**Learning Goals**
- Participants will be able to create a safe environment to engage parents with difficult conversation about attendance.
- Participants will practice promoting school readiness is key with attendance.

**Key Resources**
- **Head Start Performance Standards, ECLKC:** short action plans from staff and presentations from staff stakeholders and Head Start Partners. Staff may share these resources when working with families.

**Expectation for Classroom Implementation**
- ChildPlus attendance reports will show an increase in Average Daily Attendance rates in Early Childhood classrooms.
**Early Childhood**

**Frog Street Curriculum Overview/Support**

**Description**

Early Childhood recently adopted a new curriculum that we feel will provide students with strong foundational skills for future success. Frog Street PreK is a research-based curriculum that provides age-appropriate, culturally responsive instructional strategies across three to five years of age. Expanding neuroscience research shows that there is incredible growth of the brain during a child’s first five years of life. The Frog Street curriculum also aligns with the Head Start Early Learning Outcomes Framework and the PA Early Learning Standards. This session will provide an overview and start up strategies for implementation of the newly adopted Frog Street PreK Curriculum. Participants will gain foundational knowledge of the curriculum and will participate in breakout sessions around application in the classroom setting.

The Early Childhood Department began the implementation of Conscious Discipline during 2023. Participants will also learn how Conscious Discipline is embedded into the Frog Street daily routines and instructional practices and how to utilize these routines and practices into their daily schedules.

**Alignment to Superintendent’s Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- **Standard - AL.2.PK.C1**: Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.

- **Standard - CC.1.1.PREK.C**: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize rhyming words and when two or more words begin with the same sound (alliteration). Count syllables in spoken words. Segment single-syllable spoken words. Isolate and pronounce initial sounds.

- **Standard - CC.2.4.PREK.A.4**: Classify objects and count the number of objects in each category.

- **Standard - 3.1.PK.A9**: Ask questions about objects, organisms, and events. Participate in simple investigations to answer a question or to test a prediction. Use the five senses and simple equipment to gather data.

- **Standard - 16.1.PK.A1**: Distinguish between emotions and identify socially accepted ways to express them.

- **Standard - 9.1.D.PK.E1**: Use imagination and creativity to express self through dramatic play.

- **Standard - AL.3.PK.A1**: Use music, art, and/or stories to express ideas, thoughts, and feelings.

*Continues on next page.*
Essential Questions
• How can we gain component knowledge of the new curriculum as it applies to classroom operations and instructional practices?
• How can we use the new curriculum to support differentiated instruction?

Learning Goals
• Participants will be able to understand and utilize various components of the curriculum to engage students in meaningful learning practices.
• Participants will be able to create and select lessons using the curriculum guides, informal and formal assessment data as well as anecdotal notes.
• Participants will become familiarized with instructional strategies, including but not limited to Brain Smart Start and Differentiated Instruction supports and challenges during large and small group instruction.

Key Resources
• Frog Street Pre-K curriculum materials.

Expectation for Classroom Implementation
• Teachers will implement curriculum with fidelity based on the implementation checklist provided by Frog Street.
**Early Childhood SEL - Neurodiversity**

**Description**
The Early Childhood Program has seen an increase in the social emotional needs of children. One response to this increase has been to create a Social Emotional Learning (SEL) Cohort of teachers that have taken a deep dive into a topic that impacts the social and emotional well-being of both children and adults and to share that learning with others. This session will explore what it means to be neurodivergent and the strengths and challenges that come with it. It will inform participants how neurodivergent brains process sensory input and ways to support sensory needs in the early childhood classroom.

**Alignment to Superintendent's Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.
- Construct safety, health, and wellness protocols.

**Academic Standards**
- **Standard - 16.1.PK.B1:** Recognize that everyone has personal traits which guide behavior and choices.
- **Standard - AL.2.PK.C1:** Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.

**Essential Questions**
- What is the definition of neurodivergent and how can EC staff support the varying needs of students?
- What are some strategies to identify students’ sensory needs and plan targeted interventions to meet learning goals?

**Learning Goals**
- Participants will gain knowledge and understanding about the concept of neurodiversity.
- Participants will brainstorm strategies to enhance learning experiences for neurodiverse students.

**Key Resources**
- Research and strategies around neurodiversity

**Expectation for Classroom Implementation**
- Individualized goals for neurodivergent students will include accommodations based on their needs.
Early Childhood
Assessment Implementation Review

Description
The EC Program adopted a new assessment tool that aligns with the new Frog Street PreK curriculum. This session will provide an overview and start up strategies for implementation of this newly adopted EC assessment system. Assessments provide valuable information on the child’s strengths and needs. The assessment also allows for streamline data reports of student learning outcomes, while also incorporating data collection aligned with the five pursuits as outlined in Dr. Gholdy Muhammad’s work. Teachers will learn to use the data reports provided to individualize for the children in their classrooms. Participants will gain foundational knowledge of the assessment materials and will participate in breakout sessions around application in the classroom setting.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standard - CC.1.1.PREK.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize rhyming words and when two or more words begin with the same sound (alliteration). Count syllables in spoken words. Segment single-syllable spoken words. Isolate and pronounce initial sounds.

• Standard - CC.2.4.PREK.A.4: Classify objects and count the number of objects in each category.

• Standard - 3.1.PK.A9: Ask questions about objects, organisms, and events. Participate in simple investigations to answer a question or to test a prediction. Use the five senses and simple equipment to gather data.

• Standard - 16.1.PK.A1: Distinguish between emotions and identify socially accepted ways to express them.


• Standard - AL.3.PK.A1: Use music, art, and/or stories to express ideas, thoughts, and feelings.

Essential Questions
• How can we gain component knowledge of the new curriculum as it applies to classroom operations and instructional practices tied to the assessment?

• How can we utilize both formative and summative assessment strategies to foster student growth?

• How can we use the data from the new assessment to support differentiated instruction?

Continues on next page.
Learning Goals
• Participants will be able to utilize various components of the curriculum to engage students in meaningful learning practices that are tied to the assessment.
• Participants will be able to create lesson plans utilizing the data from the assessment.

Key Resources
• DRDP Resources

Expectation for Classroom Implementation
• Teachers will create and utilize data reports for Parent-Teacher Conferences and individualized goal planning for students.
Description
This course will examine the routines and strategies that have been implemented from Conscious Discipline in the classroom and build on those strategies to examine next steps for students and staff based on data provided by staff in attendance including, but not limited to, PKBS results and DRDP results.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Construct safety, health, and wellness protocols.

Academic Standards
• Standard - 16.1.PK.A1: Distinguish between emotions and identify socially accepted ways to express them.
• Standard - 16.1.PK.D1: Establish goals independently and recognize their influence on choices.
• Standard - 16.2.PK.A1: Interact with peers and adults in a socially acceptable manner.
• Standard - AL.2.PK.C1: Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.

Essential Questions:
• How can Conscious Discipline impact my classroom management skills and the social emotional development of the students?
• What are the Seven Powers for Conscious Adults?

Learning Goals
• Participants will understand and utilize the multidisciplinary approach of Conscious Discipline in the classroom.
• Participants will understand and utilize the Seven Powers for Conscious Adults.

Key Resources
• Conscious Discipline Book and Website.
Framework Overview

The Early Childhood (EC) Education Programs (Early Childhood, Early Head Start, and Early Intervention) provide educational opportunities for children from birth through age 5. The focus of the 2023-24 ESL professional learning will be Experienced Multilinguals formerly known as long term English Learners. Based on nationwide trends and our own local data, this group of students need specific attention and focus. Each course will build upon previous knowledge utilizing the core text *Long-Term Success for Experienced Multilinguals* by Tan Huynh and Beth Skelton. We will be taking an asset-based approach to our collective learning. In addition, *Unearthing Joy* by Gholdy Muhammad will provide foundational knowledge about exploring joy and creativity in English language learning for Experienced Multilinguals.

Research suggests that it takes a student 5-7 years to learn social and academic language and longer for students with limited or interrupted formal schooling. In PPS, 22% of ELs (292) have been in the ESL program for more than five school years. These students are defined as Experience Multilinguals (EMs). A critical view of individualized student data is necessary to ensure academic and linguistic progress in the 23-24 school year.

This connects directly with the following Superintendent’s Priority Goals:

**Goal #1:** Invest in culturally responsive and evidence-based training, tools, and instructional practices.

**Goal #5:** Strategically allocate resources to ensure equity, excellence, and efficiency.

Please note the learning goals for the ESL Department in the 23-24 school year:

- Participants will be able to learn about district and nationwide academic and assessment trends for Experienced Multilinguals.

- Participants will engage in data analysis of individual student cohorts and determine how to effectively plan instruction within grade-level partners/teams.

- Participants will learn and implement the targeted use of specific authentic alternative assessments.

- Participants will explore what forms of feedback are available for classroom use and what defines meaningful feedback for EMs.

- Participants will delve into one area of feedback that they will implement with their cohort of learners.

- Participants will learn in collaborative teams the critical importance of planning for the instruction of EMs at all language proficiency levels and across the four language domains (Reading, Writing, Speaking, and Listening), taking into consideration the data collected from authentic assessment, feedback conferences, and other sources.

- Participants will delve into research-based best practice strategies, such as using conversational discourse and cooperative learning strategies, that will help strengthen instructional planning and preparation for EMs.

Continues on next page.
• Participants will review critical details, decision points, and updates for the 2024 WIDA ACCESS administration.

• Participants will participate in mandatory WIDA ACCESS training.

• Participants will begin to refine scheduling, communications plans, and other school-based details to ensure efficient WIDA ACCESS administration.

• Participants will learn about the intentionality of joy and how it’s called on in the classroom through student talk, participation, and interaction with a community of learners.

• Participants will engage in a review of collegial practices that bring joy to their students, highlighting not only academic achievements, but also the character-building and community building moments that spark joy in learning and teaching.

• Participants will examine their own criticality, recognizing that their personal self-awareness and social consciousness directly impacts classroom culture.

• Participants will engage in learning around the topic of criticality, exploring various strategies that promote the strengthening voice within a community of learners.

• Participants will reflect on the impact that their joyful practice had this year on their community of learners.

• Participants will share evidence of growth of EMs through use of the alternative authentic assessment, best practice instructional strategies, the use of feedback, the bolstering of joy, and the development of criticality.

**ESL teachers that support the K-5 grade band will attend critical ELA training for new curriculum implementation in the 23-24 school year.**
### District In-Service Dates and Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 24, 2023</td>
<td>Exploring the Identities of Experienced Multilinguals Through Authentic Assessments (6 Hours), Grades 6-12</td>
</tr>
<tr>
<td>November 7, 2023</td>
<td>Supporting Experienced Multilingual Skill Development Through Targeted Instructional Strategies (6 Hours), Grades 6-12</td>
</tr>
<tr>
<td>January 26, 2024</td>
<td>Supporting Experienced Multilingual Skill Development Through Targeted Instructional Strategies (6 Hours), Grades 6-12</td>
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### Districtwide ½ day PD (synchronous) Dates & Topics

<table>
<thead>
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<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>October 27, 2023</td>
<td>Supporting Experienced Multilinguals’ Pursuit of Intellectualism Through Feedback, Grades 6-12</td>
</tr>
<tr>
<td>December 15, 2023</td>
<td>The Support of Experienced Multilinguals: 2024 WIDA ACCESS Training Grades, K-12</td>
</tr>
<tr>
<td>February 16, 2024</td>
<td>Supporting Experienced Multilinguals: Strengthening Student Voice Through Criticality, Grades 6-12</td>
</tr>
<tr>
<td>March 15, 2024</td>
<td>Unearthing the Whole Student: A Reflection of Year-Long Best Practices, Grades 6-12</td>
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</table>

### Just in Time-Upcoming Unit/Module Dates and Topics (synchronous/asynchronous)

<table>
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<tbody>
<tr>
<td>September 29, 2023</td>
<td>State Expectations of English Multilingual Growth Across the School Year, Grades 6-12</td>
</tr>
<tr>
<td>November 17, 2023</td>
<td>Supporting Experienced Multilingual Skill Development Through Targeted Instructional Strategies Across the Content Areas, Grades 6-12</td>
</tr>
<tr>
<td>February 2, 2024</td>
<td>The Support of Experienced Multilinguals Through Culturally Responsive Schooling, Grades 6-12</td>
</tr>
<tr>
<td>March 1, 2024</td>
<td>Supporting Experienced Multilinguals: Strengthening Student Voice Through Advocacy, Grades 6-12</td>
</tr>
</tbody>
</table>
Description

Research suggests that it takes a student 5-7 years to learn social and academic language and longer for students with limited or interrupted formal schooling. In PPS, 22% of ELs (292) have been in the ESL program for more than five school years. These students are defined as Experience Multilinguals (EMs). A critical view of individualized student data is necessary to ensure academic and linguistic progress in the 23-24 school year.

An area of identified Experienced Multilingual struggle is the disconnect between home and school culture. In Foundations for Teaching English Language Learners, Wayne E. Wright shares that ELs formulate, reformulate, and negotiate their identities as they deal with and attempt to resolve the conflicts between what they encounter at home, in school, and in the dominant society culture. They are disadvantaged when schools do not recognize, value, and incorporate these differences.

In looking at student data, teachers will utilize English language proficiency data over time (WIDA ACCESS for ELLs 2.0) and performance measures (PSSA, Keystone, and grades). WIDA ACCESS data over multiple years typically flatlines after Level 3 for EMs. In previous years, Speaking and Listening were two domain scores that were areas for struggle for EMs.

Because of the difficulties involved in assessing the learning and progress of EM using high stakes standardized tests, effective teachers of EMs use their own alternative authentic assessments throughout the school year for both formative and summative purposes. Utilizing the texts Long-Term Success for Experienced Multilinguals and Unearthing Joy, we will delve into using alternative authentic assessments to refine our support for EMs that have been in U.S. schools for five + years.

Teachers will center their learning on Dr. Muhammad’s pursuit of identity. In the session, teachers will delve into planning alternative authentic assessments with students through portfolio formation with one cohort of students. Teachers will develop identity statements with students to build on student strengths such as language, prior experiences, interest, and funds of knowledge to facilitate learning. Students will be asked to emphasize real-world applications that are relevant to the students’ communities.

In this session, an overview of assessment strategies will be provided in the afternoon which will be built upon throughout the course of the year. These will include instructional strategies across the four language domains and assessment strategies: Feedback, data chats, etc.

Alignment to Superintendents Priority Goals

• *Priority Goal #1:* Invest in culturally responsive, evidence-based training, tools, and instructional practices

Continues on next page.
Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Relevant Pennsylvania ELD Standards for this professional learning
• Standard 1. English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.
• Standard 2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Essential Questions
• Why is there a need for multiple measures of student growth?
• How can EM educators use authentic alternative assessments to provide valid and reliable evidence of EMs’ growth and achievement?
• How will data be used from authentic alternative assessment to plan for the use of instructional strategies?

Learning Goals
• Participants will learn about district and nationwide academic and assessment trends for Experienced Multilinguals.
• Participants will engage in data analysis of individual student cohorts and determine how to effectively plan instruction within grade-level partners/teams.
• Participants will learn and implement the targeted use of specific authentic alternative assessments.

Key Resources
• Long-Term Success for Experienced Multilinguals by Tan Huynh
• Unearthing Joy by Gholdy Muhammad
• Foundations for Teaching English Language Learners by Wayne E. Wright
• 2023 WIDA ACCESS for ELLs 2.0
• PSSAs, Keystones, and other District level data
• Demographic Data (Length of time in ESL programming, SIFE, PSE designation, modes of ESL provided, etc.)

Expectations for Implementation:
• As an ESL team, teachers will shift from individual classroom use of authentic alternative assessment to a collective review of how students’ growth is being reviewed and celebrated over the school year.
• Teachers will collaborate to review students’ work samples as they draw upon the five pursuits.
Description
Research suggests that it takes a student 5-7 years to learn social and academic language and longer for students with limited or interrupted formal schooling. In PPS, 22% of ELs (292) have been in the ESL program for more than five school years. These students are defined as Experience Multilinguals (EMs). A critical view of individualized student data is necessary to ensure academic and linguistic progress in the 23-24 school year.

Teachers will center their learning on state and federal measurements of language proficiency growth. In the session, teachers will review EL Indicator within the PA Future Ready Index and discuss the implications of the EL Indicator on Experienced Multilinguals. This session correlates with the learning goals for the August 24 professional learning session.

In looking at student data, teachers will utilize English language proficiency data over time (WIDA ACCESS for ELLs 2.0) and performance measures (PSSA, Keystone, and grades). WIDA ACCESS data over multiple years typically flatlines after Level 3 for EMs. In previous years, Speaking and Listening were two domain scores that were areas for struggle for EMs.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Relevant Pennsylvania ELD Standards for this professional learning
• Standard 1. English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.
• Standard 2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Essential Questions
• What are the state expectations of learning growth of EMs (EL Indicator) within a given school year?
• How can we incorporate these expectations of growth into our planning throughout the year?
Learning Goals
• Participants will learn about the state expectations of the learning growth of EMs (EL Indicator).
• Participants will delve into how they can use these expectations to guide their planning and measure student growth.

Key Resources
• Long-Term Success for Experienced Multilinguals by Tan Huynh
• Unearthing Joy by Gholdy Muhammad
• Foundations for Teaching English Language Learners by Wayne E. Wright
• 2023 WIDA ACCESS for ELLs 2.0
• PSSAs, Keystones, and other District level data
• Demographic Data (Length of time in ESL programming, SIFE, PSE designation, modes of ESL provided, etc.)

Expectations for Implementation
• As an ESL team, teachers will shift their understanding of setting individual targets for growth and attainment.
English as a Second Language
Supporting Experienced Multilinguals’ Pursuit of Intellectualism Through Feedback

Description
Research suggests that it takes a student 5-7 years to learn social and academic language and longer for students with limited or interrupted formal schooling. In PPS, 22% of ELs (292) have been in the ESL program for more than five school years. These students are defined as Experience Multilinguals (EMs). A critical view of individualized student data is necessary to ensure academic and linguistic progress in the 23-24 school year.

Teachers will center their learning on Dr. Muhammad’s pursuit of intellectualism. Authentic assessments can be made even more effective if EMs are involved in assessing their own work and performance and that of their classmates. Reflective feedback can be highly effective in making students aware of what they have learned and how they are progressing. It will prepare them for further learning that can advance them to the next level.

In this session, an overview of feedback (including corrective feedback, error correction, etc.) and assessment (portfolio, self-assessment, peer assessment, etc.) will be provided to build upon the previous (August) session. These will include instructional strategies and examples across the four language domains that would provide evidence in the classroom.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Relevant Pennsylvania ELD Standards for this professional learning
• **Standard 1.** English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

• **Standard 2.** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Continues on next page.
**Essential Questions**
• How can teachers use feedback in the classroom as a tool for EMs’ academic achievement in English?
• How can WIDA proficiency standards and ELD standards guide teachers’ use of feedback?

**Learning Goals**
• Participants will explore what forms of feedback are available for classroom use and what defines meaningful feedback for EMs.
• Participants will delve into one area of feedback that they will implement with their cohort of learners.

**Key Resources**
• *Long-Term Success for Experienced Multilinguals* by Tan Huynh
• *Unearthing Joy* by Gholdy Muhammad
• *Foundations for Teaching English Language Learners* by Wayne E. Wright
• 2023 WIDA ACCESS for ELLs 2.0
• PSSAs, Keystones, and other District level data
• Demographic Data (Length of time in ESL programming, SIFE, PSE designation, modes of ESL provided, etc.)
• WIDA Proficiency Standards and Can-Do Descriptors

**Expectations for Implementation:**
• As an ESL team, teachers will make a shift in their practice through the adoption of several new forms of authentic feedback. They will apply their learning from this session to the students’ work and will share out their feedback (via video, photos, reflection, etc.) in the November session.
English as a Second Language
Supporting Experienced Multilingual Skill Development Through Targeted Instructional Strategies

Description
Research suggests that it takes a student 5-7 years to learn social and academic language and longer for students with limited or interrupted formal schooling. In PPS, 22% of ELs (292) have been in the ESL program for more than five school years. These students are defined as Experience Multilinguals (EMs). A critical view of individualized student data is necessary to ensure academic and linguistic progress in the 23-24 school year.

Teachers will center their learning on Dr. Muhammad’s pursuit of skill development. Taking the standards and moving beyond to imagine new learning for our EMs, teachers will explore instructional strategies to support oracy (listening and speaking as it relates to academic conversation) and literacy in English.

Oral language is the most often used mode of communication, but we tend to spend the least amount of classroom instruction time helping EMs develop it. In helping EMs develop communicative competence in oral and written language, teachers must engage EMs in language-rich contexts that provide opportunities for interaction as they learn and use listening and speaking for academic purposes.

Teachers will be exposed to various instructional strategies across the four domains of language: Speaking, Listening, Reading, and Writing. This instructional menu of options will provide tools in teachers’ instructional toolboxes, providing high quality, best-practice options for teachers as they consider the prescriptive needs of each of their EMs across the language proficiency levels.

Teachers will be invited to try out different methods and approaches of literacy instructional strategies. In doing so they should be flexible and creative, drawing on their own beliefs, values, principles, and experiences to adapt the methods and approaches they use to the realities of the classroom. The alternative authentic assessment of the teacher’s choosing will be reviewed throughout the session.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Continues on next page.
**Academic Standards**
- Integrate academic content into professional learning courses.
- Standards Aligned System: [https://www.pdesas.org/default.aspx](https://www.pdesas.org/default.aspx)

**Relevant Pennsylvania ELD Standards for this professional learning**
- **Standard 1.** English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.
- **Standard 2.** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

**Essential Questions**
- What instructional strategies can be used to bolster academic outcomes for EMs in oracy (Listening and Speaking) and literacy (Reading and Writing) to raise proficiency in the four language domains?
- How will teachers elevate EMs learning goals to stretch their skill development, highlighting their identities and inherent intellectualism?

**Learning Goals**
- Participants will learn in collaborative teams the critical importance of planning for the instruction of EMs at all language proficiency levels and across the four language domains (Reading, Writing, Speaking, and Listening), taking into consideration the data collected from authentic assessment, feedback conferences, and other sources.
- Participants will delve into research-based best practice strategies, such as using conversational discourse and cooperative learning strategies, that will help strengthen instructional planning and preparation for EMs.

**Key Resources**
- *Long-Term Success for Experienced Multilinguals* by Tan Huynh
- *Unearthing Joy* by Gholdy Muhammad
- *Foundations for Teaching English Language Learners* by Wayne E. Wright
- 2023 WIDA ACCESS for ELLs 2.0
- PSSAs, Keystones, and other District level data
- Demographic Data (Length of time in ESL programming, SIFE, PSE designation, modes of ESL provided, etc.)

**Expectations for Implementation:**
- As an ESL team, teachers will shift their practice through the explicit use of additional instructional strategies in oracy and literacy to determine new learning for EMs.
English as a Second Language
Supporting Experienced Multilingual Skill Development Through Targeted Instructional Strategies Across the Content Areas

Description
Research suggests that it takes a student 5-7 years to learn social and academic language and longer for students with limited or interrupted formal schooling. In PPS, 22% of ELs (292) have been in the ESL program for more than five school years. These students are defined as Experience Multilinguals (EMs). A critical view of individualized student data is necessary to ensure academic and linguistic progress in the 23-24 school year.

Teachers will center their learning on Dr. Muhammad’s pursuit of skill development. Taking the standards and moving beyond to imagine new learning for our EMs, teachers will explore instructional strategies to support integrated literacy in the content areas of Math, Social Students, and Science as students grow their English language proficiency.

Teachers will be exposed to various instructional strategies across the four domains of language: Speaking, Listening, Reading, and Writing. This instructional menu of options will provide tools in teachers’ instructional toolboxes, providing high quality, best-practice options for teachers as they consider the prescriptive needs of each of their EMs across the language proficiency levels within their respective content area.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Continues on next page.
Relevant Pennsylvania ELD Standards for this professional learning

• **Standard 1.** English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

• **Standard 2.** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

**Essential Questions**

• What instructional strategies can be used to bolster academic outcomes for EMs in oracy (Listening and Speaking) and literacy (Reading and Writing) to raise proficiency in the four language domains across each of our content areas (Math, Science, and Social Studies)?

• How will teachers elevate EMs learning goals to stretch their skill development, highlighting their identities and inherent intellectualism within their respective content areas?

**Learning Goals**

• Participants will learn in collaborative teams the critical importance of planning for the instruction of EMs at all language proficiency levels and across the four language domains (Reading, Writing, Speaking, and Listening) with their content areas, taking into consideration the data collected from authentic assessment, feedback conferences, and other sources.

• Participants will delve into research-based best practice strategies, such as using conversational discourse and cooperative learning strategies, that will help strengthen instructional planning and preparation for EMs with their content areas.

**Key Resources**

• *Long-Term Success for Experienced Multilinguals* by Tan Huynh

• *Unearthing Joy* by Gholdy Muhammad

• *Foundations for Teaching English Language Learners* by Wayne E. Wright

• 2023 WIDA ACCESS for ELLs 2.0

• PSSAs, Keystones, and other District level data

• Demographic Data (Length of time in ESL programming, SIFE, PSE designation, modes of ESL provided, etc.)

• WIDA Proficiency Standards and Can-Do Descriptors

**Expectations for Implementation:**

• As an ESL team, teachers will make a shift in their practice through the adoption of several new forms of authentic feedback. They will apply their learning from this session to the students’ work and will share out their feedback (via video, photos, reflection, etc.) in the November session.
English as a Second Language
The Support of Experienced Multilinguals: 2024
WIDA ACCESS Training

Description
The session will support all English Learners, including Experienced Multilinguals, in receiving an optimal testing environment for the 2024 WIDA ACCESS test. This training is mandatory per PDE for all test administrators of the WIDA ACCESS.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Essential Questions
• How can effective preparation for the WIDA ACCESS testing benefit long term (and all) ELs?

Learning Goals
• Participants will review critical details, decision points, and updates for the 2024 WIDA ACCESS administration.
• Participants will participate in mandatory WIDA ACCESS training.
• Participants will begin to refine scheduling, communications plans, and other school-based details to ensure efficient WIDA ACCESS administration.

Key Resources
• 2024 WIDA ACCESS training materials
• WIDA Secure Portal access

Expectations for Implementation
• As an ESL team, teachers will be certified by the WIDA Consortium to administer the 2024 WIDA ACCESS. They will also ensure that all testing requirements and security protocols will be implemented with fidelity.
English as a Second Language

The Support of Experienced Multilinguals Through Joy, Collaboration, & Community

Description

Research suggests that it takes a student 5-7 years to learn social and academic language and longer for students with limited or interrupted formal schooling. In PPS, 22% of ELs (292) have been in the ESL program for more than five school years. These students are defined as Experience Multilinguals (EMs). A critical view of individualized student data is necessary to ensure academic and linguistic progress in the 23-24 school year.

Teachers will center their learning on Dr. Muhammad’s pursuit of joy. Highlighting an assets-based approach to students’ home cultures and identities, teachers will discuss humanizing practices as resources to strengthen relationships and provide additional opportunities for academic and linguistic enrichment.

Participants will collaborate to discuss strategies to unearth joy in their classrooms. Teachers will share out practices that bring joy to their students, highlighting not only academic achievements, but also the character-building and community-building moments that spark joy in learning and teaching. Calling out and celebrating these visceral experiences brings awareness to our true purposes in the classroom.

On a daily basis, teachers draw from the students’ funds of knowledge and genius that is brought to their classrooms. In this session, teachers will be able to celebrate this joy and find new ways to encourage EMs to bring their identities to the community of learners. Examples of this include redesigning a lesson to capture joy, creating a rubric to quantify joy, and rewriting a lesson to highlight personal achievements of those untold stories.

When connections to text, connection to self, and connections to community occur through the use of multicultural literature, realia, and other resources in the classroom, we provide a fertile foundation for which joy can grow. Providing EMs the opportunity to see themselves reflected in their learning allows for joy and personal growth of each student.

Alignment to Superintendent’s Priority Goals

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.
- Expand community stakeholder communication and partnerships.
**Academic Standards**

- Integrate academic content into professional learning courses.
- Standards Aligned System: [https://www.pdesas.org/default.aspx](https://www.pdesas.org/default.aspx)

**Relevant Pennsylvania ELD Standards for this professional learning**

- **Standard 1.** English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.
- **Standard 2.** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

**Essential Questions**

- How does the concept of joy impact English language proficiency growth and academic achievement?
- How can teachers facilitate the growth of joyful learning in their classrooms, calling back how learners in K-5 find joy in learning?
- How can inserting joy into student learning objectives improve classroom participation for EMs?

**Learning Goals**

- Participants will learn about the intentionality of joy and how it’s called on in the classroom through student talk, participation, and interaction with a community of learners.
- Participants will engage in a review of collegial practices that bring joy to their students, highlighting not only academic achievements, but also the character-building and community building moments that spark joy in learning and teaching.

**Key Resources**

- *Long-Term Success for Experienced Multilinguals* by Tan Huynh
- *Unearthing Joy* by Gholdy Muhammad
- *Foundations for Teaching English Language Learners* by Wayne E. Wright
- 2023 WIDA ACCESS for ELLs 2.0
- PSSAs, Keystones, and other District level data
- Demographic Data (Length of time in ESL programming, SIFE, PSE designation, modes of ESL provided, etc.)

**Expectations for Implementation:**

- As an ESL team, teachers will shift their practice in their celebration of joy in learning and discovering new ways to encourage EMs to bring their identities to the community of learners.
English as a Second Language

The Support of Experienced Multilinguals Through Culturally Responsive Schools

Description
Research suggests that it takes a student 5-7 years to learn social and academic language and longer for students with limited or interrupted formal schooling. In PPS, 22% of ELs (292) have been in the ESL program for more than five school years. These students are defined as Experience Multilinguals (EMs). A critical view of individualized student data is necessary to ensure academic and linguistic progress in the 23-24 school year.

In this session, teachers will center their learning on Dr. Muhammad’s pursuit of joy. Highlighting an assets-based approach to students’ home cultures and identities, teachers will draw upon students’ home cultural practices and how they can be brought into learning in the school setting. For students, maintaining or developing a home culture while learning and adjusting to American culture is neither simple nor straightforward. Culture is dynamic and multifaceted.

Teachers will work to bridge gaps to engage students from dynamic cultures in the learning process in ways that are meaningful and relevant. The learning will be centered on aspects of culture, such as features of individualism vs. collectivism and how to expand interpretations of learning to include different cultural displays of learning and social interaction.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Relevant Pennsylvania ELD Standards for this professional learning
• Standard 1. English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.
• Standard 2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.
**Essential Questions**

- How does culture impact social interactions and academic growth?
- How can we as educators foster culturally responsive classrooms and schools?

**Learning Goals**

- Participants will examine their own cultural understanding and biases through self-reflection and group discussion.
- Participants will consider how culture impacts social interactions and academic growth as they reframe and refine their approach to the planning for and teaching of EMs.

**Key Resources**

- *Long-Term Success for Experienced Multilinguals* by Tan Huynh
- *Unearthing Joy* by Gholdy Muhammad
- *Foundations for Teaching English Language Learners* by Wayne E. Wright
- 2023 WIDA ACCESS for ELLs 2.0
- PSSAs, Keystones, and other District level data
- Demographic Data (Length of time in ESL programming, SIFE, PSE designation, modes of ESL provided, etc.)

**Expectations for Implementation:**

- As an ESL team, teachers will shift their practice into a space of learning that is culturally responsive for EMs. Teachers will delve into how ownership and community from students’ multiple perspectives impacts their growth.


**English as a Second Language**

**Supporting Experienced Multilinguals: Strengthening Student Voice Through Criticality**

**Description**

Research suggests that it takes a student 5-7 years to learn social and academic language and longer for students with limited or interrupted formal schooling. In PPS, 22% of ELs (292) have been in the ESL program for more than five school years. These students are defined as Experience Multilinguals (EMs). A critical view of individualized student data is necessary to ensure academic and linguistic progress in the 23-24 school year.

Teachers will center their learning on Dr. Muhammad’s pursuit of criticality. To dismantle systems of oppression, students must be able to read, write, speak, and think in ways to understand power and equity. Empowered educators facilitate learning that helps students understand their own cultural lenses to be able to examine multiple perspectives for the betterment of humanity.

Participants will share out and evaluate the conscious deconstruction of literature, imagery, and discourse, highlight topics that have been used in previous learning in the classroom. In this session, teachers will develop strategies, such as using productive talk moves and Socratic seminars, to ask students to use active voice and critical thinking to develop their voice. They will delve into what students may need to unlearn and call out misconceptions to develop more socially and politically conscious human beings.

**Alignment to Superintendent's Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- Integrate academic content into professional learning courses.
- Standards Aligned System: [https://www.pdesas.org/default.aspx](https://www.pdesas.org/default.aspx)

**Relevant Pennsylvania ELD Standards for this professional learning**

- **Standard 1.** English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.
- **Standard 2.** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

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Essential Questions
• How can we build criticality in our classrooms through student self-awareness and social consciousness?

• What systems, structures, and practices can be established in our classrooms to ensure that criticality happens at a deeper and more meaningful level and in a way that is impactful to all students?

Learning Goals
• Participants will examine their own criticality, recognizing that their personal self-awareness and social consciousness directly impacts classroom culture.

• Participants will engage in learning around the topic of criticality, exploring various strategies that promote the strengthening voice within a community of learners.

Key Resources
• WIDA MODEL kit materials
• Long-Term Success for Experienced Multilinguals by Tan Huynh
• Unearthing Joy by Gholdy Muhammad
• Foundations for Teaching English Language Learners by Wayne E. Wright
• 2023 WIDA ACCESS for ELLs 2.0
• PSSAs, Keystones, and other District level data
• Demographic Data (Length of time in ESL programming, SIFE, PSE designation, modes of ESL provided, etc.)

Expectations for Implementation
• As an ESL team, teachers will shift their use of strategies to ask students to use active voice and critical thinking to communicate their evolving identities.
English as a Second Language
Supporting Experienced Multilinguals: Strengthening Student Voice Through Advocacy

Description
Research suggests that it takes a student 5-7 years to learn social and academic language and longer for students with limited or interrupted formal schooling. In PPS, 22% of ELs (292) have been in the ESL program for more than five school years. These students are defined as Experience Multilinguals (EMs). A critical view of individualized student data is necessary to ensure academic and linguistic progress in the 23-24 school year.

Teachers will springboard their learning based off of the content covered in the previous session around Dr. Muhammad’s pursuit of criticality. To dismantle systems of oppression, students must be able to read, write, speak, and think in ways to understand power and equity. Empowered educators facilitate learning that helps students understand their own cultural lenses to be able to examine multiple perspectives for the betterment of humanity. Once student voice has been fostered, our next step towards student agency and equity is advocacy.

Teachers will discuss ways that advocacy can be fostered to support student criticality and voice. They will delve into student self-advocacy, teacher advocacy, and fostering agency in students and families through the support of community.

When thinking about our long-term EMs, the ESL department has historically seen students who are hesitant to exit the ELD program due a multitude of factors. Teachers will discuss and consider ways to strength student confidence in exhibiting English language proficiency and motivation to exit the ELD program.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Continues on next page.
Relevant Pennsylvania ELD Standards for this professional learning

• **Standard 1.** English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

• **Standard 2.** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Essential Questions

• How can we foster advocacy in our classrooms through student self-awareness and social consciousness?

• What systems, structures, and practices can be established in our classrooms to ensure that advocacy happens at a deeper and more meaningful level and in a way that is impactful to all students?

• In what ways can we foster joy in goal setting and motivation beyond the walls of the ELD classroom to promote student reclassification from the ELD program?

Learning Goals

• Participants will examine their own comfort with understanding of advocacy, recognizing that their personal self-awareness and social consciousness directly impacts classroom culture.

• Participants will engage in learning around the topic of advocacy, exploring various strategies that promote the strengthening of voice and agency within a community of learners.

• Participants will analyze what motivates their EMs and determine ways that students’ English language proficiency can be showcased, leading to reclassification and success in the mainstream classroom.

Key Resources

• *Long-Term Success for Experienced Multilinguals* by Tan Huynh

• *Unearthing Joy* by Gholdy Muhammad

• *Foundations for Teaching English Language Learners* by Wayne E. Wright

• 2023 WIDA ACCESS for ELLs 2.0

• PSSAs, Keystones, and other District level data

• Demographic Data (Length of time in ESL programming, SIFE, PSE designation, modes of ESL provided, etc.)

Expectations for Implementation

• As an ESL team, teachers will shift their practice to more robust ways of empowering student advocacy and agency.
**English as a Second Language**

*Unearthing the Whole Student: A Reflection of Year-Long Best Practices*

**Description**

Research suggests that it takes a student 5-7 years to learn social and academic language and longer for students with limited or interrupted formal schooling. In PPS, 22% of ELs (292) have been in the ESL program for more than five school years. These students are defined as Experience Multilinguals (EMs). A critical view of individualized student data is necessary to ensure academic and linguistic progress in the 23-24 school year.

Teachers will center their learning on Dr. Muhammad’s framework of unearthing the whole student. This year, educators focused on restructuring education to redefine and develop the pursuits of identity, skill development, intellectualism, criticality, and joy for EMs. This session will provide participants the opportunity to self-reflect on a year of learning the pursuits, research on EMs, and instructional strategies that support linguistic and academic growth. Teachers will focus on the impact that these efforts have positively made on their classroom of learners. The opportunity to showcase end of the year alternative authentic assessments will be provided to teachers to celebrate their learners’ growth throughout the year.

**Alignment to Superintendent’s Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- Integrate academic content into professional learning courses.
- Standards Aligned System: [https://www.pdesas.org/default.aspx](https://www.pdesas.org/default.aspx)

**Relevant Pennsylvania ELD Standards for this professional learning**

- **Standard 1.** English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.
- **Standard 2.** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.
Essential Questions
• Over the course of this year, how did educators establish joyful instruction and educational experiences for EMs and how will it continue to progress?
• How did this joy lead to increased English language proficiency and personal agency for students?

Learning Goals
• Participants will reflect on the impact that their joyful practice had this year on their community of learners.
• Participants will share evidence of growth of EMs through use of the alternative authentic assessment, best practice instructional strategies, the use of feedback, the bolstering of joy, and the development of criticality.

Key Resources
• *Long-Term Success for Experienced Multilinguals* by Tan Huynh
• *Unearthing Joy* by Gholdy Muhammad
• *Foundations for Teaching English Language Learners* by Wayne E. Wright
• 2023 WIDA ACCESS for ELLs 2.0
• PSSAs, Keystones, and other District level data
• Demographic Data (Length of time in ESL programming, SIFE, PSE designation, modes of ESL provided, etc.)

Expectations for Implementation
• As an ESL team, teachers will shift to self-reflection on their yearlong learning of the pursuits, research on EMs, and instructional strategies that support linguistic and academic growth. Teachers will focus on the impact that these shifts have positively made on their classroom of learners.
Course Offerings

Beyond Diversity
**Equity**

**Beyond Diversity (2-Day Seminar)**

**Description**

The Beyond Diversity seminar, updated and aligned with the Courageous Conversations About Race (CCAR) book, 3rd Edition, is designed to help teachers, students, parents, and administrators understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities. Enrollment is required as an employee of Pittsburgh Public Schools and it is an indication that you are poised for inquiry into your own personal investment in racism and desire greater accountability surrounding your professional leadership for racial equity. Participants will be introduced to the CCAR Protocol: the 4 Agreements, 6 Conditions and the Compass and explore the use of the Protocol when engaging in courageous conversations centered around race and racism. You will engage in a thoughtful, compassionate exploration of race and racism and grapple with how each influences the culture and climate of our schools; and practice using the CCAR Protocol for identifying and addressing policies, programs, and practices that negatively impact achievement for students of color and serve as barriers for ALL students receiving a world-class education.

**Alignment to Superintendent’s Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Connections to School Culture Outcomes**

- Culturally Relevant and Sustaining Teaching with Increased Achievement
- Universal Expectations are Modeled, Experienced and Celebrated
- Positive Relationships which Support Safe Environments

**Facilitator**

- Equity Affiliates

**Intended Audience**

- All PPS Staff

**Standards for Professional Learning (Learning Forward)**

- Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

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*Date is for SDUC (Student Teachers, only)*
Essential Questions
• What factors shape courageous conversations about race?

Learning Goals
• Participants will engage in courageous conversations and sustained interracial dialogue about race.
• Participants will reflect on race and racism and discover how each, through school policies, programs, and practices negatively impacts low-performing student populations.
• Participant will develop the knowledge and skills for engaging, sustaining, and deepening courageous conversations about the impact of race and racism on student achievement.

Key Resources
• Courageous Conversations Protocol: The 4 Agreements, 6 Conditions and the Compass

Expectations for Implementation
• Use the CCAR Protocol to engage in conversations about race to identify and address policies, programs, and practices that negatively impact achievement for students of color and serve as barriers for ALL students receiving a world-class education in the Pittsburgh Public Schools.
**Equity**

**Implicit Bias**

**Description**

The Implicit Bias (aka Unconscious Bias) training course introduces staff to the concept of unconscious bias, helping participants understand and recognize their own unconscious biases toward students and other individuals. This training also provides an opportunity to develop a deeper exploration of implicit and unconscious bias and recognize how bias may impact students’ experiences. You will learn techniques to manage bias in day-to-day work environments. There will be opportunities to consider how to modify systemic processes, communications, and interactions to minimize effects of bias.

You will engage in raising your awareness of the mental shortcuts that lead to snap judgments—often based on race and gender—about people’s talents or character. The goal of the training is to reduce bias in attitudes and behaviors at work, resulting in better interactions with students, and coworkers.

**Alignment to Superintendent’s Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.
- Construct safety, health, and wellness protocols.

**Connections to School Culture Outcomes**

- Positive Relationships which Support Safe Environments
- Universal Expectations are Modeled, Experienced and Celebrated

**Facilitator**

- Implicit Bias Facilitating Team

**Intended Audience**

- Administration (School-Based and Central Office)
- Student Support Staff (Social Workers and Counselors)
- Clerical and Operations Support Staff (Front Office Staff and Security & Safety)
- Instructional Staff (Teachers, Paraprofessionals, Coaches)

**Standards for Professional Learning (Learning Forward)**

- Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

Continues on next page.
Essential Questions
• Can you think of a situation when someone’s bias—conscious or unconscious—
influenced an interaction with a student?

Learning Goals
• Participants will gain a deeper understanding of implicit and unconscious bias.
• Participants will recognize how biases tied to race, religion, gender, age, neurodiversity, and other factors can impact students.
• Participants will consider how to manage and address bias in day-to-day work situations.

Key Resources
• Participant’s Guide that aligns the day’s professional learning including key terminology, key concepts, and personal reflections.

Expectations for Implementation
• The goal of the training is to reduce bias in attitudes and behaviors at work, resulting in better interactions with students, and coworkers.
The Health and Physical Education Department is dedicated to confirming all teachers are equipped to ensure all students’ learning needs are met. The following topics have been identified as a needed professional learning focus for the 2023-24 school year ensuring that all teachers are equipped to meet all students’ learning needs: Addressing the needs of our students with disabilities, Disability awareness, Assessment Practices, Data-informed instruction utilizing Progress Monitoring, Certification of hands-only CPR and resources to address student and community safety (compliance and feedback), and Comprehensive sexual education to ensure alignment with the district’s updated Comprehensive Sexual Education Policy (compliance and feedback). These focus areas have been identified by our teachers through feedback and reflections, surveys, and policy adherence as the most needed professional learning.

Furthermore, the topics align to 4 of the 5 district priority goals:

- **Goal 1**: Invest in culturally responsive, evidence-based training, tools, and instructional practices.
- **Goal 2**: Construct safety, health, and wellness protocols.
- **Goal 3**: Expand stakeholder communication and partnerships.
- **Goal 5**: Strategically allocate resources to ensure equity, excellence, and efficiency.

Throughout this year’s professional learning progression, we will continue to extend upon past professional learning. Through each of these learnings’ teachers will be provided a framework based on addressing the needs of all students to include providing best practices and resources for specific learners and topic areas that will be integrated into small grade-band collaborative opportunities, integration into their planning and lessons, and assessment practices. Furthermore, there will be additional opportunities to expand professional learning through optional sessions for deeper understanding, more implementation, and a collaborative implementation follow-up on half-days.
# District In-Service Dates and Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</table>
| **August 24, 2023** | Disability Awareness Training and Supports to Address ALL Learner (3 hours)  
                      | Hands-Only CPR Certification and Teaching Tools (3 hours)          |
| **November 7, 2023** | Comprehensive Sexual Education Workshop to Address ALL Students (6 hours) |
| **January 26, 2024** | Making the Connections to Progress Monitoring Practices and Utilizing Data to Drive Instruction to Support ALL Students (6 hours) |

# Districtwide ½ day PD (synchronous) Dates & Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td><strong>October 27, 2023</strong></td>
<td>Supporting Experienced Multilinguals’ Pursuit of Intellectualism Through Feedback, Grades 6-12</td>
</tr>
<tr>
<td><strong>December 15, 2023</strong></td>
<td>Applying Comprehensive Sexual Education resources to your teaching practices (2.5 hours)</td>
</tr>
<tr>
<td><strong>February 16, 2024</strong></td>
<td>Exploring Social and Cultural Influences in Relation to Comprehensive Sexual Education (2.5 hours)</td>
</tr>
<tr>
<td><strong>March 16, 2024</strong></td>
<td>Project-based Learning and Student Choice in Health and Physical Education (2.5 hours)</td>
</tr>
</tbody>
</table>

# Just in Time-Upcoming Unit/Module Dates and Topics (synchronous/asynchronous)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td><strong>September 21, 2023</strong></td>
<td>Deepening Understanding of Comprehensive Sexual Education resources to support teaching practices (1 hour)</td>
</tr>
<tr>
<td><strong>November 21, 2024</strong></td>
<td>Deepening Understanding of Comprehensive Sexual Education resources to support teaching practices (1 hour)</td>
</tr>
<tr>
<td><strong>February 23, 2024</strong></td>
<td>Continuing the Discussion to Connect Social and Cultural Influences in Comprehensive Sex Ed (1 hour)</td>
</tr>
<tr>
<td><strong>March 23, 2024</strong></td>
<td>Diving deeper Project-based Learning and Student Choice in Health and Physical Education (1 hour)</td>
</tr>
<tr>
<td><strong>Throughout School Year (Asynchronous)</strong></td>
<td>Several Course Offering: Providing A Deepening Your Understanding of working with Students with Disabilities (see listing for course offerings)</td>
</tr>
</tbody>
</table>
Health & Physical Education
Disability Awareness
Training and Supports to Address ALL Learners

Description
This training will provide teachers with a better understanding of disabilities that our students have across the district. Additionally, it will provide teachers with common triggers to avoid and/or be aware of and ways to minimize these factors, activities to better understand the common learning barriers, and common modifications and supports for each specific disability. This session will be co-facilitated by PSE in collaboration with the HPE Department. Lastly, this training will provide teachers with optional professional learning next step opportunities to expand their understanding of specific disabilities provided by the Office of Professional Learning which include: Attention Deficit Hyperactivity Disorder (elementary or secondary) Interventions, Autism Spectrum Disorder, Emotional Behavior Disorder, Inclusion Services, Managing Challenging Behavior, Oppositional Defiant Disorder, Reactive Attachment Disorder, School Safety for Students with Disabilities, Self-Regulation Skills for Elementary Students, Social Stories, and Working Safely with Students with Disabilities.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Construct safety, health, and wellness protocols.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Essential Questions
• How does your environment affect students with disabilities?
• How are you modifying learning for ALL students?
• How do you create a positive culture of safety and learning for ALL students?
• What modifications and/or adaptations may need to be made for different disabilities?

Continues on next page.
Learning Goals
• Teachers will better understand what disabilities our students have and how those disabilities may affect their learning, environment, behavior, and understanding.
• Teachers will understand common triggers and adaptations that can be made to ensure their classroom space is inviting a positive learning climate for all students.
• Teachers will understand common modifications for students with a specific disability and how to make modifications for a variety of students with disabilities.
• Teachers will understand and be able to imbed modifications, adaptations, and ways of support to help ensure every student has the opportunity for successful learning in their classroom.

Key Resources
• The Program for Students with Exceptionalities (PSE) Office

Expectations for Classroom Implementation
• Teachers will provide support for their students with disabilities through targeted lesson planning to include appropriate modifications and adaptations.
• Teachers will be able to identify common triggers and adaptations that can be made to ensure their classroom space is inviting a positive learning climate for all students.
• Teachers will be able to identify common modifications that can be made for a variety of students with disabilities.
• Teachers will be able to imbed modifications, adaptations, and ways of support to help ensure every student has the opportunity for successful learning in their classroom.
Health & Physical Education

Hands-Only CPR Certification and Teaching Tools

Description
This session will provide all Health and Physical Education teachers certification in Hands-only CPR to both aid in instructing/training our students and help support students and staff safety within their building. Furthermore, staff will be introduced to best practice resources and teaching tools by the American Heart Association to aid in providing students training Hands-only CPR through our health classes.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Construct safety, health, and wellness protocols.
• Expand stakeholder communication and partnerships.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Essential Questions
• When might hands-only CPR be needed?
• How do you administer Hands-only CPR?
• What are best practices when teaching others Hands-only CPR? Why should students know how to administer Hands-only CPR?

Learning Goals
• Teachers learn the most current Hands-only CPR practices and will obtain current certification of Hands-only CPR.
• Teachers will understand the best practices for teaching hands-only CPR.
• Teachers learn how to locate and utilize American Heart Association First Aid and CPR Resources to teach and provide students deeper understanding of how, when, and why it is important to know hands-only CPR.
• Teachers will understand when, why, and how to make modifications to hands-only CPR when a student with a disability needs them.

Continues on next page.
Key Resources
• American Heart Association Teachers Portal CPR Simplicity

Expectations for Classroom Implementation
• Teachers will deliver best practice instruction of how to administer hands-only CPR using the I do, we do, you do model.
• Teachers will deliver when and why hands-only CPR is needed and provide resources to support student learning.
• Teachers will modify and adapt content delivery for hands-only CPR for students as needed.
**Health & Physical Education**

Deepening understanding of teaching CPR – Starting Implementation and Awareness from K-12

**Dates Offered:**
August 24th, 2023

**Time:**
1:00 pm – 3:00 pm

**Location:**
Pittsburgh Carmalt K-8

**Act 48 Hours:**
2

**Description**
This session will expand on best practices and supports for hands-only CPR and personal safety provided by the American Heart Association. Additionally, American Heart will provide ways to develop heart awareness and implementation of ways to develop a culminating event following hands-only CPR instruction.

**Alignment to Superintendent's Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.
- Construct safety, health, and wellness protocols.
- Expand stakeholder communication and partnerships.
- Strategically allocate resources to ensure equity, excellence, and efficiency.

**Academic Standards**
- Integrate academic content into professional learning courses.
- Standards Aligned System: [https://www.pdesas.org/default.aspx](https://www.pdesas.org/default.aspx)

**Essential Questions**
- What are best practices for addressing hands-only CPR for your students?
- How can you create a culminating event surrounding heart awareness and hands-only CPR?

**Learning Goals**
- Teachers will learn how to utilize best practices surrounding hands-only CPR instruction and resources for students.

**Key Resources:**
- American Heart Association Teacher’s Portal

**Expectations for Classroom Implementation**
- Teachers will employ up to date best practice instruction surrounding hands-only CPR instruction.
Health & Physical Education
Deepening Your Understanding of working with Students with Disabilities

Description
Teachers have the ability to self-select the following asynchronous courses anytime throughout the school year within the Professional Learning Platform: Attention Deficit Hyperactivity Disorder (elementary or secondary) Interventions, Autism Spectrum Disorder, Emotional Behavior Disorder, Inclusion Services, Managing Challenging Behavior, Oppositional Defiant Disorder, Reactive Attachment Disorder, School Safety for Students with Disabilities, Self-Regulation Skills for Elementary Students, Social Stories, and Working Safely with Students with Disabilities.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Construct safety, health, and wellness protocols.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Essential Questions
• What modifications/accommodations are needed to support students’ who receive services via an IEP or 504 plan?
• How do you effectively support design and implementation of IEP and 504 plan goals in your content areas?

Learning Goals
• Teachers will have a deeper understanding of the disability and possible modifications to support ALL students they serve.
• Teachers will understand how to better provide learning supports and modifications for students with disabilities in their classroom.

Continues on next page.
Key Resources
• Office of Professional Learning – Vector Trainings

Expectations for Classroom Implementation
• Teachers will ensure that students with disabilities will receive appropriate modifications to support their learning.
• Teachers will ensure that students with disabilities will receive an optimal learning environment that provides support for all students’ learning needs.
Health & Physical Education
Course Title: Addressing Modification and Support in Health and Physical Education for our Students with Disabilities

Description
This session will focus on grade band small group collaboration to identify proper modifications for students with disabilities in relation to each lesson, unit, and assessment throughout each grade band. Teachers will work through grade levels and unit mapping to apply proper modification to aid in learning for a variety of disabilities.

Session Tasks will include:
• Analyzing curricular units and identifying where modifications and adaptations may be needed.
• Exploring and identifying common modifications that can be made for a variety of students with disabilities and begin to embed these in their practices.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Construct safety, health, and wellness protocols.
• Expand stakeholder communication and partnerships.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Essential Questions
• How do you apply modifications for learning for students with different disabilities?
• What modifications should be made regarding content, instruction, assessment, and environment for students with X disability?
• How might learning needs vary for our students with disabilities? What modifications and support may be needed?

Continues on next page.
Learning Goals

• Teachers will learn how to design and implement appropriate modifications and accommodations as relevant to student’s IEP and 504 Plans.

• Teachers will learn what triggers may be associated with a specific disability and adaptations to ensure their classroom space is inviting a positive learning climate for all students.

Key Resources

• The Program for Students with Exceptionalities (PSE) Office

Expectations for Classroom Implementation

• Teachers will design and implement modifications to address all IEP and 504 plans.

• Teachers will identify triggers and implement accommodations to provide students with the best learning environment to meet their needs.
Health & Physical Education

Comprehensive Sexual Education Workshop to Address ALL Students

Description
This day will address the following topics that were identified by teachers at the end of the 2022-23 school year regarding their professional learning needs in the area of Comprehensive Sexual Education (per the guidance/compliance of the updated Comprehensive Sex Ed Policy): Social, Peer, and Cultural Influence, Dealing with Emotions, Emotional Regulation, Body Image, Puberty and Hygiene, Sexting, Consent, Sexual Harassment, and Other Legal Factors, Healthy Relationships, and Social and Emotional Health. Presenters will include local and national organizations that practice factual up-to-date evidence-based practices and education regarding each topic area to include educational understanding, best practices, and resources to support student learning regarding each topic area.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Construct safety, health, and wellness protocols.
• Expand stakeholder communication and partnerships.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx
• All content is aligned to the PA Health and PE Standards in conjunction with National Health and Sexual Education Standards

Essential Questions
• What partnerships are available to support comprehensive sexual education?
• What are best practices for delivering comprehensive sexual education? What local and national resources are available?
• How do you address common comprehensive sexual education topics?
• How might addressing this learning vary for our students with disabilities? What modifications and support may be needed?

Continues on next page.
• What considerations may be needed for this learning for our LGTBIA+ students?

• What considerations may be needed to ensure you are addressing students of different cultures and/or race?

**Learning Goals**

• Teachers will understand what, why, and how to utilize factual, up-to-date, evidence-based comprehensive sexual education content and language to address the topics in our comprehensive sexual education.

• Teachers will better understand how to examine, identify, and utilize factual evidence-based local and national comprehensive sexual education resources, organizations, and partnerships to help ensure up to date best practices and content.

• Teachers will understand practices, strategies, and pedagogy that can be utilized to ensure he/she is inclusive of all students to include students with a disability and all genders, races, cultures, sexual orientation, and identity.

**Key Resources**

• Children’s Hospital – Office of Adolescent Medicine

• Child Advocacy Center – UPMC Children’s Hospital, FBI, Pittsburgh Police, and Pittsburgh Action Against Rape One Love Foundation

• Black Girl’s Equity Alliance

• Adagio Health -Comprehensive Sex Ed Department Amaze.org

**Expectations for Classroom Implementation**

• Utilization of evidence-based, up-to-date, factual resources, local and national organizations and partnerships will be utilized to help support learning and best practice pedagogy.

• Teachers will implement practices, strategies, and pedagogy that can be utilized to ensure he/she is inclusive of all students to include students with a disability and all genders, races, cultures, sexual orientation, and identity.
Health & Physical Education

Deepening Understanding of Comprehensive Sexual Education resources to support teaching practices.

Description
This session will provide teachers the opportunity to collaborate and embed these resources and practices into their lessons and instructional practices. Teachers will utilize the unit plan to embed these resources and practices to create deeper understanding and ensure they are utilizing the most up-to-date evidence-based language and practices regarding each topic in Comprehensive Sexual Education.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Expand stakeholder communication and partnerships.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.

• Standards Aligned System: https://www.pdesas.org/default.aspx

• All content is aligned to the PA Health and PE Standards in conjunction with National Health and Sexual Education Standards

Essential Questions
• Where and how can we utilize partnerships are available to support comprehensive sexual education to support learning?

• What are best practices for delivering comprehensive sexual education?

• How do the supports provided enhance the practices in each common comprehensive sexual education topics?

• How might addressing this learning vary for our students with disabilities? What modifications and support may be needed?

• What considerations may be needed for this learning for our LGTBIA+ students?

• What considerations may be needed to ensure you are addressing students of diverse cultures and/or races?

Continues on next page.
Learning Goals
• Teachers will better understand how to integrate the information for the previous session to include the factual, up-to-date, evidence-based comprehensive sexual education content and language to address the topics into their lessons and the unit plan.
• Teachers will understand where and how to utilize factual evidence-based local and national comprehensive sexual education resources, organizations, and partnerships to help ensure up-to-date best practices and content are integrated into their teachings.
• Teachers will understand practices, strategies, language, and pedagogy that can be utilized to ensure he/she is inclusive of all students to include students with a disability and all genders, races, cultures, sexual orientation, and identity in comprehensive.

Key Resources
• Children’s Hospital – Office of Adolescent Medicine
• Child Advocacy Center – UPMC Children’s Hospital, FBI, Pittsburgh Police, and Pittsburgh Action Against Rape One Love Foundation
• Black Girl’s Equity Alliance
• Adagio Health - Comprehensive Sex Ed Department Amaze.org

Expectations for Classroom Implementation
• Teachers will provide comprehensive sexual education that will ensure best practices are utilized to include factual, up-to-date, evidence-based, research-based, and inclusive language regarding each topic area.
• Teachers will make connections and utilize local and national organizations and partnerships that support best practice pedagogy.
• Teachers will integrate practices, strategies, language, and pedagogy that can be utilized to ensure he/she is inclusive of all students to include students with a disability and all genders, races, cultures, sexual orientation, and identity into their lessons.
Health & Physical Education
Applying Comprehensive Sexual Education resources to your teaching practices

Description
This session will provide teachers the opportunity to collaborate and embed these resources and practices into their lessons and instructional practices. Teachers will utilize the unit plan to embed these resources and practices to create deeper understanding and ensure they are utilizing the most up-to-date evidence-based language and practices regarding each topic in Comprehensive Sexual Education specifically regarding Healthy Relationships.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Expand stakeholder communication and partnerships.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx
• All content is aligned to the PA Health and PE Standards in conjunction with National Health and Sexual Education Standards

Essential Questions
• Where and how can we utilize partnerships are available to support comprehensive sexual education to support learning?
• What are best practices for delivering comprehensive sexual education?
• How do the supports provided enhance the practices in each common comprehensive sexual education topics?
• How might addressing this learning vary for our students with disabilities? What modifications and support may be needed?
• What considerations may be needed for this learning for our LGTBIA+ students?
• What considerations may be needed to ensure you are addressing students of diverse cultures and/or races?

Continues on next page.

Dates Offered:
November 21, 2023
Time:
Secondary 12:00 pm – 2:30 pm
Middle 1:00 pm – 3:30 pm
Elementary 1:00 pm – 3:30pm
Location:
TEAMS
Act 48 Hours:
2.5
Learning Goals
• Teachers will better understand how to integrate factual, up-to-date, evidence-based comprehensive sexual education content and language to address healthy relationships.

• Teachers will understand practices, strategies, language, and pedagogy that can be utilized to ensure he/she is inclusive of all students to include students with a disability and all genders, races, cultures, sexual orientation, and identity in comprehensive.

• Teachers will understand where to access up to date instructional materials regarding healthy relationships through utilizing the One Love Foundational platform.

Key Resources
• Children’s Hospital – Office of Adolescent Medicine

• Child Advocacy Center – UPMC Children’s Hospital, FBI, Pittsburgh Police, and Pittsburgh Action Against Rape One Love Foundation

• Black Girl’s Equity Alliance

• Adagio Health -Comprehensive Sex Ed Department Amaze.org

Expectations for Classroom Implementation
• Teachers will provide comprehensive sexual education that will ensure best practices are utilized to include factual, up-to-date, evidence-based, research-based, and inclusive language regarding healthy relationships.

• Teachers will make connections and utilize local and national organizations and partnerships that ensure their health relationship contents, practices, and resources are evidence and research-based, factual, and up-to-date to help support learning and best practice pedagogy.
Health & Physical Education
Making the Connections to Assessment Practices and Utilizing Data to Drive Instruction

Description
This session will focus on ensuring teachers develop a variety of formative assessment practices that address all learning styles and learner needs. The session will expand into opportunities to ensure quality assessment practices are in place beginning in the concentrated areas of focus and expanding into all lessons and units. We will utilize the learning continuum to both ensure we are addressing the needs of all students and address using quality formative and summative assessment practices to include skill-based, project-based, and variety of forms to include student choice. The discussion and examples will span from content specific types of assessments to overall instructional assessment practices such as check list and rubric development, bellringers, and exit tickets. The professional learning will then venture into properly utilizing formative assessments, analyzing the progress and using progress monitoring to provide data-informed instruction. Lastly, the participants will be provided the opportunity to collaborate with their peers to brainstorm best practices and exploration of a variety of assessment practices through small group in their content area and grade band. Lastly, the session will dive into properly using formative, summative, and trend data to make decisions on lesson planning, and instructional needs.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Design effective organizational systems.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Essential Questions
• What assessments do you utilize in your classroom?
• What types of formative assessment do you utilize? Summative?
• Why should you use multiple forms of assessments? How do you do this?
• Why are assessment practices important to utilize throughout each unit?

Continues on next page.
• How and why do assessments “drive” learning?
• What types of assessment can/should be utilized? Why?
• How might assessments vary for our students with disabilities? What modifications and support may be needed?

**Learning Goals**

• Teachers will better understand a variety of ways to assess their students’ using assessments that support the different learning domains in lessons and throughout each unit.

• Teachers will show understanding of what, how, and why assessment and data-driven instruction should be utilized. Furthermore, teachers will be able to identify the importance of both using a variety of assessments and analyzing the data from these assessments to make decisions on planning and learning taking place.

• Teachers will show understanding of integrating formative and summative assessments that both provide a variety of learners the best opportunity to show understanding and see their learning progress.

**Key Resources**

• SHAPE America – National Health and Physical Education Association

**Expectations for Classroom Implementation**

• Teachers will be able to provide students with ways that address/demonstrate their own learning through using a variety of assessment practices.

• Teachers will provide all students with specific feedback relevant to their performance and data.

• Teachers will provide students with a better understanding of their learning progression with assessments that address all learning styles, specific feedback, interventions, and data-informed decisions and instructional planning.
Health & Physical Education
Exploring Social and Cultural Influences in Relation to Comprehensive Sexual Education

Description
This session will explore the considerations, content, discussion and questioning, and ways to support teachers in their understanding how peer, society, family and cultural can reflect decision making skills, relationship skills, social awareness, and self-awareness in comprehensive sexual education. The session will be presented on partnership with the Black Girls Equity Alliance. Teachers will learn about resources and supports available, discuss best practices, and seek to integrate the learning into their lessons in throughout their comprehensive sex ed instruction to include healthy relationships.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Expand stakeholder communication and partnerships.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Essential Questions
• How might society play a role in one's understanding of comprehensive sexual education? (marketing, social media, etc.)

• How might peers play a role in one's understanding of comprehensive sexual education?

• How might family and cultures play a role in one's understanding of comprehensive sexual education?

• What are appropriate ways to address content and discussion regarding how society and culture might affect one's understanding, beliefs, and practices related to healthy relationships and comprehensive sexual education?

• How do you ensure your content provides social awareness while also ensuring respect of all cultures and beliefs?

Continues on next page.
Learning Goals

• Teachers will better understand how society, peers, family, and culture can play a role in all aspects of comprehensive sexual education.

• Teachers will learn how to integrate appropriate social and cultural content and questions that relate and extend learning in comprehensive sexual education.

• Teachers will learn the most current skills-based instructional materials for comprehensive sexual education and how they can utilize the materials and instructional supports in their classroom.

Key Resources

• Black Girls Equity Alliance
• Gwen’s Girls
• Children’s Hospital – Adolescent Medicine

Expectations for Classroom Implementation

• Teachers will deliver relevant content to support understanding of social and cultural perspectives and influences regarding comprehensive sexual education.

• Teachers will provide content that addresses Social Emotional Learning to include Social Awareness, SelfAwareness, Relationship Skills, and Responsible Decision Making.

• Teachers will provide appropriate questioning and discussion that supports understanding of societal, peer, family, and cultural influences regarding comprehensive sex ed and healthy relationships.
Health & Physical Education

Continuing the Discussion to Connect Social and Cultural Influences in Comprehensive Sex Ed

Description
This session will explore the considerations, content, discussion and questioning, and ways to support teachers in their understanding how peer, society, family and cultural can reflect decision making skills, relationship skills, social awareness, and self-awareness in comprehensive sexual education. The session will be presented on partnership with the Black Girls Equity Alliance. Teachers will learn about resources and supports available, discuss best practices, and seek to integrate the learning into their lessons in throughout their comprehensive sex ed instruction to include healthy relationships.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Expand stakeholder communication and partnerships.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Essential Questions
• How might society play a role in one’s understanding of comprehensive sexual education? (marketing, social media, etc.)
• How might peers play a role in one’s understanding of comprehensive sexual education?
• How might family and cultures play a role in one’s understanding of comprehensive sexual education?
• What are appropriate ways to address content and discussion regarding how society and culture might affect one’s understanding, beliefs, and practices related to healthy relationships and comprehensive sexual education?
• How do you ensure your content provides social awareness while also ensuring respect of all cultures and beliefs?

Continues on next page.
Learning Goals
• Teachers will better understand how society, peers, family, and culture can play a role in all aspects of comprehensive sexual education.
• Teachers will learn how to integrate appropriate social and cultural content and questions that relate and extend learning in comprehensive sexual education.
• Teachers will learn the most current skills-based instructional materials for comprehensive sexual education are and how they can utilize the materials and instructional supports in their classroom.

Key Resources
• Black Girls Equity Alliance
• Gwen’s Girls
• Children’s Hospital – Adolescent Medicine

Expectations for Classroom Implementation
• Teachers will deliver relevant content to support understanding of social and cultural perspectives and influences regarding comprehensive sexual education.
• Teachers will provide content that addresses Social Emotional Learning to include Social Awareness, SelfAwareness, Relationship Skills, and Responsible Decision Making.
• Teachers will provide appropriate questioning and discussion that supports understanding of societal, peer, family, and cultural influences regarding comprehensive sex ed and healthy relationships.
Health & Physical Education

Project-based Learning and Student Choice in Health and Physical Education

Description
This session will explore why and how to develop quality project-based learning and student choice assessment practices in both Health and Physical Education. We will investigate the rationale behind utilizing these ways of assessment, while also looking at best practice ways to assess each student individually while ensuring the variety of opportunities address the intended learning outcomes. This session will provide examples of project-based learning, skill-based learning, student choice board assessments, and rubrics to assess the learning. Furthermore, teachers will have the opportunity to create their own or modify and implement the examples provided.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Essential Questions
• What are best practices of implementing project-based learning? How does project-based learning address the learning outcome? How do you assess individualized learning? What are examples of project-based learning?

• What are best practices in student choice boards and assessments? How do you align/assure that the learning outcomes are taking place?

Learning Goals
• Teachers will learn best practices for developing and implementing project-based learning in their classroom.

• Teachers will learn best practices for developing and implementing student choice board assessments and activities in their content area.
Key Resources
• SHAPE America
  SHAPE America – Tool Box Examples:
  https://www.pblworks.org/what-is-pbl
  https://www.edutopia.org/article/importance-student-choice-across-all-grade-levels/
  https://blog.definedlearning.com/authentic-assessment

Expectations for Classroom Implementation
• Teachers will utilize project-based learning and quality rubrics to extend and assess student learning in health and physical education.
• Teachers will use student choice boards that both align to curricular learning outcomes and provide students choice in their learning.
Health & Physical Education
Project-based Learning and Student Choice in Health and Physical Education

Description
This session will expand on how to develop quality project-based learning and student choice assessment practices in both Health and Physical Education. We will explore project-based, skill-based, and student choice assessments that are in the health and physical education curriculum resource folder and teachers will work to create their own assessment with a rubric.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Essential Questions
• What are best practices of implementing project-based learning? How does project-based learning address the learning outcome? How do you assess individualized learning? What are examples of project-based learning?
• What are best practices in student choice boards and assessments? How do you align/assure that the learning outcomes are taking place?

Learning Goals
• Teachers will learn best practices for developing and implementing project-based learning in their classroom.
• Teachers will learn best practices for developing and implementing student choice board assessments and activities.

Key Resources
• SHAPE America
  SHAPE America – Tool Box Examples:
  https://www.pblworks.org/what-is-pbl
  https://www.edutopia.org/article/importance-student-choice-across-all-grade-levels/
  https://blog.definedlearning.com/authentic-assessment

Continues on next page.
Expectations for Classroom Implementation

• Teachers will utilize project-based learning and quality rubrics to extend and assess student learning in health and physical education.

• Teachers will use student choice boards that both align to curricular learning outcomes and provide students choice in their learning.
Framework Overview

During the 2022-23 school year, the Performance Management team initiated the implementation of new evaluation requirements as mandated by PA Act 13. Specifically, the work for the past school year revolved around understanding changes in how educators are evaluated, the criteria used and the overall evaluation components and processes.

For the 2023-24 school year, the Performance Management team aims to shift their focus towards providing support for the new evaluations system and aspects of educators’ teaching practices. This supports our commitment to helping educators succeed in meeting the new requirements while enhancing their professional practice requirements and effectiveness.

Further, to streamline and enhance the evaluation process and experience for all users, the Performance Management team plans to launch a new evaluation management system called Perform by PowerSchool. This technology is intended to help more efficiently manage and track the evaluation process for all role groups. As is consistent with our approach of providing support for the current school year, all observers and learners role groups will receive professional development that assists in navigating use of the new platform.

Overall, the Performance Management team is working diligently to improve the evaluation process, provide meaningful support to educators, and enhance the overall quality of education in the District. The integration of technology and a focus on growth and development bode well for the success of these initiatives and their related professional development.
**HR – Evaluation Support**

**Act 13 and Beyond: Educators Driving Instructional Excellence**

**Description**
This course assists school leaders in developing a deep understanding of the supervision and evaluative process. Whether new to the leadership role, or experienced, through this course, school leaders are positioned to engage as observers of the Act 13 evaluation processes and will gain additional knowledge, skills and confidence that assists them to oversee the evaluation process for the various educator groups (e.g., classroom teachers, non-teaching professionals and school leaders). This course is designed to underscore the importance of the supervision and evaluation model for elevating classroom instruction and building faculty capacity.

**Alignment to Superintendent's Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.
- Design effective organizational systems.
- Strategically allocate resources to ensure equity, excellence, and efficiency.

**Standards for Professional Learning (Learning Forward)**
- **Professional Expertise:** Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

**Essential Questions**
- What tools, resources and supports are available to assist in building evaluation observers’ capacity to understand and administer the PA Act 13 evaluation processes?
- What observation skills are required to support educators participating in the PA Act 13 evaluation processes?
- What resources and supports should be deployed to support classroom teachers and other staff to deliver high-quality teaching, leadership and other services to students in ways that result in improved outcomes?

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**Dates Offered:**
- **Time:** 8:00 am – 3:00 pm
- **Location:** Synchronous, Zoom
- **PIL Credits:** 30

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**Central Office**
- **Session 1:** September 21, 2023
- **Session 2:** September 22, 2023
- **Session 3:** October 20, 2023

** Principals**
- **Session 1:** October 17, 2023
- **Session 2:** October 18, 2023
- **Session 3:** November 13, 2023

**Assistant Principals**
- **Session 1:** October 30, 2023
- **Session 2:** October 31, 2023
- **Session 3:** November 20, 2023
Learning Goals: Participants will…
• Understand the PA Act 13 evaluation process for the applicable role groups that they supervise.
• Align and refine observation skills in accordance to the PA Act 13 evaluation requirements.
• Understand how to deploy resources, tools and supports to teachers and other staff in ways that benefit students and improve the staff members’ capacity.

Key Resources
• PA School Leader Rubric
• PPS RISE Rubric
• RISE Business Rules
• School Leader Professional Practice Business Rules
• Performance Management Office Staff

Expectations for Implementation
• Participants are expected to apply the strategies learned in this course to their practice as observers of the evaluation processes for the various PA Act 13 roles. Specifically, participants will refine and implement observation techniques that support educators to develop high proficiency in their practice for the purpose of impacting student outcomes.
**HR – Evaluation Support**

**PowerSchool Perform Evaluation Management System Training (Evaluator)**

**Description**

The Perform Evaluation Management System Training (Evaluator) course will help Act 13 and other observers navigate and implement the evaluation platform to monitor and track evaluation activities for the role groups that they supervise. Further observers will be able to utilize the platform to provide feedback, support, collect evidence and deliver rating results to evaluation participants.

**Alignment to Superintendent’s Priority Goals**

- Design effective organizational systems.
- Strategically allocate resources to ensure equity, excellence, and efficiency.

**Standards for Professional Learning (Learning Forward)**

- **Professional Expertise**: Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

**Essential Questions**

- What new terms, vocabulary and processes must the observer become familiar with to navigate, implement, monitor and participate in the growth and evaluation process for both themselves and the staff that they supervise?
- How will PPS’s evaluation process function within the Perform evaluation management system?
- What resources, supports or tools are available to observers and their staff that support them as they encounter challenges related to the new evaluation management system?

**Learning Goals: Participants will...**

- Become equipped to utilize the Perform evaluation management system to manage and support the evaluation systems for the staff groups that they supervise.
- Gain skills that help the observer support staff members to utilize the Perform evaluation management system to complete evaluation requirements and obtain information that assists to improve in their professional practice.

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**Key Resources**

- PA School Leader Rubric
- PPS RISE Classroom Teacher Rubric
- RISE Business Rules
- NTP Business Rules
- School Leader Professional Practice Business Rules
- Perform videos
- Performance Management Staff Sponsored videos and Navigation pages
- Performance Management Staff

**Expectation for Classroom Implementation**

- Participants who complete the course are expected to utilize the Perform Evaluation Management training’s tools and resources to navigate, implement, monitor and participate in the growth and evaluation process. Additionally, participants will utilize the information learned to support their supervised staff members to complete evaluation activities as legislated by the PA Department of Education/the school district.
HR – Evaluation Support
The Teaching Channel (Observer)

Description
The Teaching Channel Observer course is designed to provide observers with the skills and knowledge to utilize the platform to coach and support educators to improve their professional practice and content knowledge. The Teaching Channel platform contains various tools and resources aimed at helping teachers and other roles groups enhance their professional practices. Through this course, observers will become proficient in navigating the platform and identifying support resources that cater to the specific growth areas of staff members.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Design effective organizational systems.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Standards for Professional Learning (Learning Forward)
• Professional Expertise: Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

Essential Questions
• How will the observer and staff members that require additional support access the Teaching Channel resources?
• What supports are available to support teachers to improve their professional practice and content knowledge?
• What resources exist to assist with customization, support, collaboration and data engagement/analysis?

Learning Goals: Participants will...
• Become equipped to utilize the Teaching Channel platform to support teachers and other educators who may be struggling with their practice.
• Gain skills that help them support staff members to utilize the Teaching Channel platform.

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Key Resources
• Teaching Channel training support tools
• Content Experts (e.g., Curriculum and Instruction Supervisors)
• Performance Management staff

Expectation for Classroom Implementation
• Participants who complete the course are expected to utilize the Teaching Channel resources to support new teachers, those on improvement plans and those who require additional with specific areas of their practice as identified through observations, classroom walk-throughs and evidence collection.
In the 2023-24 school year, the Performance Management team is focusing on improving the onboarding experience for various categories of new staff, including newly hired, transferred, rehired and promoted staff. To achieve this goal, the team will introduce programs that support both hiring managers and the staff members who are hired or transitioning within the organization. These programs are designed to provide comprehensive tools that facilitate an introduction to the organization, as well as provide supports, tools and resources that new hires need to perform the responsibilities associated with their respective position.
HR – Onboarding
Onboarding 101

Description
Participants completing the Onboarding 101 will receive the tools and resources that assist in implementing the District’s inaugural Onboarding Program. Specifically, this course aims to ensure that newly hired staff members, regardless of their role group, school or department receive a consistent and supportive Onboarding experience.

As a participant, you will explore the significance of effective Onboarding and its positive impact on employee engagement, productivity and retention. Additionally, you will discover techniques for creating a welcoming, inclusive, and supportive onboarding experience, and find resources and tools to jump start your staff members’ Onboarding plans.

The heart of this course lies in tailoring the Onboarding plan for your school, department, or program. Through collaborative efforts with HR and other internal and external stakeholders, you will ensure a seamless and personalized Onboarding experience for each new hire. Save time and foster cohesion by involving your Onboarding Team, who will both lead and support the Onboarding for various new hires.

Alignment to Superintendent’s Priority Goals

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.
- Design effective organizational systems.
- Strategically allocate resources to ensure equity, excellence, and efficiency.

Standards for Professional Learning (Learning Forward)

- Professional Expertise: Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

Essential Questions

- What is the structure and content of an effective Onboarding plan?
- How can the District’s hiring managers reimagine Onboarding as a continuous, long-term process that integrates new employees with a broad range of stakeholders’ support?
- How does a connection-focused Onboarding process contribute to a positive employee experience and overall organizational success?

Learning Goals: Participants will...

- Understand the importance of effective onboarding and its impact on employee engagement, productivity and retention.

Continues on next page.
• Explore techniques for creating a welcoming, inclusive, and supportive onboarding experience that aligns with the District’s vision, mission, and beliefs, and the Superintendent’s Priority Goals.

• Develop skills to utilize available resources, tools, and materials to enhance the onboarding process.

• Understand the role of hiring managers in setting clear expectations and providing meaningful feedback and support during the onboarding period.

• Develop strategies for measuring and evaluating the effectiveness of the onboarding process to drive continuous improvement.

• Explore methods for customizing an onboarding plan for their schools, departments, or programs, ensuring a seamless and individualized onboarding experience for each new hire through collaborative efforts with HR and other stakeholders.

**Key Resources**

- Onboarding course in Schoology ([PL Platform: Onboarding 101 Fall 2023 | Schoology](#))
- Self-Identified Onboarding teams
- Performance Management Office (Specifically Eleanor Mankin Law)
- Human Resources Department
- District content experts

**Expectations for Implementation**

• Learners should integrate the best practices and strategies learned to design and execute a well-structured Onboarding plan that aligns with the District’s vision, mission, beliefs, and Priority Goals, focusing on key check-ins, resources for growth, and ongoing support.
**HR – Onboarding**

**The Secretary Toolkit: An Onboarding Resource**

**Description**

The Secretary Toolkit is designed for new and experienced secretaries to develop and refine key competencies. Participants in this course will have comprehensive training in key areas, mastering Timekeeper skills with Munis software and Frontline resources, managing board tabs, travel requests, and ordering supplies, and developing proficiency in customer service and the Microsoft suite.

As part of our commitment to supporting secretaries, this course complements a more robust secretarial network and building-level Onboarding, including regular supervisory check-ins, seamless integration into school culture, and valuable stakeholder meetings to build essential relationships.

**Alignment to Superintendent’s Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.
- Design effective organizational systems.
- Strategically allocate resources to ensure equity, excellence, and efficiency.

**Standards for Professional Learning (Learning Forward)**

- **Professional Expertise:** Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

**Essential Questions**

- How is ongoing role-based training provided to secretaries, and what resources are available to enhance their skills and competencies?

- What support mechanisms are in place to assist both new and current secretaries in their roles, and how can hiring managers ensure a smooth integration for new hires?

- How can a tiered support system be established to cater to the varying needs of secretaries at different experience levels, fostering their growth and professional development?

**Learning Goals: Participants will…**

- Become a proficient Timekeeper, using Munis Payroll, Munis Finance, and Frontline software.

- Enhance communication skills and demonstrate professionalism in interactions with students, parents, teachers, staff and community members.

Continues on next page.
• Successfully manage transportation and travel requests, ensuring timely arrangements and coordination.
• Develop skills in ordering supplies and maintaining a well-organized front office area.
• Learn how to interact with and submit documents through the Board Docs process effectively.
• Engage in the secretary community, promoting knowledge sharing and support among peers.
• Understand and establish expectations for ongoing support from the supervisor in the secretary role.

**Key Resources**

• Schoology course
• Union Representative (Theresa Florian)
• Performance Management Office (Specifically Eleanor Mankin Law)
• Human Resources Department
• District content experts

**Expectations for Implementation**

• All new secretaries must complete this course, while current secretaries can opt to take the entire program or select specific sections at the individual’s or supervisor’s discretion.

• While engaging in the course, new secretaries need 1 hour of protected time every day for the first two weeks to engage in required learning activities. Current secretaries need 1 hour of protected time for each identified learning outcome, to be completed daily or within school-designated PD time. This should be arranged and encouraged by their supervisor.
Framework Overview

During the 2023-2024 School Year, K-5 ELA teachers will have an opportunity to dive deeper into the Science of Reading through the Structured Literacy approach, while implementing the newly adopted Open Court Reading program. The K-5 ELA teachers will engage in professional learning aligned to the Pittsburgh Public Schools’ Five Priority Goals, specifically, Priority Goal #1: Invest in culturally responsive evidence-based training, tools, and instructional practices.

Based on the findings from the National Reading Panel and the Science of Reading research, we have learned that phonemic awareness, phonics, fluency, vocabulary, comprehension, plus writing are core components of effective reading instruction. The Pittsburgh Public Schools DIBELS/Acadience data from kindergarten through fifth grade for the 2022-2023 school year indicates growth for all grade levels and subtests. However, accelerated growth and improvement did not occur across all student groups. Therefore, professional learning for the 2023-2024 school year will include a focus on foundational skills.

Below you will find a series of connected courses aimed to support K-5 ELA teachers and Literacy Academic Coaches with a range of research-based instructional practices to grow all students. Each course consists of learning progressions focused on Tier I core curriculum implementation, the Science of Reading (SOR) in action, including Structured Literacy, while using data to inform whole-group and small-group differentiated instruction.
### Districtwide In-Service Dates & Topics

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 24, 2023</td>
<td>Elevating the Science of Reading and Structured Literacy to Successfully Launch Open Court Reading 2023 (6 Hours)</td>
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<tr>
<td>November 7, 2023</td>
<td>Best Practices for Utilizing the Open Court Reading Foundational Skills Kits/Word Analysis Kits (3 hours)</td>
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<tr>
<td>January 26, 2024</td>
<td>Using DIBELS and Open Court Foundational Skills Data and Instructional Best Practices to Drive Small Group DI (3 Hours)</td>
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<tr>
<td>October 27, 2023</td>
<td>Essential Literacy Practices within the Green Band: Foundational Skills- Phonemic Awareness (K-1), Phonics (2-5), Decoding (2-5), Fluency (2-5) (2.5 hours)</td>
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<tr>
<td>December 15, 2023</td>
<td>Essential Literacy Practices within the Red Band: Reading and Responding: Comprehension (2.5 hours)</td>
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<tr>
<td>February 16, 2024</td>
<td>Essential Literacy Practices within the Red Band: Reading and Responding: Vocabulary (2.5 hours)</td>
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<tr>
<td>March 15, 2024</td>
<td>Essential Literacy Practices within the Blue Band: Language Arts—writing process, penmanship, grammar usage, and mechanics and spelling (2.5 hours)</td>
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<tr>
<td>September 21, 2023</td>
<td>Using Open Court Reading Essential Practices and Instructional Routines to plan coherent, engaging, and rigorous lessons (Grades K-1 Units 1-3, Grades 2-5 Unit 1).</td>
</tr>
<tr>
<td>December 21, 2023</td>
<td>Using Open Court Reading Essential Practices and Instructional Routines to plan coherent, engaging, and rigorous lessons (Grades K-1 Units 4-6, Grades 2-5 Units 2-3).</td>
</tr>
<tr>
<td>April 4, 2024</td>
<td>Using Open Court Reading Essential Practices and Instructional Routines to plan coherent, engaging, and rigorous lessons (Grades K-1 Units 7-9, Grades 2-5 Units 3-4).</td>
</tr>
<tr>
<td>April 18, 2024</td>
<td>Using Open Court Reading Essential Practices and Instructional Routines to plan coherent, engaging, and rigorous lessons (Grades K-1 Units 10-11, Grades 2-5 Unit 4-5).</td>
</tr>
<tr>
<td>May 21, 2024</td>
<td>Using Open Court Reading Essential Practices and Instructional Routines to plan coherent, engaging, and rigorous lessons (Grades K-1 Units 11-12, Grades 2-5 Units 5-6).</td>
</tr>
</tbody>
</table>
**K5-ELA**

Elevating the Science of Reading and Structured Literacy to Successfully Launch Open Court Reading 2023

**Description**

This session will offer participants an opportunity to understand and explore the structure, routines, purpose, procedures of the newly adopted K-5 ELA Core Program Open Court Reading: Green, Red, and Blue Instructional Bands. The session will provide teachers with the most effective research-based teaching strategies for implementing the instructional resource. During the initial teacher training, the essential practices and required instructional routines for foundational skills instruction across grades K-5 will be reviewed.

**Alignment to Superintendent’s Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- 1.1 Foundational Skills, 1.2 Reading Informational Text, 1.3 Reading Literature, 1.4 Writing,
- 1.5 Speaking and Listening

**Essential Questions**

- What research-based foundational literacy instructional routines will support the implementation of Open Court Reading?
- What are the key components of Structured Literacy within Open Court Reading?
- How are the five areas of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing addressed in the Open Court Reading resource?

**Learning Goals**

- Participants will review and explore the instructional materials in Open Court in order to provide/deliver systematic and explicit, Tier I Literacy instruction.
- Participants will utilize best practices for explicit and systematic literacy instruction across the literacy block in order to increase student outcomes.

*Continues on next page.*
**Key Resources**
- Open Court Program Overview
- Open Court-Research in Action
- Open Court Reading Instructional Materials
- Pittsburgh Public Schools K-5 ELA 2023 Instructional Framework

**Expectations for Implementation**
- Participants will use a structured literacy framework to provide cumulative, systematic, and explicit instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing utilizing the Open Court Resources.
**K5-ELA**

**Essential Literacy Practices within the Green Band:**
**Foundational Skills - Phonemic Awareness (K-1), Phonics (2-5), Decoding (2-5), Fluency (2-5)**

**Description**
This session will focus on the essential literacy practices within the “Green Band: Foundational Skills” in Open Court Reading. Participants will deepen their understanding of the connection between reading research, Structured Literacy, purpose, and procedure for teaching phonemic awareness, phonics, decoding, and fluency while utilizing Open Court Reading.

**Alignment to Superintendent’s Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
- 1.1 Foundational Skills

**Essential Questions**
- How can I apply my understanding of the research outlined in the Science of Reading to plan and deliver effective phonemic awareness, phonics, decoding, and fluency instruction utilizing the Open Court Resource?

**Learning Goals**
- Participants will learn effective researched based strategies, as well the purpose and procedure for teaching for phonemic awareness, phonics, decoding, and fluency utilizing the Open Court Reading resources.

**Key Resources**
- Open Court Program Overview
- Sound/Spelling Cards
- Open Court Decodables

*Continues on next page.*
• Open Court-Research in Action
• Open Court Reading Instructional Materials
• Pittsburgh Public Schools K-5 ELA 2023 Instructional Framework

**Expectations for Implementation**

• Participants will apply their understanding of the research outlined in the Science of Reading for effective instructional planning and implementation.

• Participants will be able to implement the following five Science of Reading instructional shifts into their class-rooms:
  
  ▶ Provide all students with dedicated, systematic phonemic awareness, phonics instruction, decoding, and fluency instruction.

  ▶ Use decodable readers and resources within Open Court Reading to support students in developing their foundational skills knowledge.
**K5-ELA**

**Best Practices for Utilizing the Open Court Reading Foundational Skills Kits (K-2)/ Word Analysis Kits and Progress Monitoring (3-5)**

**Description**

This session will offer participants an opportunity to understand and explore the structure and management of the newly adopted K-5 ELA Core Program Open Court Reading, specifically the effective use of the Foundational Skills Kits (K-2) and the Word Analysis Kits (3-5). Foundational Skills Kits lay the critical groundwork for fluency and comprehension. Instruction will emphasize: Letter knowledge and phonemic awareness, oral blending and segmentation, phonics to learn sound/spelling relationships, oral language and vocabulary, fluency, including decoding and encoding, and foundational word analysis.

Word Analysis Kits prepare students to decode new vocabulary, read complex text, and make the transition from learning-to-read to reading-to-learn. In Grades 4–5, instruction will emphasize root words, base words, and affixes, analysis of morphemes to determine word meaning, oral language and vocabulary, reading and comprehending complex text.

**Alignment to Superintendent’s Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- 1.1 Foundational Skills

**Essential Questions**

- How should the Foundational Skills Kit and Word Analysis Kit within Open Court be leveraged for effective instruction and to ensure positive student outcomes for mastery of literacy skills?

- What are the instructional best practices and routines for letter knowledge and phonemic awareness, oral blending and segmentation, phonics to learn sound/spelling relationships, oral language and vocabulary, fluency, including decoding and encoding, foundational word analysis?

- What are the instructional best practices and routines for emphasizing root words, base words, and affixes, analysis of morphemes to determine word meaning, oral language and vocabulary, reading and comprehending complex text?
Learning Goals
• Participants will apply the research outlined in the Science of Reading in order to deliver intentional, effective Tier I Literacy instruction effectively utilizing the tools within Open Court Reading: Foundational Skills Kit and the Word Analysis Kit.
• Participants will utilize research best practices in literacy for explicit and systematic instruction across the literacy block in order to increase student outcomes, using the resources within Open Court Reading.

Key Resources
• Open Court Reading Instructional Materials
• Foundational Skills Kit
• Word Analysis Kit
• Pittsburgh Public Schools K-5 ELA 2023 Instructional Framework

Expectations for Implementation
• Participants will effectively utilize the tools and resources within Open Court reading to support instruction aligned with the Structured Literacy approach, specifically the effective use of the Foundational Skills Kit and the Word Analysis Kit.
Description
This session will focus on the essential literacy practices within the “Red Band: Reading and Responding” in Open Court Reading. Participants will deepen their understanding of the connection between reading research, Structured Literacy, and best practices for teaching researched-based comprehension and close reading strategies, understanding the purpose and procedure for engaging in multiple reads of complex texts, and teaching how to identify and understand various writing techniques authors use (craft).

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• 1.1 Foundational Skills, 1.2 Reading Informational Text, 1.3 Reading Literature, 1.4 Writing, 1.5 Speaking and Listening

Essential Questions
• How can I apply my understanding of the research outlined in the Science of Reading and the purpose and procedure in Open Court Reading to plan and deliver effective comprehension instruction?

• How do I leverage research based, comprehension strategies (asking questions, answering questions, clarifying, making connections, predicting, confirming predictions, summarizing, visualizing, writer’s craft) during comprehension instruction for positive student outcomes?

Learning Goals
• Participants will learn effective researched based strategies, while understanding the purpose and procedures for effective comprehension instruction in order to support students with understanding and analyzing complex texts.

• Participants will utilize the comprehension and Close Reading strategies in Open Court Reading (asking questions, answering questions, clarifying, making connections, predicting, confirming predictions, summarizing, visualizing, writer’s craft) in order to ensure positive student outcomes and build independent readers.

Continues on next page.
Key Resources

- Open Court Program Overview
- Open Court-Research in Action
- Open Court Reading Instructional Materials
- Pittsburgh Public Schools K-5 ELA 2023 Instructional Framework

Expectations for Implementation

- Participants will apply their understanding of the research outlined in the Science of Reading for effective instructional planning and implementation.

- Participants will be able to effectively utilize the research-based comprehension strategies within the Open Court resource while reading complex texts: asking questions, answering questions, clarifying, making connections, predicting, confirming predictions, summarizing, visualizing, and writer’s craft.
Using DIBELS and Open Court Foundational Skills Data and Instructional Best Practices to Drive Small Group Differentiated Instruction

Description
Open Court Reading includes a variety of additional resources to give all students access to the same level of rigor and reading development as their peers, as well as challenge those who want to go further, providing resources to support small group differentiated instruction. This session will offer participants the opportunity to analyze and interpret student data on the DIBELS and weekly Open Court Foundational Skills assessments to inform best practices in facilitating data-driven small group differentiated instruction to address literacy learning needs.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• 1.1 Foundational Skills

Essential Questions
• What assessments within our core resource can be utilized to yield data, informing small group differentiated instruction?

• What instructional best practices can be used in response to student data to ensure positive student literacy outcomes?

• How can the instructional materials be used to support small group differentiated instruction to address learning gaps and needs, as well as enrichment?

Learning Goals
• Participants will leverage the resources within Open Court Reading to plan and design differentiated instruction for small group instruction, meeting students’ needs informed by assessment data.
Key Resources
• Open Court Reading Instructional Materials
• DIBELS Data
• Pittsburgh Public Schools K-5 ELA 2023 Instructional Framework

Expectations for Implementation
• Teachers will effectively administer the DIBELS assessment and the Open Court weekly assessments in order to obtain actionable data.
• Teachers will utilize DIBELS and Open Court Reading Foundational Skills Assessments to inform teacher planning for small group instruction.
Essential Literacy Practices within the Red Band: Reading and Responding: Vocabulary

Description
This session will continue to focus on the essential literacy practices within the “Red Band: Reading and Responding” in Open Court Reading. Participants will deepen their understanding of the connection between reading research, Structured Literacy, and best practices for teaching vocabulary. Participants will engage in researched based vocabulary strategies, understanding the purpose, procedure, and routine for engaging in effective vocabulary instruction.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• 1.1 Foundational Skills, 1.2 Reading Informational Text, 1.3 Reading Literature

Essential Questions
• How can I apply my understanding of the research outlined in the Science of Reading and the purpose and procedure in Open Court Reading to plan and deliver effective vocabulary instruction utilizing the Open Court resource?
• How do I leverage research based, vocabulary strategies and routines while reading text (developing vocabulary, practice vocabulary, apply vocabulary, extend vocabulary, review vocabulary, modeling using context clues, apposition, and using word analysis)?

Learning Goals
• Participants will learn effective researched-based strategies for reading and comprehending complex texts: (developing vocabulary, practice vocabulary, apply vocabulary, extend vocabulary, review vocabulary, modeling using context clues, apposition, and using word analysis).

Key Resources
• Open Court Program Overview
• Open Court Research in Action
• Open Court Reading Instructional Materials
• Pittsburgh Public Schools K-5 ELA 2023 Instructional Framework

Continues on next page.
Expectations for Implementation

• Participants will apply their understanding of the research outlined in the Science of Reading for effective instructional planning and implementation.

• Participants will be able to effectively utilize the research-based vocabulary strategies within the Open Court resource while reading texts: developing vocabulary, practice vocabulary, apply vocabulary, extend vocabulary, review vocabulary, modeling using context clues, apposition, and using word analysis.
K5-ELA

Essential Literacy Practices within the Blue Band: Language Arts—grammar, writing process, penmanship, usage, and mechanics, and spelling

Description
This session will continue to focus on the essential literacy practices within the “Blue Band: Language Arts” in Open Court Reading. Participants will deepen their understanding of the connection between reading research, Structured Literacy, and best practices for teaching the writing process, penmanship, grammar and mechanics, and spelling. Participants will engage in researched-based strategies, understanding the purpose, procedure, and routine for engaging in effective Language Arts instruction.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• 1.1 Foundational Skills, 1.2 Reading Informational Text, 1.3 Reading Literature, 1.4 Writing, 1.5 Speaking and Listening

Essential Questions
• How can I apply my understanding of the research outlined in the Science of Reading and the purpose and procedure in Open Court Reading to deliver effective Language Arts instruction?
• How do I deliver research-based, writing instruction that includes the demonstration of knowledge about writing, mastering the writing process, and teaching basic writing skills?
• How do I deliver spelling instruction that reflects the developmental stages of spelling and provides a basic understanding of English spelling patterns while utilizing the sound-spelling strategies, structural-pattern strategies, and meaning-pattern strategies?
• How do I deliver effective grammar, usage, and mechanics instruction while utilizing Open Court Reading?

Continues on next page.
Learning Goals

• Participants will engage in researched based strategies, understanding the purpose, procedure, and routine for engaging in effective Language Arts instruction: writing process, grammar, usage, mechanics and spelling.

Key Resources

• Open Court Program Overview
• Open Court Research in Action
• Open Court Reading Instructional Materials
• Pittsburgh Public Schools K-5 ELA 2023 Instructional Framework

Expectations for Implementation

• Participants will apply their understanding of the research outlined in the Science of Reading for effective instructional planning and implementation.

• Participants will be able to effectively utilize the research-based comprehension strategies and routines for teaching the writing process and for teaching grammar, usage, mechanics, and spelling while utilizing Open Court Reading as a resource.
**K5-ELA**

On Demand “Just In Time” Training with Open Court Reading

**Description**
This session will provide participants the opportunity to review essential literacy practices and instructional routines within Open Court Reading to plan coherent, engaging, and rigorous lessons, “just in time” for delivery of the instructional unit by grade level. Participants will have the opportunity to view a model of the instructional routines and they will practice delivering the essential routines within the unit of instruction with their colleagues. Participants will also have time to discuss and plan for the upcoming days of instruction, utilizing the routines.

**Alignment to Superintendent’s Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
- 1.1 Foundational Skills, 1.2 Reading Informational Text, 1.3 Reading Literature, 1.4 Writing, 1.5 Speaking and Listening

**Essential Questions**
- What essential routines and procedures will I use during the upcoming Module / Unit to prepare my students for meeting and exceeding the learning outcomes across all five areas of reading and writing?

**Learning Goals**
- Participants will be able to identify and apply essential routines and procedures within Open Court Reading to use during instruction in the upcoming Module/Unit.

**Key Resources**
- Open Court Reading Instructional Materials
- Pittsburgh Public Schools K-5 ELA 2023 Instructional Framework

**Expectations for Implementation**
- Participants will be able to effectively utilize essential routines and procedures in the Open Court Reading Resource during instruction.
- Using the Core Curriculum and the PA Core Standards/Eligible Content, participants will be able to craft assignments, develop instructional plans, and study student work to identify strengths and areas of improvement to inform small group instruction.
Framework Overview

The 6-12 English Language Arts (ELA) professional learning goals for the 2023-2024 school year are to increase intellectual engagement, leverage student centered instructional strategies to promote active reading comprehension, effective writing (writing to learn, text dependent analysis, authentic writing) and meaningful feedback to improve students’ overall literacy outcomes. Specifically, teachers will examine how to elevate literacy with Dr. Gholdy Muhammad’s culturally responsive Five Pursuits and student-centered learning strategies in the literacy classroom to support reading, writing, speaking and listening. The 6-12 ELA teachers will engage in professional learning aligned to the Pittsburgh Public Schools’ Five Priority Goals, specifically, Priority Goal #1, which is to invest in culturally responsive evidence-based training, tools, and instructional practices.

The following 2022-2023 data indicates that most middle school students are not scoring in the proficient range on the PSSA for the Text Dependent Analysis and most 10th grade students are not scoring in the proficient range on the Keystone Literature exam for the Open-Ended Constructed Response.

A series of connected courses aimed at supporting 6-12 ELA teachers and Literacy Academic Coaches with a range of research-based instructional resources to support student learning is provided.
## 6-12 ELA Professional Learning Sessions

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<td>Elevating Literacy with Dr. Gholdy Muhammad's Five Pursuits of Learning</td>
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<td>October 27, 2023</td>
<td>Districtwide ½ Day Synchronous</td>
<td>New Novels' Spotlight</td>
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<td>November 07, 2023</td>
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<td>Impacting Student Writing with Feedback and Follow-Up</td>
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## 6-12 Optional Professional Sessions

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<td>Optional Synchronous/Asynchronous</td>
<td>#4</td>
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Elevating Literacy with Dr. Gholdy Muhammad’s 5 Pursuits of Learning

Description
This session will consider how to infuse Dr. Gholdy Muhammad’s Five Pursuits of Learning in concert with student-centered strategies to advance students’ ability to increase the number of text-based connections among ideas and consider a wider range of textual evidence. Participants will consider how student-centered strategies such as metacognition, student voice, student-led text-based discussions, and self-monitoring may be used to activate the construction of content knowledge and collaboration. The session will elevate a foundation for culturally responsive literacy instruction and support future learning on how to identify, reflect, and replicate successful indicators to support the designing and execution of tasks that support literacy proficiency across grade levels.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• 1.2 Reading Informational Text, 1.3 Reading Literature, 1.4 Writing, 1.5 Speaking and Listening

Essential Questions
• How can the Five Pursuits of Learning be infused into daily lesson planning to increase the number of text-based connections among ideas and consider a wider range of textual evidence?
• How can I leverage student-centered strategies to design literacy learning that is meaningful for all students?

Learning Goals
• Participants will learn how to design a lesson plan around the Five Pursuits to increase the number of text-based connections among ideas and consider a wider range of textual evidence by examining a model lesson.
• Participants will learn how to apply student-centered strategies to activate Muhammad’s Five Pursuits by designing instructional practices that are meaningful for all students to advance literacy.

Continues on next page.
Key Resources

• Lesson plan for one prep/class. Teachers will use the plan to engage in an activity where they will practice cultivating the key strategies reviewed during the session.


Expectations for Implementation

• Participants will execute lessons designed to reflect Muhammad’s Five Pursuits and student-centered instructional practices to increase the number of text-based connections among ideas and consider a wider range of textual evidence.
Description
Participants will review the newly selected and board approved novels:
The session will provide instructional support with the implementation and use of the new novels. Teachers will engage in novel studies via an examination of PPS Novel Guides that will advance lesson planning and students’ ability to activate effective literacy skills.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• 1.2 Reading Informational Text, 1.3 Reading Literature, 1.4 Writing, 1.5 Speaking and Listening

Essential Questions
• How are the new novels connected to the current materials and curriculum?
• What tools, resources, and strategies should be used to best support the study of the newly suggested novels?

Learning Goals
• Participants will learn how to support the study of the newly suggested novels by examining PPS Novel Guides, curriculum tools, instructional strategies, and resources.

Key Resources
• New novels (listed above)
• PPS Novel Guidance documents

Expectations for Implementation
• Participants will utilize the PPS novel guides to effectively use the new novels as supplemental resources in the literacy classroom.
6-12 ELA

Impacting Student Writing with Feedback and Follow-Up

Description
This session will provide opportunities to extend classroom writing practice: writing to learn, text dependent analysis, and authentic writing, while providing meaningful feedback to improve students’ overall literacy outcomes. Teachers will examine and unpack writing rubrics and expectations, student writing, and resources (i.e., myPerspectives, Schoology, etc.). Teachers will determine how to best provide feedback on student writing. The session will establish the foundation to effectively assess student writing and advance the construction of new knowledge via student centered learning.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• 1.2 Reading Informational Text, 1.3 Reading Literature, 1.4 Writing, 1.5 Speaking and Listening

Essential Questions
• What is effective writing feedback?
• How can I work in collaboration with my students to improve student writing?
• How can the writing portfolio be used to support the development of student writing?

Learning Goals
• Participants will learn how to provide writing feedback by examining ways to incorporate questions that generate productive dialogue and meaningful feedback to advance writing skills.
• Participants will learn how to examine best practices to support the development of student writing by actively engaging in protocols for looking at student work.
• Participants will learn how to develop feedback and follow-up strategies by reviewing and connecting student work samples to feedback and student response to feedback.

Continues on next page.
Key Resources
• 1-2 student work samples/rubric from one course/grade
• What Works Clearinghouse’s Teaching Secondary Students to Write Effectively (2016)
• Ferlazzon’s “Response: Ways to Give Effective Feedback on Student Writing” (2018)
• Muhammad’s Unearthing Joy (2023)

Expectations for Implementation
• Participants will develop and implement lesson plans for writing feedback and follow-up.
**6-12 ELA**

Empowering Literacy with Student Centered Formative Assessments

**Description**
Building on learnings that elevate the Five Pursuits and student-centered strategies to advance literacy, participants will consider how to empower students to engage in formative assessment to cultivate self-efficacy around literacy skills.

**Alignment to Superintendent’s Priority Goals**
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
• 1.2 Reading Informational Text, 1.3 Reading Literature, 1.4 Writing, 1.5 Speaking and Listening

**Essential Questions**
• How are my students responding to the Five Pursuits and student-centered learning to advance literacy?
• What are student centered formative assessments that can be utilized in the literacy classroom to advance student understanding and mastery of literacy skills?
• What specific skills and tools do students need to formatively assess their literacy skills?

**Learning Goals**
• Participants will learn how to support students’ ability to assess and provide meaningful feedback by reviewing student-centered strategies to advance formative assessment of literacy experiences and skills.
• Participants will learn how to design lesson plans that support student centered formative assessment and self-efficacy by using formative assessment questioning and discussion techniques.

**Key Resources**
• One completed lesson plan from one prep/grade. Teachers will use lesson plans to engage in an activity where they will consider how to implement student centered formative assessments.
• Walsh’s Questioning for Formative Feedback: Meaningful Dialogue to Improve Learning (2022)
• Vaccas’ Content Area Reading: Literacy and Learning Across the Curriculum (2021)

*Continues on next page.*
**Expectations for Implementation**

- Participants will design student-centered, formative assessments to advance student understanding and mastery of skills.
6-12 ELA
Joy Retreat: Wondering in the Presence of Literary Success

Description
Building on the Five Pursuits and student-centered learnings, participants will engage in a review and analysis of effective National, local, and PPS ELA artifacts and experiences. They will showcase intellectually engaging reading comprehension, close reading, writing, speaking, and listening experiences rooted in the Five Pursuits and student-centered strategies. Participants will examine key success indicators and consider how to support student needs in their individual classrooms through Close Reading, comprehension strategies (active reading strategies), writing to learn strategies, and student-centered discussion strategies. In addition, participants will examine how to create ELA spaces that elevate joy.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• 1.2 Reading Informational Text, 1.3 Reading Literature, 1.4 Writing, 1.5 Speaking and Listening

Essential Questions
• What does it mean and look like to be intellectually engaged in the English Language Arts classroom?
• What evidence of understanding and engagement is used to inform literacy instruction?
• What research-based strategies can be used to support students with reading comprehension, Close Reading, writing to learn, and speaking and listening skills?

Learning Goals
• Participants will explore effective strategies to support literacy instruction by leveraging intellectually engaging activities.
• Participants will apply key indicators to support student needs by reflecting on site-based student literacy successes and growth areas.

Continues on next page.
Key Resources

- Vaccas’ *Content Area Reading: Literacy and Learning Across the Curriculum* (2021)

Expectations for Implementation

- Teachers will support students’ literacy needs through Close Reading, comprehension strategies (active reading strategies), writing to learn strategies, and student-centered discussion strategies.
6-12 ELA
New Horizons in the English Language Arts Classroom

Description
Building on learnings from the prior session entitled: “Joy Retreat: Wondering in the Presence of Literary Success,” teachers will examine how they have cultivated the Five Pursuits of Learning in their Classrooms. Specifically, teachers will share successes, consider growth areas, and develop next steps to be implemented in the classroom. In addition, teachers will engage in site-based collaboration with colleagues and peers to reflect upon learnings via deep discussion and analysis of student artifacts. Learnings will be influenced by Muhammad’s Unearthing Joy (2023). The session will establish the foundations for future learnings on how to identify, examine, and activate key success indicators to support individual site-based student needs such as struggling readers, close reading, comprehension, writing, speaking, and listening skills.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• 1.2 Reading Informational Text, 1.3 Reading Literature, 1.4 Writing, 1.5 Speaking and Listening

Essential Questions
• How are my students responding to the Five Pursuits and student-centered strategies?
• What are student centered formative assessments?
• What specific skills and tools do students need to engage in formative literacy assessments?

Learning Goals
• Participants will learn how to support students’ ability to assess and provide meaningful feedback by reviewing and examining student responses aligned to the Five Pursuits and student-centered strategies.
• Participants will learn how to design lesson plans that support student centered formative assessment and self-efficacy by using formative assessment questioning and discussion techniques.

Key Resources:
• One completed lesson plan from one prep/grade. Teachers will use lesson plans to engage in an activity where they will consider how to implement student centered formative assessments to advance literacy.
Expectations for Implementation

• Participants will review and examine student responses to the Five Pursuits and student-centered strategies.

• Participants will use findings to determine how to best adapt learning to support student self-efficacy around the Five Pursuits and student-centered learning.
6-12 ELA

Enriching Literacy with Questioning and Discussion Techniques

Description
This session will build on prior learnings to support students’ sense of self-efficacy around reading comprehension, text-based analysis, and student voice. Specifically, participants will examine questioning and discussion techniques to promote critical thinking, reasoning, reflection, and independent thought. The session will elevate a foundation for intellectual engagement to advance comprehension through key questioning and discussion techniques influenced by Bloom's Taxonomy: remember, understand, apply, analyze, evaluate, and create.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• 1.2 Reading Informational Text, 1.3 Reading Literature, 1.4 Writing, 1.5 Speaking and Listening

Essential Questions
• How can Bloom's Taxonomy be used to best support literacy?

• How can students experiment with different questioning and discussion learning structures (Socratic, Fishbowl, etc.) to both learn content and display understanding?

• To what extent does my next unit incorporate Bloom’s Taxonomy question stems to elevate student centered discussion techniques?

Learning Goals:
• Participants will learn how to improve reading comprehension by applying Bloom’s Taxonomy question stems to elevate literacy.

• Participants will learn how to promote student agency by creating opportunities for students to practice various questioning and discussion learning structures to improve literacy skills.

• Participants will learn how to apply questioning and discussion learning structures by reviewing and updating a lesson plan.

Continues on next page.
Key Resources

• Bloom’s Taxonomy
• One Lesson Plan

Expectations for Implementation

• Participants will design and execute lessons using Bloom’s Taxonomy.
• Participants will apply questioning and learning structures to advance literacy.
6-12 ELA

New Suggested Novel Spotlight

Description
Participants will review key strategies, tools, and resources to support the study of one of the newly selected novels. Each session will build on prior learnings by focusing on one text to explore appropriate student-centered instructional supports to ensure the continued advancement of reading comprehension, intellectual engagement, discourse, writing, and the construction of new knowledge. The session will establish the foundation for future learnings to support novel studies with resources that will advance lesson planning and students’ ability to activate effective literacy skills. Learnings will be influenced by the selected novel and supplemental materials designed to support the novel.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• 1.2 Reading Informational Text, 1.3 Reading Literature, 1.4 Writing, 1.5 Speaking and Listening

Essential Questions
• What tools, resources, and strategies can be used to best support the study of said literature?

Learning Goals
• Participants will learn how to support the study of said novel by reviewing, identifying, and developing sound tools, strategies, and resources.

Key Resources
• Muhammad’s Unearthing Joy (2023)

Expectations for Implementation
• Participants will design one activity, assignment, or discussion to support the study of the selected novel.

Dates Offered:
9/21/23 • 11/21/23
2/21/24 • 4/15/24

Time:
2:30 pm – 3:30 pm

Location:
Synchronous via Microsoft TEAMS

Act 48 Hours:
1
Pittsburgh Public Schools Library Network is an active group of teacher-librarians who work together to educate and provide library resources to all members of the school-learning-community. Students served by the Pittsburgh Public Schools Library Network will be able to demonstrate age-appropriate information fluency, exhibit age-appropriate facility with the library and its many functions and carry a love of reading into their adult lives. As such, the library will be the center of each school’s "web of learning."

The teacher-librarians in the Pittsburgh Public Schools Library Network will collaborate to achieve the Pittsburgh Public Schools Five Priority Goals, specifically, Priority Goal #1: Invest in culturally responsive evidence-based training, tools, and instructional practices, and Priority Goal #5: Strategically allocate resources to ensure equity, excellence, and efficiency.

The professional learning goals of the K-12 Library Services department reflect establishing consistent systems to ensure PPS libraries are supporting the needs of all our students, while being well-managed and collaborative spaces within our schools and our district community. Each library will be a safe and welcoming place that includes current materials that are well-managed and accessible for both curricular and personal use, are age-appropriate, and support our schools’ missions. The teacher-librarians collaborate with faculty to help students learn those skills needed for both lifelong learning and reading.
# Districtwide In-Service Dates & Topics

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<td>January 26, 2024</td>
<td>It Takes a Village: Strengthening Our Community Partnerships to Nurture and Grow the Love and Joy of Reading</td>
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# Districtwide ½ day PD (synchronous) Dates & Topics

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# New PPS Librarian Series (synchronous/asynchronous)

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Description
The PPS librarians will review critical library documents and tools to ensure a successful launch to the school year and to establish consistent practices across all PPS libraries.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Strategically allocate resources to ensure equity, excellence and efficiency.

American Association of School Libraries
The school library...
• promotes selection of appropriate resources and tools for information.
• facilitates the contribution and exchange of information within and among learning communities.
• engages the learning community in exploring resources.

Essential Questions
• What are our policies for developing the library collection?
• How do PPS Librarians use data to inform the development of their collections?

Learning Goals: Participants will...
• Review the Board policies on collection development.
• Share best practices and procedures for developing and weeding the school library collection.

Key Resources
• Way of Work
• Board Policy

Implementation Expectations
• All librarians will follow the PPS Librarian’s Way of Work and Board Policies regarding collection development, management, and maintenance.
**K-12 Library Services**

**Maintaining the School Library Collection**

**Description**
The PPS librarians will review the policies associated with “weeding” the library collection and they will engage in discussion around best practices based on school budget, student interests, recycling, etc.

**Alignment to Superintendent's Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.
- Strategically allocate resources to ensure equity, excellence and efficiency.

**American Association of School Libraries**

**Curate:**

*The school library…*
- promotes selection of appropriate resources and tools for information.
- facilitates the contribution and exchange of information within and among learning communities.
- engages the learning community in exploring resources.

**Essential Questions**
- What are our policies for “weeding” the library collection?
- How do other PPS Librarians use data to inform the “weeding” of their collection?

**Learning Goals: Participants will...**
- Review the Board policies on collection “weeding.”
- Share best practices and procedures for “weeding” the school library collection.
- Apply their understanding of "weeding" to their school library.

**Key Resources**
- Way of Work
- Board Policy

**Implementation Expectations**
- All librarians will follow the PPS Librarian's Way of Work and Board Policies regarding collection development, management, and maintenance.
K-12 Library Services
Leveraging the Library as an Instructional Resource

Description
The PPS Librarians will identify and plan for instruction as it is related to upcoming projects in other content areas: literacy, social studies, the arts, Act 158, LTP, etc. They will explore possible opportunities to leverage the school library as a resource.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Strategically allocate resources to ensure equity, excellence and efficiency.

American Association of School Libraries
Inquire:
The school library…
• enables curiosity and initiative.
• enables generation of new knowledge.
• provides learners opportunities to maintain focus throughout the inquiry process.
• ensures an inquiry-based process for learners.

Explore:
The school library…
• supports learners’ personal curiosity.
• facilitates construction of new knowledge.
• assists in the growth and development of learners.

Collaborate:
• The school library’s policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian.
• The school library provides opportunities for school librarians to connect and work with the learning community.

Essential Questions
• How can the PPS Librarians leverage the school library as an academic resource and support instruction in all content areas?

Continues on next page.
Learning Goals
• The PPS Librarians will identify and plan for instruction as it is related to upcoming projects in other content areas: literacy, social studies, the arts, etc.
• The PPS Librarians will explore possible opportunities to leverage the school library as a resource.

Key Resources
• Project lists
• Research resources
• Way of Work

Expectations for Implementation
• PPS Librarians should assist with the research, inquiry, and information seeking process to support core instruction: ELA, Social Studies, Arts, Health and Wellness, World Languages, etc. The school library should be a place of intellectual engagement for all students and school community members.
**K-12 Library Services**

**It Takes a Village: Strengthening Our Community Partnerships to Nurture and Grow the Love and Joy of Reading**

**Description**

PPS partners with several local organizations to support literacy throughout our community. The PPS librarians have established partnerships with RIF, the Carnegie Library, and The Arts and Lectures Series. During this session, the librarians will hear about how our work intersects, updates to programming and resources, as well as how librarians can take advantage of what our partners are offering for our students.

**Alignment to Superintendent's Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.
- Strategically allocate resources to ensure equity, excellence and efficiency.

**American Association of School Libraries**

**Inquire:**

_The school library…_

- enables curiosity and initiative.
- enables generation of new knowledge.
- provides learners opportunities to maintain focus throughout the inquiry process.
- ensures an inquiry-based process for learners.

**Explore:**

_The school library…_

- supports learners’ personal curiosity.
- facilitates construction of new knowledge.
- assists in the growth and development of learners.

**Collaborate:**

- The school library’s policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian.
- The school library provides opportunities for school librarians to connect and work with the learning community.

*Continues on next page.*
Essential Questions
• What community partners are available for PPS librarians?
• How can PPS librarians leverage community partnerships to enhance literacy experiences for students and families?

Learning Goals
• PPS librarians will explore the supports and resources available for librarians, teachers, families, and students within community partner programming.
• PPS librarians will leverage these partnerships to promote the joy and love of reading.

Key Resources
• RIF
• Carnegie Library
• Arts and Lecture Series

Implementation Expectation
• PPS Librarians will collaborate with partner community organizations (RIF, Carnegie Library, Arts and Lectures, etc.) to ensure that our students and families have access to resources within their community.
K-12 Library Services
Preparation to Celebrate
PPS Literacy Week

Description
The PPS librarians plan engaging, high-interest activities to celebrate PPS Literacy Week. Each school has a week filled with fun literacy experiences for the school community. This session provides librarians the opportunity to collaborate and plan these activities for our students.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Strategically allocate resources to ensure equity, excellence and efficiency.

American Association of School Libraries
Collaborate:
• The school library’s policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian.
• The school library provides opportunities for school librarians to connect and work with the learning community.

Essential Questions
• What is Literacy Week?
• What engaging activities can be planned to celebrate and nurture the joy and love of reading?

Learning Goals: Participants will…
• Collaborate, plan and prepare for PPS Literacy Week (March 4-8, 2024).

Key Resources
• Previous Literacy Week Plans
• Shared Doc—Literacy Week Plans for posting on the PPS website

Implementation Expectation
• All librarians will plan engaging activities for students to celebrate PPS Literacy Week.

Dates Offered:
February 16, 2024
Time:
12:00 pm – 2:30 pm
Location:
Synchronous, Microsoft TEAMS
Act 48 Hours:
2.5
K-12 Library Services
Preparing the PPS "Best Book" Lists

Description
The PPS librarians provide the school community with “Best Book” lists annually to encourage and nurture the love of reading. This session will provide the opportunity for librarians to collaborate and finalize the lists for publication on the PPS website and in print.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

American Association of School Libraries
Collaborate:
• The school library’s policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian.
• The school library provides opportunities for school librarians to connect and work with the learning community.

Essential Questions
• What are our Best Book Lists?
• How can these lists be used to promote reading for enjoyment?

Learning Goals: Participants will…
• The PPS librarians will review the Best Book Criteria and suggest books for the Best Book grade band lists.
• Participants will collaborate, plan, and prepare for PPS Literacy Week.

Key Resources
• Previous book lists
• Way of Work
• Book guidelines

Implementation Expectation
• All PPS Librarians will contribute to the development of the Best Book Lists for distribution to the PPS Community. These lists will be shared with students and families at school events as well to promote the love and joy of reading: Back to School Night, PSCC meetings, Literacy events, etc.
Description
This session is to support librarians new to the role (2020-2023). The librarians will share important information regarding the role, library tools, resources, and best practices. The cohort will spend time with veteran librarians who will share their practice to improve student outcomes. This session will also serve as a contact for Q&A as well as troubleshooting with individuals who currently serve as PPS Librarians.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

American Association of School Libraries
Inquire:
The school library…
• enables curiosity and initiative.
• enables generation of new knowledge.
• provides learners opportunities to maintain focus throughout the inquiry process.
• ensures an inquiry-based process for learners.

Explore:
The school library…
• supports learners’ personal curiosity.
• facilitates construction of new knowledge.
• assists in the growth and development of learners.

Collaborate:
• The school library’s policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian.

• The school library provides opportunities for school librarians to connect and work with the learning community.

Curate:
The school library…
• promotes selection of appropriate resources and tools for information.
• facilitates the contribution and exchange of information within and among learning communities.
• engages the learning community in exploring resources.

Continues on next page.
Essential Questions

• What is the Way of Work?
• What policies and procedures are vitally important to the role?
• What resources are available to PPS librarians?
• What instructional best practices should be used to support library instruction?
• How are librarians evaluated?
• How do librarians utilize the budget for library services?
• How should librarians plan for instruction?

Learning Goals: Participants will…

• Review and discuss all parts of the Librarian’s Way of Work.
• Review and discuss the Board policies and procedures that are vitally important to the librarian role (collection management, weeding, development, etc.).
• Review and practice with the resources available for PPS librarians (Destiny, Worldbook Online, Power Library, Sora, Gale, etc.)
• Share instructional best practices for library services.
• Understand how librarians are evaluated in the role.
• Review how to utilize the budget provided by the building principal: Follett and beyond.

Key Resources

• Way of Work
• Follet Destiny Initial Training Resources
• Follet Destiny Training Resources
• Board Policy
• World Book Online, Power Library, Sora, Gale, etc.
• Act 13

Implementation Expectation

• All librarians will follow the PPS Librarian’s Way of Work and Board Policies regarding collection development, management, and maintenance.
Currently less than 25% of the students in grades 3-5 are meeting the expectations for the most important standards for their grade level, within the Numbers and Operations and Operations and Algebraic Thinking domains, according to the Spring CDT data. We know that this foundational knowledge is essential for success as they prepare for Algebra and their lives beyond their K-12 experience. Throughout the 2023-2024 school year, K-5 mathematics teachers will focus deeply on the major work of their grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems. Teachers will learn how to use the evidence-based practice of targeting small group instruction through the Math Workshop model to support students to access and persist with grade level content and express their mathematical thinking. This focus on problem solving and communicating mathematically directly supports the Superintendent’s Priority Goal #1: “Invest in culturally responsive, evidence-based training, tools, and instructional practices”.

Teachers will deeply understand the most important standards for their grade level, with careful attention to the Focus, Coherence, and Rigor of those standards. Teachers will apply that knowledge as they learn how to use the Math Workshop model to deliver targeted small group instruction to build conceptual understanding as well as procedural skill and fluency through the Standards of Mathematical Practice #1 (Make sense of a problem and persevere in solving) and #3 (Construct a viable argument and critique the reasoning of others).
### Districtwide In-service Dates and Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 24, 2023</td>
<td>How well do you know your Standards? (3 hours), Grades K-5</td>
<td>K-5</td>
<td>(This session is for teachers who exclusively provide math instruction – not ELA)</td>
</tr>
<tr>
<td>August 24, 2023</td>
<td>Getting Started with Math Workshop in Units 1-3 (3 hours), Grades K-5</td>
<td>K-5</td>
<td>(This session is for teachers who exclusively provide math instruction – not ELA)</td>
</tr>
<tr>
<td>August 24, 2023</td>
<td>Setting Up and Administering DreamBox, (1 hour) Grades K-2</td>
<td>K-2</td>
<td>(This session is for all teachers of mathematics in grades K-2)</td>
</tr>
<tr>
<td>November 7, 2023</td>
<td>Using Math Workshop to Develop Number Sense (Unit 5), (3 hours), Grades K-5</td>
<td>K-5</td>
<td>(This session is for teachers who exclusively provide math instruction – not ELA)</td>
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<tr>
<td>November 7, 2023</td>
<td>Supporting Students to Construct Viable Arguments and Critique the Reasoning of Others (SMP.3) (This session is for teachers who exclusively provide math instruction – not ELA)</td>
<td>K-5</td>
<td></td>
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<tr>
<td>January 26, 2024</td>
<td>Using Math Workshop to Develop Number Sense (Units 7, 8, and/or 9) (3 hours), Grades K-5</td>
<td>K-5</td>
<td>(This session is for teachers who exclusively provide math instruction – not ELA)</td>
</tr>
<tr>
<td>January 26, 2024</td>
<td>Using Routines to Develop Students’ Mathematical Language (3 hours), Grades K-5</td>
<td>K-5</td>
<td>(This session is for teachers who exclusively provide math instruction – not ELA)</td>
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</tbody>
</table>

### Districtwide ½ Day PL (synchronous) Dates and Topics

<table>
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<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>October 27, 2023</td>
<td>Using Math Workshop to Develop Number Sense (Unit 4), Grades K-5</td>
<td>K-5</td>
<td>(This session is for teachers who exclusively provide math instruction – not ELA)</td>
</tr>
<tr>
<td>December 15, 2023</td>
<td>Using Math Workshop to Develop Number Sense (Units 6/7), Grades K-5</td>
<td>K-5</td>
<td>(This session is for teachers who exclusively provide math instruction – not ELA)</td>
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<tr>
<td>February 16, 2024</td>
<td>Using Math Workshop to Develop Number Sense (Units 8/9/10/ and/or 11), Grades K-5</td>
<td>K-5</td>
<td>(This session is for teachers who exclusively provide math instruction – not ELA)</td>
</tr>
<tr>
<td>March 15, 2024</td>
<td>Using Math Workshop to Develop Number Sense (Units 10/11/12 and/or 13), Grades K-5</td>
<td>K-5</td>
<td>(This session is for teachers who exclusively provide math instruction – not ELA)</td>
</tr>
</tbody>
</table>

### Just-in-Time PL (synchronous/asynchronous) Dates and Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Grades</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>September 6, 2023</td>
<td>Setting Up and Administering DreamBox, Grades K-2</td>
<td>K-2</td>
<td></td>
</tr>
<tr>
<td>October 5, 2023</td>
<td>Using DreamBox to progress monitor your students, Grades K-2</td>
<td>K-2</td>
<td></td>
</tr>
<tr>
<td>February 7, 2024</td>
<td>Using the Three Reads Math Language Routine to Support Students with Problem Solving, Grades K-5</td>
<td>K-5</td>
<td></td>
</tr>
<tr>
<td>April 17, 2024</td>
<td>Using the Mystery Number Math Routine to Build Number Sense, Grades K-5</td>
<td>K-5</td>
<td></td>
</tr>
</tbody>
</table>
How Well Do You Know Your Standards?
Grades K-5

Description
In this session, teachers will dive deeply into the math standards for the grade(s) they teach and look at how the story of those expectations progress from grade to grade. They will unpack the Focus, Coherence, and Rigor of the Standards for their grade level.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• This session will emphasize the most important standards for each grade level:
  ▶ Kindergarten:
  ▶ First Grade:
    1.OA.A, 1.OA.B, 1.OA.C, 1.OA.D, 1.NBT.A, 1.NBT.B, 1.NBT.C, 1.MD.A
  ▶ Second Grade:
    2.OA.A, 2.OA.B, 2.NBT.A, 2.NBT.B, 2.MD.A, 2.MD.B
  ▶ Third Grade:
  ▶ Fourth Grade:
    4.OA.A, 4.NBT.A, 4.NBT.B, 4.NFA, 4.NEB, 4.NF.C
  ▶ Fifth Grade:
    5.NBT.A, 5.NBT.B, 5.NFA, 5.NEB, 5.MD.C

Essential Questions
• What are the most important Standards for the grade level I teach?
• How can I plan for the Focus, Coherence, and Rigor of those Standards?
Learning Goals

- Participants will unpack the Focus, Coherence, and Rigor of the most important standards for their grade level(s), so that they understand how to plan for conceptual understanding, as well as procedural skills and fluency, and application.

Expectations for Implementation

- As a result of the learning from this session, there will be evidence of teachers making instructional decisions that prioritize quality grade level work, and plan for instruction with a reflection of the Focus, Coherence, and Rigor of their grade level standards. For example, teachers will use tasks from the curriculum that emphasize a balance of conceptual understanding, procedural skill and fluency, and application. Teachers will spend the majority of their time on the most important topics for their grade by using the curriculum maps to make decisions about which lessons to skip, combine, or reorder. See examples in the resources listed below.

Key Resources

- The Opportunity Myth, TNTP
- Equitable Mathematics Instruction: Enacting Instruction that is Grade-level, Engaging, Affirming and Meaningful, UnBound Ed
- Learning Acceleration for All: Planning for the Next Three to Five Years, TNTP
- PA Core Standards
- Common Core State Standards
- Achieve the Core’s Focus Documents
- Go Math Curriculum
- Grade level curriculum maps in Schoology
K-5 Mathematics

Getting Started with Math Workshop, Grades K-5

Description
Teachers will learn how to use the Math Workshop model to provide targeted small group instruction, developing conceptual understanding and problem solving. In this session, teachers will see a variety of examples of how Math Workshop can be structured within their math block, with an intentional focus on the Standards of Mathematical Practice (#1 and #3). They will experience a Math Workshop from a student’s perspective through modeling and discuss teacher moves for launching and organizing Math Workshop successfully. The Math Workshop tasks provided will align with the most important standards for Units 1 – 3 from the district curriculum and will emphasize a balance of conceptual understanding, procedural skill and fluency, and application. Teachers will attend the session aligned to the specific grade level that they teach.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standards Aligned System: https://www.pdesas.org/default.aspx
• The Math Workshop activities provided in this session will align to the grade level standards for Units 1 through 3 within each grade level.

- Kindergarten:
  CC.2.1.K.A.1 Know number names and write and recite the count sequence.
  CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.
  CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.

- First Grade:
  CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.
  CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.

- Second Grade:
  CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000.
  CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three-digit numbers.
  CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.
  CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.
  CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.

Continues on next page.
Third Grade:

**CC.2.1.3.B.1** Apply place value understanding and properties of operations to perform multi-digit arithmetic.
- M03.A-T.1.1.1
- M03.A-T.1.1.2
- M03.A-T.1.1.3
- M03.A-T.1.1.4

**CC.2.2.3.A.4** Solve problems involving the four operations and identify and explain patterns in arithmetic.
- M03.B-O.3.1.5
- M03.B-O.3.1.6

**CC.2.2.3.A.1** Represent and solve problems involving multiplication and division.
- M03.B-O.1.1.1
- M03.B-O.1.2.1

**CC.2.2.3.A.2** Understand properties of multiplication and the relationship between multiplication and division.
- M03.B-O.2.1.2

**CC.2.4.3.A.4** Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.
- M03.D-M.2.1.1
- M03.D-M.2.1.2
- M03.D-M.2.1.3
- M03.D-M.2.1.4

Fourth Grade:

**CC.2.1.4.B.1** Apply place value concepts to show an understanding of multi-digit whole numbers.
- M04.A-T.1.1.1
- M04.A-T.1.1.2
- M04.A-T.1.1.3
- M04.A-T.1.1.4

**CC.2.1.4.B.2** Use place value understanding and properties of operations to perform multi-digit arithmetic.
- M04.A-T.2.1.1
- M04.A-T.2.1.2
- M04.A-T.2.1.4

**CC.2.2.4.A.1** Represent and solve problems involving the four operations.
- M04.B-O.1.1.1
- M04.B-O.1.1.2
- M04.B-O.1.1.3
- M04.B-O.1.1.4

**CC.2.2.4.A.2** Develop and/or apply number theory concepts to find factors and multiples.
- M04.B-O.2.1.1
CC.2.2.4.A.4 Generate and analyze patterns using one rule.
  • M04.B-O.3.1.1
  • M04.B-O.3.1.2
  • M04.B-O.3.1.3

Fifth Grade:

CC.2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.
  • M05.A-T.1.1.1
  • M05.A-T.1.1.2
  • M05.A-T.1.1.3

CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.
  • M05.A-T.2.1.1
  • M05.A-T.2.1.2

CC.2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations.
  • M05.B-O.1.1.1
  • M05.B-O.1.1.2

CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.
  • M05.A-F.2.1.1

CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.
  • M05.A-F.1.1.1

SMP.1 Make sense of problems & persevere in solving them.

SMP.3 Construct viable arguments & critique the reasoning of others.

Essential Questions
• How do I use Math Workshop to provide targeted small group instruction?
• How do I structure Math Workshop?
• How do the examples provided today support the Rigor, Focus, and Coherence of the grade level standards?
• What teacher facilitation moves are essential for successful implementation of Math Workshop?
• How do the examples from today provide access for all students and support persistence with grade level tasks?
• How do the Standards for Mathematical Practice align with the Math Workshop tasks experienced today?

Learning Goals
• Teachers will learn how to use the Math Workshop model to provide targeted small group instruction, developing conceptual understanding and problem solving for the most important standards in Units 1-3 through implementing Standards of Mathematical Practice #1 and #3. They will learn how to set up norms and structures, organize materials, implement appropriate tasks, embed purposeful student choice, and formatively assess and support students.
Expectations for Implementation

- As a result of the learning from this session, there will be evidence of teachers implementing the Math Workshop model in their classrooms, including targeted small group instruction, embedding purposeful student choice, and utilizing the instructional resources and strategies that were shared and modeled during the session. See examples of these resources and strategies in the links below.

Key Resources

- Math Workshop; Five Steps to Implementing Guided Math, Learning Stations, Reflection, and More, Lempp
- Math Workshop Essentials; Developing Number Sense Through Routines, Focus Lessons, and Learning Stations, Bresser & Holtzman
- Mathematics Standards Progressions Documents
- Go Math Curriculum
- Grade level curriculum maps in Schoology
**K-5 Mathematics**

**Setting Up and Administering DreamBox, Grades K-2**

**Description**
This session will include an overview of the new K-2 mathematics assessment that will be used to pull district-wide data three times throughout the school year. This overview will provide K-2 teachers with the tools they need to quickly learn how to implement DreamBox and support their students’ learning and growth.

**Alignment to Superintendent's Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
- Standards Aligned System: [https://www.pdesas.org/default.aspx](https://www.pdesas.org/default.aspx)

**Essential Questions**
- What are the expectations for administering the K-2 mathematics assessment?
- What do I need to do to prepare for administering the assessment?
- How do I access the assessment?

**Learning Goals**
- Participants will prepare to administer the K-2 mathematics assessment.

**Expectations for Implementation**
- As a result of the learning from this session, there will be evidence of teachers setting up and administering the DreamBox math universal screener in their classrooms.

**Key Resources**
- DreamBox
**K-5 Mathematics**

**Cultivating a Positive, Inclusive, and Collaborative Mathematics Community, Grades K-5**

**Description**

Setting math norms, high expectations, and a positive classroom community at the beginning of the year is essential to the success of our students. The activities and experiences teachers facilitate will build a foundation for a student-centered environment. In the first week teachers will get to know their students, and students will get to know themselves as math learners. Creating a community is an expectation for all that begins on the first day of school and builds throughout the year.

Participants will engage in planning based on a vision for creating thinking classrooms where problem solving and collaboration (Standards of Mathematical Practice #1 and #3) are a regular part of the student experience in math class. Participants will identify what a collaborative learning community looks and sounds like. They will experience activities that support students to collaboratively problem solve, work through tough problems when they feel stuck, disagree productively, and more.

**Alignment to Superintendent's Priority Goals**

• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

• Standards for Mathematical Practice

  **SMP.1** Make sense of problems & persevere in solving them

  **SMP.3** Construct viable arguments & critique the reasoning of others

  ▶ Kindergarten:

    CC.2.1.K.A.1 Know number names and write and recite the count sequence.

    CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.

    CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.

  ▶ First Grade:

    CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.

    CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.

*Continues on next page.*
Second Grade:
CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000.
CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three-digit numbers.

Third Grade:
CC.2.1.3.B.1 Apply place-value understanding and properties of operations to perform multi-digit arithmetic.
CC.2.2.3.A.4 Solve problems involving the four operations and identify and explain patterns in arithmetic.

Fourth Grade:
CC.2.1.4.B.1 Apply place-value concepts to show an understanding of multi-digit whole numbers.
CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.

Fifth Grade:
CC.2.1.5.B.1 Use place value concepts to read, write, and skip count to 1000.
CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.
CC.2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations.

Learning Goals
• Participants will learn to build a classroom community that establishes math norms, high expectations for learning, and positive relationships so that students can access and persist with grade level content and express their mathematical thinking.

Expectations for Implementation
• As a result of the learning from this session, there will be evidence of teachers setting up math norms and expectations for problem solving and collaborative work in their mathematics classrooms. Teachers will post the lessons they create from the activities provided into the Schoology course page for this session.

Key Resources
• Culturally Responsive Teaching and the Brain, Hammond
• YouCubed, Stanford Graduate School of Education
• Go Math Curriculum
• Grade level curriculum maps in Schoology
**K-5 Mathematics**

**Setting Up and Administering DreamBox, Grades K-2**

**Description**
This session is a repeat of the DreamBox overview session that was offered on August 24th. It is being offered for teachers that may have missed the August 24th session, or for those who might need a reminder of the information that had been shared. It will be posted in Schoology as a reference for any teacher who might be new or need to revisit the learning from the session. The session content will include an overview of the new K-2 mathematics assessment that will be used to pull district-wide data three times throughout the school year and will provide K-2 teachers with the tools they need to quickly learn how to implement DreamBox and support their students’ learning and growth.

**Alignment to Superintendent’s Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
- Standards Aligned System: [https://www.pdesas.org/default.aspx](https://www.pdesas.org/default.aspx)

**Essential Questions**
- What are the expectations for administering the K-2 mathematics assessment?
- What do I need to do to prepare for administering the assessment?
- How do I access the assessment?

**Learning Goals**
- Participants will prepare to administer the K-2 mathematics assessment.

**Expectations for Implementation**
- As a result of the learning from this session, there will be evidence of participants setting up and administering the DreamBox math universal screener in their classrooms.

**Key Resources**
- DreamBox
**K-5 Mathematics**

**Using DreamBox to Progress Monitor Your Students, Grades K-2**

**Description**
This session will include an overview of the reports and assessment features that the new K-2 mathematics assessment has to offer. Participants will understand how to analyze and interpret DreamBox data and reporting to progress monitor their students. The session will be posted in Schoology for teacher reference.

**Alignment to Superintendent's Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
- Standards Aligned System: [https://www.pdesas.org/default.aspx](https://www.pdesas.org/default.aspx)

**Essential Questions**
- What are the various reports and tools that DreamBox has to offer for formatively assessing my students?
- How do I see students progressing towards grade-level standards?
- How do I see student growth over time?

**Learning Goals**
- Participants will prepare to administer the K-2 mathematics assessment.

**Expectations for Implementation**
- As a result of the learning from this session, there will be evidence of teachers accessing and analyzing the data and reports from DreamBox.

**Key Resources**
- DreamBox Reports
**K-5 Mathematics**

**Using Math Workshop to Develop Number Sense (Unit 4)**

**Description**

Teachers will learn how to use the Math Workshop model to provide targeted small group instruction, developing conceptual understanding and problem solving through the Standards of Mathematical Practice #1 and #3. The Math Workshop tasks provided will align with the most important standards for Unit 4 of the district curriculum and will emphasize a balance of conceptual understanding, procedural skill and fluency, and application. Teachers will attend the session aligned to the specific grade level that they teach.

**Alignment to Superintendent's Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- Standards Aligned System: [https://www.pdesas.org/default.aspx](https://www.pdesas.org/default.aspx)

  - **Kindergarten:**
    - CC.2.1.K.A.1 Know number names and write and recite the count sequence.
    - CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.
    - CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.
    - CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.

  - **First Grade:**
    - CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.
    - CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.

  - **Second Grade:**
    - CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.
    - CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.

  - **Third Grade:**
    - CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.
      - M03.A-T.1.1.3

*Continues on next page.*
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.
  • M03.B-O.1.2.2

CC.2.4.3.A.4 Solve problems involving the four operations and identify and explain patterns in arithmetic.
  • M03.B-O.3.1.5

▶ Fourth Grade:
  CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.
  • M04.A-T.2.1.2
  • M04.A-T.2.1.4

CC.2.2.4.A.1 Represent and solve problems involving the four operations.
  • M04.B-O.1.1.3
  • M04.B-O.1.1.4

▶ Fifth Grade:
  CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.
  • M05.A-F.2.1.2
  • M05.A-F.2.1.3

SMP.1 Make sense of problems & persevere in solving them.
SMP.2 Reason abstractly & quantitatively.
SMP.3 Construct viable arguments & critique the reasoning of others.
SMP.4 Model with mathematics.
SMP.5 Use appropriate tools strategically.
SMP.6 Attend to precision.
SMP.7 Look for & make use of structure.
SMP.8 Look for & express regularity in repeated reasoning.

Essential Questions
• How do I use Math Workshop to provide targeted small group instruction?
• How do the examples provided today support the Rigor, Focus, and Coherence of the grade level standards?
• How do the examples provide access for all students and support persistence with grade level tasks?
• How do the Standards for Mathematical Practice align with the Math Workshop tasks experienced today?

Learning Goals
• Teachers will learn how to use the Math Workshop model to provide targeted small group instruction to develop conceptual understanding and problem solving for the most important standards in Unit 4 implementing Standards of Mathematical Practice #1 and #3.
Expectations for Implementation

- As a result of the learning from this session, there will be evidence of teachers implementing the Math Workshop model in their classrooms, including targeted small group instruction, embedding purposeful student choice, and utilizing the instructional resources and strategies that were shared and modeled during the session. See examples of these resources and strategies in the links below.

Key Resources

- Math Workshop: Five Steps to Implementing Guided Math, Learning Stations, Reflection, and More, Lempp
- Math Workshop Essentials; Developing Number Sense Through Routines, Focus Lessons, and Learning Stations, Bresser & Holtzman
- Mathematics Standards Progressions Documents
- Choral Counting and Counting Collections, Franke, Kazemi, & Turrou
- Daily Routines to Jumpstart Math Class; Elementary School, San Giovanni
- Go Math Curriculum
- Grade level curriculum maps in Schoology
**K-5 Mathematics**

**Using Math Workshop to Develop Number Sense (Unit 5)**

**Description**
Teachers will learn how to use the Math Workshop model to provide targeted small group instruction, developing conceptual understanding and problem solving through Standards of Mathematical Practice #1 and #3. The Math Workshop tasks provided will align with the most important standards for Unit 5 of the district curriculum and will emphasize a balance of conceptual understanding, procedural skill and fluency, and application. Teachers will attend the session aligned to the specific grade level that they teach.

**Alignment to Superintendent's Priority Goals**
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
• Integrate academic content into professional learning courses.
• Standards Aligned System: [https://www.pdesas.org/default.aspx](https://www.pdesas.org/default.aspx)

▶ **Kindergarten:**
  - **CC.2.1.K.A.1** Know number names and write and recite the count sequence.
  - **CC.2.1.K.A.2** Apply one-to-one correspondence to count the number of objects.

▶ **First Grade:**
  - **CC.2.2.1.A.1** Represent and solve problems involving addition and subtraction within 20.
  - **CC.2.2.1.A.2** Understand and apply properties of operations and the relationship between addition and subtraction.

▶ **Second Grade:**
  - **CC.2.1.2.B.3** Use place value understanding and properties of operations to add and subtract within 1000.
  - **CC.2.2.2.A.1** Represent and solve problems involving addition and subtraction within 100.
  - **CC.2.2.2.A.2** Use mental strategies to add and subtract within 20.

▶ **Third Grade:**
  - **CC.2.2.3.A.1** Represent and solve problems involving multiplication and division.
    • **M03.B-O.1.2.1**

*Continues on next page.*
**CC.2.2.3.A.2** Understand properties of multiplication and the relationship between multiplication and division.
  - M03.B-O.2.2.1

**CC.2.2.3.A.4** Solve problems involving the four operations and identify and explain patterns in arithmetic.
  - M03.B-O.3.1.6

- **Fourth Grade:**
  - **CC.2.1.4.B.2** Use place value understanding and properties of operations to perform multi-digit arithmetic.
    - M04.A-T.2.1.3
    - M04.A-T.2.1.4
  - **CC.2.2.4.A.1** Represent and solve problems involving the four operations.
    - M04.B-O.1.1.2
    - M04.B-O.1.1.3

- **Fifth Grade:**
  - **CC.2.1.5.C.2** Apply and extend previous understanding of multiplication and division to multiply and divide fractions.
    - M05.A-F.2.1.1
    - M05.A-F.2.1.4

**SMP.1** Make sense of problems & persevere in solving them.

**SMP.2** Reason abstractly & quantitatively.

**SMP.3** Construct viable arguments & critique the reasoning of others.

**SMP.4** Model with mathematics.

**SMP.5** Use appropriate tools strategically.

**SMP.6** Attend to precision.

**SMP.7** Look for & make use of structure.

**SMP.8** Look for & express regularity in repeated reasoning.

**Essential Questions**
- How do I use Math Workshop to provide targeted small group instruction?
- How do the examples provided support the Rigor, Focus, and Coherence of the grade level standards?
- How do the examples provide access for all students and support persistence with grade level tasks?
- How do the Standards for Mathematical Practice align with the Math Workshop tasks experienced today?

**Learning Goals**
- Teachers will learn how to use the Math Workshop model to provide targeted small group instruction to develop conceptual understanding and problem solving for the most important standards in Unit 5 while also implementing Standards of Mathematical Practice #1 and #3.
Expectations for Implementation

- As a result of the learning from this session, there will be evidence of teachers implementing the Math Workshop model in their classrooms, including targeted small group instruction, embedding purposeful student choice, and utilizing the instructional resources and implementing Standards of Mathematical Practice #1 and #3. See examples of these resources and strategies in the links below.

Key Resources

- Math Workshop; Five Steps to Implementing Guided Math, Learning Stations, Reflection, and More, Lempp
- Math Workshop Essentials; Developing Number Sense Through Routines, Focus Lessons, and Learning Stations, Bresser & Holtzman
- Mathematics Standards Progressions Documents
- Daily Routines to Jumpstart Math Class; Elementary School, San Giovanni
- Go Math Curriculum
- Grade level curriculum maps in Schoology
K-5 Mathematics

Supporting Students to Construct Viable Arguments and Critique the Reasoning of Others (SMP.3), Grades K-5

Description
In this session, participants will engage in instructional math tasks and math routines that support students with expressing their mathematical ideas. Teachers will engage in student-hat experiences, such as scoring and revising open-ended responses, and the Stronger and Clearer Each Time Math Language Routine.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
SMP.3 Construct viable arguments & critique the reasoning of others.

Essential Questions
• How can I get my students to better explain their mathematical ideas?
• How can my students improve their explanations on open-ended items?

Learning Goals
• Participants will implement strategies that promote student expression of mathematical ideas.

Expectations for Implementation
• Participants will implement scoring lesson plan and math language routines shared with their classrooms.

Key Resources
• Principles for the Design of Mathematics Curricula: Promoting Language and Content Development, Stanford Graduate School of Education
• PDE PSSA Item Samplers
• Go Math Curriculum
• Grade level curriculum maps in Schoology
**K-5 Mathematics**

**Using Math Workshop to Develop Number Sense (Units 6 and 7)**

**Description**

Teachers will learn how to use the Math Workshop model to provide targeted small group instruction, developing conceptual understanding and problem solving. The Math Workshop tasks provided will align with the most important standards for Units 6 and 7 of the district curriculum and will emphasize a balance of conceptual understanding, procedural skill and fluency, and application through implementing Standards of Mathematical Practice #1 and #3. Teachers will attend the session aligned to the specific grade level that they teach.

*The Math Workshop routines and tasks provided will align with the following Units in the district curriculum:*

- Kindergarten-Unit 6
- First Grade-Units 6&7
- Second Grade-Units 6&7
- Third Grade-Units 6&7
- Fourth Grade-Units 6&7
- Fifth Grade-Unit 6

**Alignment to Superintendent's Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- Standards Aligned System: [https://www.pdesas.org/default.aspx](https://www.pdesas.org/default.aspx)

  - **Kindergarten:**
    - CC.2.1.K.A.1 Know number names and write and recite the count sequence.
    - CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.
    - CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.
    - CC.2.2.K.A.1 Extend concepts of putting together and taking apart to add and subtract within 10.

  - **First Grade:**
    - CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.
    - CC.2.1.1.B.2 Use place value concepts to represent amounts of tens and ones and to compare two-digit numbers.

*Continues on next page.*
Second Grade:
CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.
CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.
CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.
CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.

Third Grade:
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.
  • M03.B-O.1.1.2
  • M03.B-O.1.2.1
  • M03.B-O.1.2.2
CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.
  • M03.B-O.2.2.1
CC.2.2.3.A.4 Solve problems involving the four operations and identify and explain patterns in arithmetic.
  • M03.B-O.3.1.1
  • M03.B-O.3.1.2
  • M03.B-O.3.1.4
  • M03.B-O.3.1.7

Fourth Grade:
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.
  • M04.A-F.1.1.1
  • M04.A-F.1.1.2
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
  • M04.A-F.2.1.1
  • M04.A-F.2.1.2
  • M04.A-F.2.1.3
  • M04.A-F.2.1.4
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).
  • M04.A-F.3.1.1

Fifth Grade:
CC.2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.
  • M05.A-T.1.1.1
  • M05.A-T.1.1.3
  • M05.A-T.1.1.4
  • M05.A-T.1.1.5

Continues on next page.
CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.

- M05.A-T.2.1.3

SMP.1 Make sense of problems & persevere in solving them.
SMP.2 Reason abstractly & quantitatively.
SMP.3 Construct viable arguments & critique the reasoning of others.
SMP.4 Model with mathematics.
SMP.5 Use appropriate tools strategically.
SMP.6 Attend to precision.
SMP.7 Look for & make use of structure.
SMP.8 Look for & express regularity in repeated reasoning

Essential Questions
- How do I use Math Workshop to provide targeted small group instruction?
- How do the examples provided support the Rigor, Focus, and Coherence of the grade level standards?
- How do the examples provide access for all students and support persistence with grade level tasks?
- How do the Standards for Mathematical Practice align with the Math Workshop tasks experienced today?

Learning Goals
- Teachers will learn how to use the Math Workshop model to provide targeted small group instruction to develop conceptual understanding and problem solving for the most important standards in Units 6 & 7.

Expectations for Implementation
- Participants will implement the Math Workshop model in their classrooms, including targeted small group instruction, embedding purposeful student choice, and utilizing the instructional resources and strategies that were shared and modeled during the session through implementing Standards of Mathematical Practice #1 and #3. See examples of these resources and strategies in the links below.

Key Resources
- Math Workshop: Five Steps to Implementing Guided Math, Learning Stations, Reflection, and More, Lempp
- Math Workshop Essentials: Developing Number Sense Through Routines, Focus Lessons, and Learning Stations, Bresser & Holtzman
- Mathematics Standards Progressions Documents
- Daily Routines to Jumpstart Math Class, Elementary School, San Giovanni
- Go Math Curriculum
- Grade level curriculum maps in Schoology
**K-5 Mathematics**

**Using Math Workshop to Develop Number Sense**
*(Units 7, 8, and/or 9)*

**Description**

Teachers will learn how to use the Math Workshop model to provide targeted small group instruction, developing conceptual understanding and problem solving. The Math Workshop tasks provided will align with the most important standards for Units 7, 8, and/or 9 of the district curriculum and will emphasize a balance of conceptual understanding, procedural skill and fluency, and application through implementing Standards of Mathematical Practice #1 and #3. Teachers will attend the session aligned to the specific grade level that they teach.

*The Math Workshop routines and tasks provided will align with the following Units in the district curriculum:*

- Kindergarten-Unit 7
- First Grade-Units 8
- Second Grade-Units 8
- Third Grade-Units 8
- Fourth Grade-Units 8&9
- Fifth Grade-Unit 7

**Alignment to Superintendent's Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- Standards Aligned System: [https://www.pdesas.org/default.aspx](https://www.pdesas.org/default.aspx)

  - **Kindergarten:**
    - **CC.2.2.K.A.1** Extend concepts of putting together and taking apart to add and subtract within 10.

  - **First Grade:**
    - **CC.2.1.1.B.1** Extend the counting sequence to read and write numerals to represent objects.
    - **CC.2.1.1.B.2** Use place value concepts to represent amounts of tens and ones and to compare two-digit numbers.
    - **CC.2.1.1.B.3** Use place value understanding and properties of operations to add and subtract within 1000.

  - **Second Grade:**
    - **CC.2.4.2.A.1** Measure and estimate lengths in standard units using appropriate tools.
    - **CC.2.4.2.A.4** Represent and interpret data using line plots, picture graphs, and bar graphs.

*Continues on next page.*
CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.

Third Grade:
CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.
  • M03.A-F.1.1.2
  • M03.A-F.1.1.3
  • M03.A-F.1.1.5

Fourth Grade:
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
  • M04.A-F.2.1.5
  • M04.A-F.2.1.6
  • M04.A-F.2.1.7
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).
  • M04.A-F.3.1.1
  • M04.A-F.3.1.2
  • M04.A-F.3.1.3
CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.
  • M04.D-M.1.1.2

Fifth Grade:
CC.2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.
  • M05.A-T.1.1.1
  • M05.A-T.1.1.2
CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.
  • M05.A-T.2.1.3

Essential Questions
• How do I use Math Workshop to provide targeted small group instruction?
• How do the examples provided support the Rigor, Focus, and Coherence of the grade level standards?
• How do the examples provide access for all students and support persistence with grade level tasks?
• How do the Standards for Mathematical Practice align with the Math Workshop tasks experienced today?

Learning Goals
• Teachers will learn how to use the Math Workshop model to provide targeted small group instruction to develop conceptual understanding and problem solving for the most important standards in Units 7, 8, and/or 9 through implementing Standards of Mathematical Practice #1 and #3.

Continues on next page.
Expectations for Implementation

• Participants will implement the Math Workshop model in their classrooms, including targeted small group instruction, embedding purposeful student choice, and utilizing the instructional resources and strategies that were shared and modeled during the session while also implementing Standards of Mathematical Practice #1 and #3. See examples of these resources and strategies in the links below.

Key Resources

• Math Workshop: Five Steps to Implementing Guided Math, Learning Stations, Reflection, and More, Lempp

• Math Workshop Essentials; Developing Number Sense Through Routines, Focus Lessons, and Learning Stations, Bresser & Holtzman

• Mathematics Standards Progressions Documents

• Daily Routines to Jumpstart Math Class; Elementary School, San Giovanni

• Go Math Curriculum

• Grade level curriculum maps in Schoology
**Description**

In this session, teachers will learn how to implement a variety of routines such as Math Yapper and the Info Gap Math Language Routine to build students’ capacity to use mathematical vocabulary. Teachers will experience the math language routines from a student perspective and discuss teacher moves for launching and organizing them successfully.

**Alignment to Superintendent’s Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- Standards Aligned System: [https://www.pdesas.org/default.aspx](https://www.pdesas.org/default.aspx)
  
  **SMP.1** Make sense of problems & persevere in solving them.
  
  **SMP.3** Construct viable arguments & critique the reasoning of others.
  
  **SMP.6** Attend to precision.

**Essential Questions**

- How can each routine support my students to know and use mathematical language?
- How does the routine support the Rigor, Focus, and Coherence of the grade level standards?
- What teacher facilitation moves are essential for successful implementation of this routine?
- How does the routine provide access for all students and support persistence with grade level tasks?
- Which of the Standards for Mathematical Practice are students practicing through the routine?

**Learning Goals**

- Participants will learn how to implement the math vocabulary routines presented.

**Expectations for Implementation**

- As a result of the learning from this session, there will be evidence of participants implementing the various Math Routines during instruction.

*Continues on next page.*
Key Resources

• Daily Routines to Jumpstart Math Class; Elementary School, San Giovanni

• Principles for the Design of Mathematics Curricula: Promoting Language and Content Development, Stanford Graduate School of Education

• Go Math Curriculum

• Grade level curriculum maps in Schoology
K-5 Mathematics

Using the Three Reads Math Language Routine to Support Students with Problem Solving

Description
In this session, teachers will learn how to implement the Three Reads Math Language Routine. They will explore how the routine in this session supports all students to persist with grade level tasks, particularly SMP#1 Make Sense of Problems and persevere in solving them. Teachers will experience the routine from a student’s perspective and discuss teacher moves for launching and organizing it successfully.

Note: This session was offered during January 2023 professional learning day.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standards Aligned System: https://www.pdesas.org/default.aspx

  SMP.1 Make sense of problems & persevere in solving them.
  SMP.2 Reason abstractly & quantitatively.
  SMP.6 Attend to precision.

Essential Questions
• What teacher facilitation moves are essential for successful implementation of this routine?
• How does the routine provide access for all students and support persistence with grade level tasks?
• Which of the Standards for Mathematical Practice are students practicing through the routine?

Learning Goals
• Participants will implement the Three Reads Math Language Routine in their pursuit to develop problem solving skills.

Expectations for Implementation
• As a result of the learning from this session, there will be evidence of participants implementing the Three Reads Math Language Routine during instruction.

Continues on next page.
Key Resources

- Principles for the Design of Mathematics Curricula: Promoting Language and Content Development, Stanford Graduate School of Education
- Go Math Curriculum
- Grade level curriculum maps in Schoology
Using Math Workshop to Develop Number Sense (Units 8/9/10/ and/or 11)

Description
Teachers will learn how to use the Math Workshop model to provide targeted small group instruction, developing conceptual understanding and problem solving. The Math Workshop tasks provided will align with the most important standards for Units 8, 9, 10, and/or 11 of the district curriculum and will emphasize a balance of conceptual understanding, procedural skill and fluency, and application through implementing Standards of Mathematical Practice #1 and #3. Teachers will attend the session aligned to the specific grade level that they teach.

Alignment to Superintendents's Priority Goals
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
- Standards Aligned System: https://www.pdesas.org/default.aspx
  - Kindergarten:
    - CC.2.1.K.A.1 Know number names and write and recite the count sequence.
    - CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.
    - CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.
  - First Grade:
    - CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.
    - CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.
  - Second Grade:
    - CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.
CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.

- Third Grade:
  CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass, or length.
  - M03.D-M.1.2.1
  - M03.D-M.1.2.2
  - M03.D-M.1.2.3

  CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.
  - M03.D-M.1.1.1
  - M03.D-M.1.1.2

  CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills
  - M03.D-M.1.3.1
  - M03.D-M.1.3.2
  - M03.D-M.1.3.3

- Fourth Grade:
  CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.
  - M04.C-G.1.1.1
  - M04.C-G.1.1.2
  - M04.C-G.1.1.3

  CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.
  - M04.C-G.1.1.1
  - M04.C-G.1.1.2
  - M04.C-G.1.1.3

  CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.
  - M04.C-G.1.1.1
  - M04.C-G.1.1.2
  - M04.C-G.1.1.3

  CC.2.2.4.A.4 Generate and analyze patterns using one rule.
  - M04.B-O.3.1.1

  CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.
  - M04.D-M.3.1.1
  - M04.D-M.3.1.2

- Fifth Grade:
  CC.2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.
  - M05.A-T.1.1.2

Continues on next page.
CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.
  • M05.A-T.2.1.3

CC.2.2.5.A.4 Analyze patterns and relationships using two rules.
  • M05.B-O.2.1.1
  • M05.B-O.2.1.2

CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.
  • M05.C-G.1.1.1
  • M05.C-G.1.1.2

CC.2.4.5.A.2 Represent and interpret data using appropriate scale.
  • M05.D-M.2.1.1
  • M05.D-M.2.1.2

CC.2.4.5.A.4 Solve problems involving computation of fractions using information provided in a line plot.
  • M05.D-M.2.1.1
  • M05.D-M.2.1.2

SMP.1 Make sense of problems & persevere in solving them.
SMP.2 Reason abstractly & quantitatively.
SMP.3 Construct viable arguments & critique the reasoning of others.
SMP.4 Model with mathematics.
SMP.5 Use appropriate tools strategically.
SMP.6 Attend to precision.
SMP.7 Look for & make use of structure.
SMP.8 Look for & express regularity in repeated reasoning

Essential Questions
• How do I use Math Workshop to provide targeted small group instruction?
• How do the examples provided support the Rigor, Focus, and Coherence of the grade level standards?
• How do the examples provide access for all students and support persistence with grade level tasks?
• How do the Standards for Mathematical Practice align with the Math Workshop tasks experienced today?

Learning Goals
• Teachers will learn how to use the Math Workshop model to provide targeted small group instruction to develop conceptual understanding and problem solving for the most important standards in Units 8, 9, 10, and/or 11 through implementing Standards of Mathematical Practice #1 and #3.
Expectations for Implementation

- Participants will implement the Math Workshop model in their classrooms, including targeted small group instruction, embedding purposeful student choice, and utilizing the instructional resources and strategies that were shared and modeled during the session. See examples of these resources and strategies in the links below.

Key Resources

- Math Workshop: Five Steps to Implementing Guided Math, Learning Stations, Reflection, and More, Lempp
- Math Workshop Essentials: Developing Number Sense Through Routines, Focus Lessons, and Learning Stations, Bresser & Holtzman
- Mathematics Standards Progressions Documents
- Daily Routines to Jumpstart Math Class: Elementary School, San Giovanni
- Go Math Curriculum
- Grade level curriculum maps in Schoology
K-5 Mathematics

Using Math Workshop to Develop Number Sense (Units 10/11/12 and/or 13)

Description
Teachers will learn how to use the Math Workshop model to provide targeted small group instruction, developing conceptual understanding and problem solving. The Math Workshop tasks provided will align with the most important standards for Units 10, 11, 12, and/or 13 of the district curriculum and will emphasize a balance of conceptual understanding, procedural skill and fluency, and application. Teachers will attend the session aligned to the specific grade level that they teach.

The Math Workshop routines and tasks provided will align with the following Units in the district curriculum:
Kindergarten-Units 10, 11, & 12
First Grade-Units 10, 11, & 12
Second Grade-Units 10 & 11
Third Grade-Units 10 & 11
Fourth Grade-Units 12a/12b & 13
Fifth Grade-Units 10 & 11

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standards Aligned System: https://www.pdesas.org/default.aspx

➤ Kindergarten:
CC.2.3.K.A.1 Know number names and write and recite the count sequence.
CC.2.3.K.A.2 Apply one-to-one correspondence to count the number of objects
CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.
CC.2.4.K.A.4 Classify objects and count the number of objects in each category.

➤ First Grade:
CC.2.4.1.A.4 Represent and interpret data using tables/charts.
CC.2.3.1.A.1 Compose and distinguish between two- and three-dimensional shapes based on their attributes.
CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters.

Continues on next page.
Second Grade:

CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs and bar graphs.

CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes.

CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.

Third Grade:

CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.
  - M03.D-M.3.1.1
  - M03.D-M.3.1.2

CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.
  - M03.D-M.4.1.1

CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.
  - M03.C-G.1.1.1
  - M03.C-G.1.1.2
  - M03.C-G.1.1.3

Fourth Grade:

CC.2.2.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.
  - M04.D-M.2.1.1
  - M04.D-M.2.1.2

CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.
  - M04.D-M.1.1.1
  - M04.D-M.1.1.2
  - M04.D-M.1.1.4

CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.
  - M04.D-M.2.1.1

CC.2.4.4.A.2 Translate information from one type of data display to another.
  - M04.D-M.2.1.3

CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.
  - M04.D-M.1.1.3

Fifth Grade:

CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.
  - M05.D-M.1.1.1

CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties.
  - M05.C-G.2.1.1

CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.
  - M05.D-M.3.1.1
  - M05.D-M.3.1.2

Continues on next page.
Essential Questions
• How do I use Math Workshop to provide targeted small group instruction?
• How do the examples provided support the Rigor, Focus, and Coherence of the grade level standards?
• How do the examples provide access for all students and support persistence with grade level tasks?
• How do the Standards for Mathematical Practice align with the Math Workshop tasks experienced today?

Learning Goals
• Teachers will learn how to use the Math Workshop model to provide targeted small group instruction to develop conceptual understanding and problem solving for the most important standards in Unit 10, 11, 12, and/or 13 through implementing Standards of Mathematical Practice #1 and #3.

Expectations for Implementation
• As a result of the learning from this session, there will be evidence of participants implementing the Math Workshop model in their classrooms, including targeted small group instruction, embedding purposeful student choice, and utilizing the instructional resources and strategies that were shared and modeled during the session while also implementing Standards of Mathematical Practice #1 and #3. See examples of these resources and strategies in the links below.

Key Resources
• Math Workshop; Five Steps to Implementing Guided Math, Learning Stations, Reflection, and More, Lempp
• Math Workshop Essentials; Developing Number Sense Through Routines, Focus Lessons, and Learning Stations, Bresser & Holtzman
• Mathematics Standards Progressions Documents
• Daily Routines to Jumpstart Math Class; Elementary School, San Giovanni
• Go Math Curriculum
• Grade level curriculum maps in Schoology
**K-5 Mathematics**

**Using the Mystery Number Math Thinking Routine to Develop Number Sense**

**Description**
In this session, teachers will learn how to implement the Mystery Number Math Routine. They will describe how the math routine in this session supports developing number sense within the Numbers and Operations and Operations and Algebraic Thinking Standards. Teachers will experience the routine from a student’s perspective and discuss teacher moves for launching and organizing it successfully.

**Alignment to Superintendent's Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
- Numbers and Operations in Base Ten, K-5.
- Operations and Algebraic Thinking, K-5.

**SMP.3** Construct viable arguments & critique the reasoning of others.

**Essential Questions**
- How can the routine support the development of number sense?
- How does the routine support the Rigor, Focus, and Coherence of the grade level standards?
- What teacher facilitation moves are essential for successful implementation of this routine?
- Which of the Standards for Mathematical Practice are students practicing through the routine?

**Learning Goals**
- Participants will learn to implement the Mystery Number Math Thinking Routine.

**Expectations for Implementation**
- As a result of the learning from this session, there will be evidence of participants implementing the Mystery Number Math Thinking Routine during instruction.

**Key Resources**
- [Daily Routines to Jumpstart Math Class](#); Elementary School, San Giovanni
- [K-5 Math Routines](#), Illustrative Mathematics
- Go Math Curriculum
- [Grade level curriculum maps in Schoology](#)
Framework Overview

The 2023-2024 Professional Learning theme for 6-8 Mathematics will foster a student-centered mathematics classroom. According to the Journal of Mathematics Behavior (Volume 70 June 2023), “the term ‘student-centered mathematics instruction’ is used to describe instruction where (a) student mathematical thinking is made public, (b) students engage with each other’s mathematical thinking, and (c) student mathematical sense-making, conjecturing, and justifying drive the instruction.” Components of this environment support the signs of a student-centered classroom, described by Educational Company Room to Discover, that include active, collaborative and social-emotional learning along with technology integration, differentiation and student voice and choice. This year, each professional learning session will relate to the ideas around student-centered math classrooms with an intentional focus on the Standards of Mathematical Practice #1 (Make sense of a problem and persevere in solving) and #3 (Construct a viable argument and critique the reasoning of others). This theme is a progression from the 2022-23 school year with the connection to the NCTM (National Council of Teachers of Mathematics) Effective Mathematics Teaching Practices that centered on implementing high level tasks and facilitating meaningful mathematical discourse supported by preparing teacher questions to guide students’ responses.

These components of a student-centered mathematics classroom will be emphasized throughout the year, with given mathematics content, while directly supporting the Superintendent’s Priority Goal #1; “Invest in culturally responsive, evidence-based training, tools, and instructional practices”. For the upcoming school year, professional learning sessions will also support teachers in connecting number sense to grade level content along with facilitation that integrates the social-emotional learning competencies and signature practices.

The Six Signs of a Student-Centered Classroom

Source: “The 6 Signs of a Student-Centered Classroom”
### Districtwide In-Service Dates & Topics (In-Person, 6 hours)

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<tbody>
<tr>
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<td>Establishing a Culture for a Student-Centered Mathematics Classroom – Collaborative and Social-Emotional Learning</td>
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<tr>
<td>August 24, 2023</td>
<td>Are You on Pace? A Revisit to a Years' Worth of Grade Level Content?</td>
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<tr>
<td>November 7, 2023</td>
<td>Maintaining a Culture for a Student-Centered Mathematics Classroom – Active Learning and Differentiation</td>
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<tr>
<td>November 7, 2023</td>
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<tr>
<td>January 26, 2024</td>
<td>Reinforcing a Culture for a Student-Centered Mathematics Classroom – Technology Integration and Student Voice</td>
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### Districtwide ½ day PD Dates & Topics (Virtual, 2.5 hours)

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<tr>
<td>October 27, 2023</td>
<td>Nix the Math Tricks - Ratios and Proportional Relationships</td>
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<tr>
<td>December 15, 2023</td>
<td>Nix the Math Tricks - Operations and Algebraic Thinking &amp; Reasoning with Equations and Inequalities</td>
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<td>February 16, 2024</td>
<td>Nix the Math Tricks – Geometry</td>
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### Additional Professional Learning Offerings (Virtual, 1 hour)

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<td>November 16, 2023</td>
<td>The Station Rotation Model to Develop Differentiation and Technology Integration</td>
</tr>
<tr>
<td>February 7, 2024</td>
<td>Increasing the Effectiveness of Student Discourse with Mathematics Vocabulary</td>
</tr>
<tr>
<td>May 23, 2024</td>
<td>Year-End Instruction in the Student-Centered Mathematics Classroom</td>
</tr>
</tbody>
</table>
6-8 Mathematics
Establishing a Culture for a Student-Centered Mathematics Classroom

Description
This back-to-school session will engage participants to deepen their understanding of the connection between social-emotional learning competencies and the Standards for Mathematical Practice #1 and #3. Participants will also learn a strategy for grouping students for instructional activities and a process to establish expectations for working in groups through an introductory mathematics task. Participants will then learn how to facilitate grade level content of various types of numbers on a number line, while incorporating Standards of Mathematical Practice #1 and #3 that will support students in developing their mathematical identity.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• M06.A-N.3 Apply and extend previous understandings of numbers to the system of rational numbers.

• M07.A-N.1 Apply and extend previous understandings of operations to add, subtract, multiply, and divide rational numbers.

• M08.A-N.1 Demonstrate an understanding of rational and irrational numbers.

Essential Questions
• How can the Standards of Mathematical Practice be integrated into the mathematics classroom to develop students’ mathematics identity?

• What expectations for students working in groups will support them to engage in the Standards of Mathematical Practice #1 and #3?

Learning Goals
Participants will…
• Implement engaging strategies in mathematics lesson design to support the development of students’ mathematical identities.

• Promote purposeful and intentional student collaboration in learning on grade level content.

Continues on next page.
**Expectations for Implementation**

- As a result of the learning from this session, there will be evidence of teachers utilizing inclusive openings, engaging strategies and optimistic closures through the Standards of Mathematical Practice (#1 and #3) in their planning and instructional delivery. Teachers will also implement purposeful and intentional student collaboration in learning the grade level content.

**Key Resources**

- SEL-3-Signature-Practices-Playbook
- Integrating SEL and CCSSM
- https://www.saravanderwerf.com/100-numbers-to-get-students-talking/
- https://marilynburnsmath.com/the-1-10-card-investigation/
**6-8 Mathematics**

**What’s the Pace?**
**A Proactive Approach to a Years’ Worth of Grade Level Content**

**Description**
This session is designed for teachers to use their PA Core Standards and Eligible Content at the forefront of instructional planning to support appropriate pacing. This backwards design approach to planning and pacing will support teachers in preparation to teach and spiral content, within the 5E Model. Participants will engage in an instructional activity that will assist in unpacking the PA Eligible Content for the 1st marking period and highlight the Standards of Mathematical Practice (#1 and #3). This session will continue emphasizing PPS approved resources to support core instructional delivery of grade level content.

**Alignment to Superintendent’s Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
- **M06.A-N.3** Apply and extend previous understandings of numbers to the system of rational numbers.
- **M07.A-N.1** Apply and extend previous understandings of operations to add, subtract, multiply, and divide rational numbers.
- **M08.A-N.1** Demonstrate an understanding of rational and irrational numbers.

**Essential Questions**
- How can the PA Core Standards and Eligible Content and PPS resources be utilized in planning to guide pacing of instructional activities in the student-centered mathematics classroom?
- How can backwards design support appropriate pacing of grade level content and spiraling, where applicable?

**Learning Goals**
*Participants will...*
- Examine and identify the updated 23-24 curriculum documents and supplemental resources for 6-8 Mathematics using the district approved pacing guide to create a plan to address relevant grade level content.
- Use the provided 23-24 curriculum documents and PPS resources to determine when specific eligible content for the course is addressed, including a plan for spiraling the content where applicable.

*Continues on next page.*
Expectations for Implementation

• As a result of the learning from this session, there will be evidence of teacher lesson plans including a reference to the PA Core Eligible Content, utilizing PPS resources, and instructional activities that are aligned to its depth. Teachers will also be spiraling their content through connecting key mathematical ideas in subsequent units of study.

Key Resources

• 23-24 SY planning calendar and Course Year-At-A-Glance/Scope and Sequence
• https://www.ascd.org/el/articles/pacing-lessons-for-optimal-learning
• https://www.edutopia.org/blog/instructional-pacing-tips-rebecca-alber
• PA Assessment Anchors and Eligible Content
• IXL Implementation Guide
• Explore ALEKS
**6-8 Mathematics**

**Nix the Math Tricks – Ratios and Proportional Relationships**

**Description**
In this PD series, participants will focus on how to move beyond memorized steps and acronyms, to conceptual understanding that endures (Standards of Mathematical Practice #1). The session will include identifying resources, and other instructional tools, including manipulatives, to support all signs of student-centered mathematics learning. The first session of the series will help teachers avoid making decisions that cut out math concept development of Ratios and Proportional Relationships. (Chapter 3 of “Nix the Tricks”)

**Alignment to Superintendent's Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
- **M06.A-R.1** Understand ratio concepts and use ratio reasoning to solve problems.
- **M07.A-R.1** Demonstrate an understanding of proportional relationships.
- **M08.B-E.2** Understand the connections between proportional relationships, lines, and linear equations.

**Essential Questions**
- How can you support students in thinking more conceptually about Ratios and Proportional Relationships?

**Learning Goals**

*Participants will…*
- Deepen their understanding on why specific math “tricks” hinder mathematical understanding for the given content of ratios and proportions and how avoiding those tricks will help promote conceptual understanding and mathematical reasoning within the content.

**Expectations for Implementation**
- As a result of this session's learning, participants will be discussing and teaching the “why” behind mathematical concepts and staying away from mathematical tricks that are not rooted in deep mathematical understanding. Participants will also use appropriate language and procedures designed for ratios and proportional relationships, instead of a work-around.

**Key Resources**
- Nix the Tricks by Tina Cardone and MTBoS
6-8 Mathematics

Maintaining a Culture for a Student-Centered Mathematics Classroom

Description
Teachers will learn how to implement the Standards of Mathematical Practice (#1 and #3) through a series of PA Core aligned math tasks to address specific mathematics while using Vertical Non-Permanent Work Surfaces (VNPS). After the modeled lesson, research on student work surfaces will be shared, and teachers will reflect on how it can be used to enhance traditional learning within their classrooms.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• M06.A-R.1 Understand ratio concepts and use ratio reasoning to solve problems.
• M07.A-R.1 Demonstrate an understanding of proportional relationships.
• M08.B-E.2 Understand the connections between proportional relationships, lines, and linear equations.

Essential Questions
• How can we increase student engagement and enhance student learning with math tasks in our classrooms?

Learning Goals
Participants will…
• Identify the specific work surfaces to promote student collaboration based on the work of Peter Liljedahl and his research.
• Utilize VNPS and visually random groupings to enhance student engagement.

Expectations for Implementation
• As a result of the learning of this session, participants will provide evidence of students working in groups on vertical non-permanent surfaces as a component of a “thinking” mathematics classroom.

Key Resources
• https://www.sacramentomathproject.org/post/using-building-thinking-classrooms
• https://buildingthinkingclassrooms.com/
• https://makemathmoments.com/making-math-moments-that-matter
• Go Math textbook and other supplemental resources to align to the PA Core Eligible Content
6-8 Mathematics
Are you on Pace?
A Revisit to a Years’ Worth of Grade Level Content

Description
For this professional learning session, participants will revisit their work from the August 24th session with a review of the PA Core Standards and Eligible Content for instructional planning to support appropriate pacing. This backwards design approach to planning and pacing will support teachers in preparation to teach and spiral topics, within the 5E Model. Participants will engage in an instructional activity that will assist in unpacking the PA Eligible Content for the 2nd marking period and highlight the Standards of Mathematical Practice (#1 and #3). This session will continue emphasizing PPS approved resources to support core instructional delivery of grade level content.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• M06.A-R.1 Understand ratio concepts and use ratio reasoning to solve problems.
• M07.A-R.1 Demonstrate an understanding of proportional relationships.
• M08.B-E.2 Understand the connections between proportional relationships, lines, and linear equations.

Essential Questions
• How can the PA Core Standards and Eligible Content and PPS resources be utilized in planning to guide pacing of instructional activities in the student-centered mathematics classroom?
• How can backwards design support appropriate pacing of grade-level content and spiraling, where applicable?

Learning Goals
Participants will…
• Review the updated 23-24 curriculum documents for 6-8 Mathematics using the district approved pacing guide to create a plan to address relevant grade-level content.
• Update their provided 23-24 planning calendar to determine when specific eligible content for the course is addressed within the rest of the year, including a plan for spiraling the content where applicable.
Expectations for Implementation

- As a result of the learning from this session, there will be evidence of teachers monitoring their pace with the supporting documents as a reference for their planning and instructional delivery of content. Participants will also be spiraling their content through connecting key mathematical ideas from different units of study.

Key Resources

- 23-24 SY planning calendar and Course Year-At-A-Glance/Scope and Sequence
- [https://www.ascd.org/el/articles/pacing-lessons-for-optimal-learning](https://www.ascd.org/el/articles/pacing-lessons-for-optimal-learning)
- [https://www.edutopia.org/blog/instructional-pacing-tips-rebecca-alber](https://www.edutopia.org/blog/instructional-pacing-tips-rebecca-alber)
- PA Assessment Anchors and Eligible Content
- IXL Implementation Guide
- Explore ALEKS
6-8 Mathematics
Nix the Math Tricks – Expressions and Equations

Description
In this PD series, participants will focus on how to move beyond memorized steps and acronyms, to conceptual understanding that endures (Standards of Mathematical Practice #1). The session will include identifying resources, and other instructional tools, including manipulatives, to support all signs of student-centered mathematics learning. The second session of the series will assist participants with a guide to avoiding making decisions that cut out math concept development of Operations and Algebraic Thinking & Reasoning with Equations and Inequalities. (Chapters 2 & 5 of “Nix the Tricks”)

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• M06.B-E.1 Apply and extend previous understandings of arithmetic to numerical and algebraic expressions.
• M07.B-E.2 Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.
• M08.B-E.3 Analyze and solve linear equations and pairs of simultaneous linear equations.

Essential Questions
• How can you support students in thinking more conceptually around Operations in Algebraic Thinking and Reasoning with Equations and Inequalities?

Learning Goals
Participants will…
• Deepen their understanding on why specific math “tricks” hinder mathematical understanding for the given content of expressions and equations, and how avoiding those tricks will help promote conceptual understanding and mathematical reasoning within the content.

Continues on next page.
Expectations for Implementation
• As a result of this session’s learning, participants will be discussing and teaching the “why” behind mathematical concepts and staying away from mathematical tricks that are not rooted in deep mathematical understanding. Participants will also use appropriate language and procedures designed for expression and equations instead of a work-around.

Key Resources
• Nix the Tricks by Tina Cardone and MTBoS
6-8 Mathematics

Reinforcing a Culture for a Student-Centered Mathematics Classroom

Description
High level mathematical tasks are utilized in the classroom to introduce important mathematical concepts, to engage and challenge students intellectually, thus reinforcing SMPs #1 and #3. During this session, participants will learn how to select engaging and rigorous math tasks for students, and how to reveal students’ thinking about the math through asking purposeful questions and providing specific feedback.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• M06.B-E.1 Apply and extend previous understandings of arithmetic to numerical and algebraic expressions.
• M07.B-E.2 Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.
• M08.B-E.3 Analyze and solve linear equations and pairs of simultaneous linear equations.

Essential Questions
• How can high-level tasks be used to maximize instructional time and create learning experiences in the mathematics classroom?

Learning Goals
Participants will…
• Identify what makes a task high-level and the rationale behind implementing such activities to introduce and reinforce grade level content within the student-centered mathematics classroom.
• Apply the learning from the session. Choose and/or adapt mathematical tasks to build their repertoire of supplemental classroom activities.

Continues on next page.
Expectations for Implementation

• As a result of the learning of this session, there will be evidence of students receiving feedback on mathematical tasks in the form of purposeful questions that reveal their thinking. As a result of this session's learning, there will be evidence of teachers utilizing high-level problem-solving tasks to meet students’ needs when introducing a new mathematics concept.

Key Resources

• Task Websites
  • https://buildingthinkingclassrooms.com/
Description
This session is designed for participants to adjust and continue with the backwards design approach to planning, beginning with identifying content in the 2nd semester’s instructional units and planning for appropriate pacing and spiraling content. Participants will also be able to explore features of our PPS Edtech resources to support flexible grouping of students in a station-rotation model. This session will center on best practices for middle school math students to develop SMPs #1 and #3 in the context of equations and algebraic concepts.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• M06.B-E.1 Apply and extend previous understandings of arithmetic to numerical and algebraic expressions.
• M07.B-E.2 Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.
• M08.B-E.3 Analyze and solve linear equations and pairs of simultaneous linear equations.

Essential Questions
• How can the PA Core Standards and Eligible Content and PPS resources be utilized in planning to guide pacing of instructional activities in the student-centered mathematics classroom?
• How can backwards design support appropriate pacing of grade-level content and spiraling, where applicable?

Learning Goals
Participants will…
• Review the updated 23-24 curriculum documents for 6-8 Mathematics using the district approved pacing guide to create a plan to address relevant grade-level content.
• Update their provided 23-24 planning calendar to determine when specific eligible content for the course is addressed within the rest of the year, including a plan for spiraling the content where applicable.

Continues on next page.
Expectations for Implementation

- As a result of the learning from this session, there will be evidence of participants monitoring their pace with the supporting documents as a reference for their planning and instructional delivery of content. Participants should also be spiraling their content through connecting key mathematical ideas from different units of study.

Key Resources

- 2023-24 school year planning calendar and Course Year-At-A-Glance/Scope and Sequence
- https://www.ascd.org/el/articles/pacing-lessons-for-optimal-learning
- https://www.edutopia.org/blog/instructional-pacing-tips-rebecca-alber
- PA Assessment Anchors and Eligible Content
- IXL Implementation Guide
- Explore ALEKS
**6-8 Mathematics**

**Nix the Math Tricks – Geometry**

**Description**
In this PD series, participants will focus on how to move beyond memorized steps and acronyms, to conceptual understanding that endures (Standards of Mathematical Practice #1). The session will include identifying resources, and other instructional tools, including manipulatives, to support all signs of student-centered mathematics learning. The third session of the series will help teachers avoid making decisions that cut out math concept development of Geometry. (Chapter 7 of “Nix the Tricks”)

**Alignment to Superintendent's Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
- **M06.C-G.1** Solve real-world and mathematical problems involving area, surface area, and volume.
- **M07.C-G.2** Solve real-world and mathematical problems involving angle measure, circumference, area, surface area, and volume.
- **M08.C-G.3** Solve real-world and mathematical problems involving volume.

**Essential Questions**
- How can you support students in thinking more conceptually about Geometry?
- How can appropriate language and procedures for Geometry be emphasized to build students’ conceptual understanding?

**Learning Goals**

*Participants will…*
- Deepen their understanding on why specific math “tricks” hinder mathematical understanding for the given content of Geometry and how avoiding those tricks will help promote conceptual understanding and mathematical reasoning within the content.

**Expectations for Implementation**
- As a result of this session’s learning, participants will be discussing and teaching the “why” behind mathematical concepts and staying away from mathematical tricks that are not rooted in deep mathematical understanding. Participants will also use appropriate language and procedures designed for Geometry, instead of a work-around.

**Key Resources**
- Nix the Tricks by Tina Cardone and MTBoS

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**Dates Offered:**
- February 16, 2024

**Time:**
- Professional Learning Network Time

**Location:**
- Microsoft TEAMS/Schoology

**Act 48 Hours:**
- 2.5
Description
In this PD series, participants will focus on how to move beyond memorized steps and acronyms, to conceptual understanding that endures (Standards of Mathematical Practice #1). The session will include identifying resources, and other instructional tools, including manipulatives, to support all signs of student-centered mathematics learning. The fourth session of the series will assist teachers with a guide to avoiding making decisions that cut out math concept development of Data Analysis and Probability.

Alignment to Superintendents Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• M06.D-S.1 Demonstrate understanding of statistical variability by summarizing and describing distributions.
• M07.D-S.1 Use random sampling to draw inferences about a population.
• M07.D-S.2 Draw comparative inferences about populations.
• M07.D-S.3 Investigate chance processes and develop, use, and evaluate probability models.
• M08.D-S.1 Investigate patterns of association in bivariate data.

Essential Questions
• How can you support students in thinking more conceptually about Data Analysis and Probability?
• How can appropriate language and procedures for Data Analysis and Probability be emphasized to build students’ conceptual understanding?

Learning Goals
Participants will…
• Deepen their understanding on why specific math “tricks” hinder mathematical understanding for the given content of Data Analysis and Probability and how avoiding those tricks will help promote conceptual understanding and mathematical reasoning within the content.

Continues on next page.
Expectations for Implementation

- As a result of this session’s learning, participants will be discuss and teach the “why” behind mathematical concepts and staying away from mathematical tricks that are not rooted in deep mathematical understanding. Participants will also use appropriate language and procedures designed for Data Analysis and Probability instead of a work-around.

Key Resources

- Chapter 7 of Nix the Tricks by Tina Cardone and MTBoS
Discover Desmos!
A Beginner’s Guide to Getting Started

Description
Have you seen or heard of Desmos but not sure if you are ready to try it? Do you want to practice before you introduce it to your math students? Desmos is a PPS approved supplemental resource for the 2023-2024 school year. In this beginner’s session, participants will experience an existing Desmos activity as a student and reflect on it. The session will continue with teachers having time to explore the accessible featured collections and the opportunity to collaborate with colleagues to plan to implement Desmos into an upcoming lesson. Please remember your device so you are fully able to experience and plan with this online resource!

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• M06.A-R.1 Understand ratio concepts and use ratio reasoning to solve problems.
• M07.A-R.1 Demonstrate an understanding of proportional relationships.
• M08.B-E.2 Understand the connections between proportional relationships, lines, and linear equations.

Essential Questions
• How can the Desmos featured collection activities be used to support core instruction aligned to the grade level PA core eligible content?

Learning Goals
Participants will…
• Experience Desmos as a student to determine its practical use and ease of integration during core instruction.
• Apply Desmos to an upcoming lesson to encourage higher level thinking and creativity.

Expectations for Implementation
• Participants will leave the sessions with an introductory knowledge of a PPS approved supplemental resources to promote inquiry and technology integration into the mathematics classroom.

Continues on next page.
Key Resources

- Activity Builder Example
- Discover Desmos! A Beginner’s Guide
- Analysis of the High School Math Desmos Curriculum
- Getting Started Classroom Activities
6-8 Mathematics

The Station Rotation Model to Enhance Differentiation and Technology

Description
Small group instruction via the Station Rotation Model is an essential component to balancing various mathematical instructional strategies and math resources. Participants who attend will become familiar with the structure and pacing of the Station Rotation Model as a tool to plan lessons that meet the individual needs of students, with an emphasis on the Standards of Mathematical Practice (#1 and #3). This session will address the purpose of utilizing this framework, data sets that support student groupings, and suggested activities for each of the three groups (Teacher Led, Independent, and Technology).

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• M06.A-R.1 Understand ratio concepts and use ratio reasoning to solve problems.
• M07.B-E.2 Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.
• M08.B-E.3 Analyze and solve linear equations and pairs of simultaneous linear equations.

Essential Questions
• How can small group instruction be enhanced to meet student’s individual needs?

Learning Goals
Participants will…
• Implement the station rotation model within an instructional math block.
• Understand how various data sets can support the development of student learning groups.

Expectations for Implementation
• As a result of the learning of this session, there will be evidence of students working in flexible groups at least once per week, with activities that reflect data-informed decisions.

Key Resources
• Digital Resource Guide
Increasing the Effectiveness of Student Discourse with Mathematics Vocabulary

Description
Vocabulary: the foundation of mathematical discussion and understanding in a student-centered classroom. This session will address the high leverage practices around teaching, intentionally using, and acquisition of content specific vocabulary, along with incorporating mathematical vocabulary when constructing viable arguments (SMP3). The discussion will incorporate how vocabulary plays a role in 6-8 Math’s 5E Instructional Model and how best to introduce concepts to highlight and emphasize specific mathematical terms.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• M06.B-E.3 Represent and analyze quantitative relationships between dependent and independent variables.
• M07.C-G.1 Demonstrate an understanding of geometric figures and their properties.
• M08.C-G.2 Understand and apply the Pythagorean theorem.

Essential Questions
• How can vocabulary support effective classroom discourse and mathematics instruction?

Learning Goals
Participants will…
• Use and implement proper mathematics vocabulary, implement instruction that uses proper mathematics vocabulary.
• Understand the specific mathematical vocabulary to support students’ increase retention with given content.
• Implement mathematical vocabulary that supports student’s conceptual understanding.

Expectations for Implementation
• As a result of the learning of this session, there will be evidence of participants using appropriate and content specific math vocabulary and ensure that students are using effective math vocabulary when explaining their thinking and completing mathematics procedures.

Key Resources
• Digital Resource Guide

Dates Offered:
March 21, 2024
Time:
TBD
Location:
Microsoft TEAMS/Schoology
Act 48 Hours:
1
**6-8 Mathematics**

**Year-End Instruction in the Student-Centered Mathematics Classroom**

**Description**

This session will support teachers with ending the 2023-24 school year strong with addressing core grade level content through math application tasks that seek to deepen students’ understanding of mathematical concepts and develop their ability to apply that knowledge to make sense of problems and persevere in solving them (SMP #1).

**Alignment to Superintendent’s Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- **M06.D-S.1** Demonstrate understanding of statistical variability by summarizing and describing distributions.
- **M07.D-S.1** Use random sampling to draw inferences about a population.
- **M07.D-S.2** Draw comparative inferences about populations.
- **M07.D-S.3** Investigate chance processes and develop, use, and evaluate probability models.
- **M08.D-S.1** Investigate patterns of association in bivariate data.

**Essential Questions**

- How can year-end mathematics instruction be designed to prepare students to master the grade level content for their enrolled course?

**Learning Goals**

*Participants will…*

- Implement math application tasks that support end-of-year content delivery for Statistics and Data Analysis.
- Identify content through assessment forms to use as a guide to prepare students to be successful in their next year’s mathematics course.

**Expectations for Implementation**

- As a result of the learning session, there will be evidence of participants using the end-of-year formative and summative assessments that support students’ mathematical knowledge and reasoning through math application tasks that seek to deepen students’ understanding of mathematical concepts and develop their ability to apply that knowledge to make sense of problems and persevere in solving them (SMP #1).

**Key Resources**

- [https://www.map.mathshell.org/](https://www.map.mathshell.org/)
Framework Overview

The Professional Learning for 9-12 Mathematics for the 2023-24 school year aligns to the Superintendent’s Priority Goal #1: Invest in culturally responsive, evidence-based training, tools, and instructional practices. Data indicates that there is a need to support teachers with the Standards of Mathematical Practice, while also paying close attention to the impact that quality instructional time spent on grade level standards has on student learning, equity, and math identity. 91.1% of students who took the High School Algebra 1 CDT (Spring - 2023), 68.8% of students who took the High School Algebra 2 CDT (Spring - 2023), and 72.3% of students who took the High School Geometry CDT (Spring – 2023) scored in the red range.

“A school that is truly equitable embraces fairness and inclusion, and it responds to students’ individual needs, providing structures, systems, and practices that enable all students to reach their highest potential for personal and academic success.” (Gholdy Muhammad, Unearthing Joy, p.33)

We want to ensure that students have access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations. Teachers will learn that through acceleration, rather than remediation, students will receive the needed support to access grade level content. As we progress through the professional learning opportunities during the 2023-24 school year, teachers will learn about acceleration in the context of planning, writing, providing feedback, and scaffolding instruction. These sessions connect to the overall theme of the 2023-24 school year, which was making connections between procedural fluency and conceptual understanding. Students will build more conceptual understanding and procedural fluency as teachers use acceleration to improve access to grade level content.

Course Offerings

9-12 Mathematics
### Districtwide In-Service Dates & Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24, 2023</td>
<td>Building a Classroom Culture that Results in the Acceleration of Grade Level Content, Grades 9-12</td>
</tr>
<tr>
<td>November 7, 2023</td>
<td>Using Data and Other Tools to Plan for Acceleration, Grades 9-12</td>
</tr>
<tr>
<td>January 26, 2024</td>
<td>Using Scaffolds to Accelerate Student Learning, Grades 9-12</td>
</tr>
</tbody>
</table>

### Districtwide ½ day PD (synchronous) Dates & Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 27, 2023</td>
<td>Using Scaffolds and Common Formative Writing Assessments to Monitor Student Understanding, Grades 9-12</td>
</tr>
<tr>
<td>December 15, 2023</td>
<td>Writing with a Purpose – Providing Opportunities for Students to Give and Receive Feedback, Grades 9-12</td>
</tr>
<tr>
<td>February 16, 2024</td>
<td>How Are My Students Impacted by Feedback? – An Analysis of Student Growth via Writing Samples, Grades 9-12</td>
</tr>
<tr>
<td>March 16, 2024</td>
<td>Supporting Students with Accessing Grade Level Content Through Acceleration, Grades 9-12</td>
</tr>
</tbody>
</table>

### Just in Time-Upcoming Unit/Module Dates and Topics (synchronous/asynchronous)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 21, 2023</td>
<td>Deeper Dive – Building a Classroom Culture that Results in the Acceleration of Grade Level Content, Grades 9-12</td>
</tr>
<tr>
<td>November 21, 2023</td>
<td>Deeper Dive – Using Data and Other Tools to Plan for Acceleration, Grades 9-12</td>
</tr>
<tr>
<td>February 27, 2024</td>
<td>Deeper Dive – Using Scaffolds to Accelerate Student Learning, Grades 9-12</td>
</tr>
<tr>
<td>April 18, 2024</td>
<td>Deeper Dive - Supporting Students with Accessing Grade Level Content Through Acceleration, Grades 9-12</td>
</tr>
</tbody>
</table>
9-12 Mathematics

Supporting Students with Accessing Grade Level Content Through Acceleration

Description
The goal of the year and these acceleration sessions are to support teachers with teaching standards-aligned content and to accelerate student learning rather than remediate, while incorporating Standards of Mathematical Practice (SMP) #1 and #3 into lesson plans. Acceleration connects unfinished learning into the context of new learning, providing students “just-in-time” supports. By blending new learning with previous learning, acceleration helps increase student self-confidence and engagement. Throughout this session, you will learn how to use acceleration to increase student outcomes in your math classroom. Participants will then use this information to plan in your content teams for how you will accelerate student learning during the first quarter of the 2023-24 school year.

Alignment to Superintendent's Priority Goals
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
- Standards taught in Unit 1 for Algebra 1 (Expressions and Functions), Algebra 2 (Linear Equations), Geometry (Tools of Geometry), Precalculus (Fundamental Concepts of Algebra), Calculus (Functions), Statistics (Exploring and Understanding Data), Financial Algebra (Discretionary Expenses) (See Unit 1 Unit Maps)

Essential Questions
- How can I plan to accelerate student learning rather than to remediate?
- How do I know what content to teach and which topics to omit from my textbook?
- How does what I am teaching now connect to previous and future grade level standards?

Learning Goals
Participants will learn to...
- Identify the connection between standards taught in Unit 1 and the standards from prior grade levels to determine what pre-requisite standards are needed to plan for student acceleration.
- Identify on grade level content standards and how to incorporate SMP1 and SMP3 in lesson planning and instructional delivery to support acceleration in math class.

Continues on next page.
Expectations for Implementation

• Teachers will accelerate student learning of grade-level math content rather than provide remediation. When students need additional support with previous grade level content, teachers should scaffold it into the learning for current grade level standards, rather than reteach previous grade level standards in isolation. Teachers should also incorporate SMP1 (making sense of a problem and persevere in solving) and SMP3 (construct viable arguments and critique the reasoning of others) in lesson planning and instructional delivery.

Key Resources

• PPS Curriculum Scope and Sequence Documents and Unit Maps
• Unit 1 Performance Tasks
• Standards Progression Document
• PA Core Standards
• Learning Acceleration for All: Planning for the Next Three to Five Years | TNTP
Description
This session will provide the opportunity for teachers to plan for student acceleration through identifying on grade level content standards and Standards of Mathematical practice, while using the district supplemental math programs. Data indicates that a small percentage of teachers at the high school level are utilizing IXL or ALEKS, which can help identify the connection between number sense and content standards and result in enhancing instruction. Participants will learn how to implement the programs effectively and with a purpose.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standards taught in Unit 1 for Algebra 1 (Expressions and Functions), Algebra 2 (Linear Equations), Geometry (Tools of Geometry), Precalculus (Fundamental Concepts of Algebra), Calculus (Functions), Statistics (Exploring and Understanding Data), Financial Algebra (Discretionary Expenses) (See Unit 1 Unit Maps)

Essential Questions
• How can IXL or ALEKS be used to accelerate learning of grade level content for upcoming units of study?
• How can IXL or ALEKS help identify gaps in prerequisite skills to inform core instruction of on grade level content?
• How can you use acceleration to support students with acquiring fundamental foundational skills and knowledge that are currently barriers to developing new knowledge and skills aligned to PA standards for your subject?

Learning Goals
Participants will learn to…
• Describe how to utilize formative assessment data from ALEKS or IXL from the 22-23 School Year to best support students with acceleration with the content from Unit 1.
• Understand how to effectively monitor student growth and accelerate students learning using either the ALEKS or IXL program as a means of formative assessment in your classroom.

Continues on next page.
Expectations for Implementation

• Teachers will utilize either IXL or ALEKS to support student acceleration. The programs can be assigned for homework or can be used for certain parts of a lesson. Teachers should not dedicate entire class periods to using the programs, as it is recommended to use these programs for an hour a week.

Key Resources

• PPS Curriculum Scope and Sequence Documents and Unit Maps
• Standards Progression Document
• PA Core Standards
9-12 Mathematics

Establishing a Classroom Culture that Build Students’ Math Identities

Description
Aligned with Dr. Gholdy Muhammed’s work, this session will focus on developing students’ joy for mathematics and students’ mathematical identities. Students are more likely to experience joy in math class if they feel a strong connection with the classroom community. Participants will learn how to develop and implement math routines such as: looking for more than one way to solve the problem; giving feedback to others to improve and expand ideas; listen to other ideas and work hard to make sense of them (SMP1 and SMP3); take risks, make mistakes, and learn from your experiences; be willing to take a risk and share a partial idea; and fight for sense-making (SMP1).

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standards taught in Unit 1 for Algebra 1 (Expressions and Functions), Algebra 2 (Linear Equations), Geometry (Tools of Geometry), Precalculus (Fundamental Concepts of Algebra), Calculus (Functions), Statistics (Exploring and Understanding Data), Financial Algebra (Discretionary Expenses) (See Unit 1 Unit Maps)

Essential Questions
• How can I help students build their math identities in my math classroom?
• How can I implement math routines such as: looking for more than one way to solve the problem; giving feedback to others to improve and expand ideas; listen to other ideas and work hard to make sense of them (SMP1 and SMP3); take risks, make mistakes, and learn from your experiences; be willing to take a risk and share a partial idea; and fight for sense-making (SMP1)?

Learning Goals
Participants will learn to…
• Select a mathematical task that can be used to illicit multiple student responses (SMP3) as you initiate the process of building students’ math identities within your classroom.

Continues on next page.
• Implement math routines such as: looking for more than one way to solve the problem; giving feedback to others to improve and expand ideas; listen to other ideas and work hard to make sense of them (SMP1 and SMP3); take risks, make mistakes, and learn from your experiences; be willing to take a risk and share a partial idea; and fight for sense-making (SMP1).

**Expectations for Implementation**

• Teachers will incorporate and establish the math routines learned in this session: looking for more than one way to solve the problem; giving feedback to others to improve and expand ideas; listen to other ideas and work hard to make sense of them (SMP1 and SMP3); take risks, make mistakes, and learn from your experiences; be willing to take a risk and share a partial idea; and fight for sense-making (SMP1). This should be a collaborative process in which students develop their own norms by working through the tasks. Teachers should chart out the norms and expectations that students come up with and refer to them throughout the year.

**Key Resources**

• 9-12 Math Curriculum Schoology Group

• **Desmos Math Tasks** for Algebra 1 (Expressions and Functions), Algebra 2 (Linear Equations), Geometry (Tools of Geometry), Precalculus (Fundamental Concepts of Algebra), Calculus (Functions), Statistics (Exploring and Understanding Data), Financial Algebra (Discretionary Expenses)

• Gholdy Muhammad – *Unearthing Joy/Cultivating Genius*

• **Illustrative Mathematics Tasks**

• **VDE Rich Math Tasks**
Description
This session will dive deeper into previous learning from the August 24th session with teaching standards-aligned content and accelerating student learning rather than remediating. Participants will continue learning how to incorporate Standards of Mathematical Practice #1 and #3 into lesson plans through looking for more than one way to solve the problem; giving feedback to others to improve and expand ideas; listen to other ideas and work hard to make sense of them (SMP1 and SMP3); take risks, make mistakes, and learn from your experiences; be willing to take a risk and share a partial idea; and fight for sense-making (SMP1).
Acceleration connects unfinished learning into the context of new learning, providing students “just-in-time” supports. By blending new learning with previous learning, acceleration helps increase student self-confidence and engagement. Throughout this session, you will take a deeper dive into how to enhance acceleration in your math classroom.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standards from Unit 2 taught in Algebra 1 (Linear Equations), Algebra 2 (Relations and Functions), Geometry (Logical Arguments and Line Relationships), Precalculus (Relations and Functions), Calculus (Limits), Statistics (Explaining Relationships Between Variables), Financial Algebra (Banking Services) (See Unit Maps)

Essential Questions
• How can I plan to accelerate student learning rather than to remediate?
• How do I know what content to teach and which topics to omit from my textbook?
• How does what I am teaching now connect to previous and future grade level standards?

Learning Goals
Participants will learn to…
• Identify the connection between standards taught in the next unit of study and the standards from prior grade levels to determine what pre-requisite standards are needed to plan for student acceleration.

Continues on next page.
• Continue implementing math routines such as: looking for more than one way to solve the problem; giving feedback to others to improve and expand ideas; listen to other ideas and work hard to make sense of them (SMP1 and SMP3); take risks, make mistakes, and learn from your experiences; be willing to take a risk and share a partial idea; and fight for sense-making (SMP1).

Expectations for Implementation

• Teachers will accelerate student learning of grade-level math content rather than provide remediation. When students need additional support with previous grade level content, teachers should scaffold it into the learning for current grade level standards, rather than reteach previous grade level standards in isolation.

Teachers will continue implementing math routines such as: looking for more than one way to solve the problem; giving feedback to others to improve and expand ideas; listen to other ideas and work hard to make sense of them (SMP1 and SMP3); take risks, make mistakes, and learn from your experiences; be willing to take a risk and share a partial idea; and fight for sense-making (SMP1).

Key Resources

• PPS Curriculum Scope and Sequence Documents and Unit Maps
• Unit 1 Performance Tasks
• Standards Progression
• PA Core Standards
• Learning Acceleration for All: Planning for the Next Three to Five Years | TNTP
Description
The data from the PSSA Math and Keystone Algebra 1 exams indicate students need additional support with responding to open-ended tasks. In this session, participants will learn strategies of how to increase students’ ability to communicate their mathematical thinking in writing.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standards from the upcoming units taught in Algebra 1 (Linear and Nonlinear Functions), Algebra 2 (Quadratic Functions), Geometry (Rigid Transformations), Precalculus (Polynomial and Rational Functions), Calculus (Derivatives), Statistics (Gathering Data), Financial Algebra (Consumer Credit) (See Unit Maps)

Essential Questions
• How can teachers increase students’ ability to communicate their mathematical thinking in writing?

Learning Goals
Participants will learn…
• How to utilize sample written student work to increase students’ ability to communicate their mathematical thinking.
• How to analyze trends from the student work samples to implement a common formative assessment from an upcoming unit of study.

Expectations for Implementation
• Teachers will give an open-ended response to their students at the end of the next unit of study and provide written and verbal feedback to students on their written responses. Teachers will bring sample student work, from their class to the December PD session, when they will utilize it to reflect and provide feedback within their content level teams.
Key Resources

• PPS Curriculum Scope and Sequence Documents and Unit Maps
• Unit 2 Performance Tasks
• Standards Progression Document
• PA Core Standards
9-12 Mathematics

Supporting Students with Accessing Grade Level Content Through Acceleration – Quarter 2

Description
The goal of the year and these acceleration sessions are to support teachers with teaching standards-aligned content and to accelerate student learning rather than remediate, while incorporating Standards of Mathematical Practice #1 and #3 into lesson plans. Acceleration connects unfinished learning into the context of new learning, providing students “just-in-time” supports. By blending new learning with previous learning, acceleration helps increase student self-confidence and engagement. Throughout this session, you will continue to learn how to use acceleration to increase student outcomes in your math classroom.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standards from the upcoming units taught in Algebra 1 (Linear and Nonlinear Functions), Algebra 2 (Quadratic Functions), Geometry (Rigid Transformations), Precalculus (Polynomial and Rational Functions), Calculus (Derivatives), Statistics (Gathering Data), Financial Algebra (Consumer Credit) (See Unit Maps)

Essential Questions
• How can I plan to accelerate student learning rather than to remediate?
• How do I know what content to teach and which topics to omit from my textbook?
• How does what I am teaching now connect to previous and future grade level standards?

Learning Goals
Participants will learn how to…
• Identify the connection between standards taught in the next unit of study and the standards from prior grade levels to determine what pre-requisite standards are needed to plan for student acceleration.
• Incorporate acceleration into their next unit of instruction.

Continues on next page.
Expectations for Implementation

• Teachers will accelerate student learning of grade-level math content rather than provide remediation. When students need additional support with previous grade level content, teachers should scaffold it into the learning for current grade level standards, rather than reteach previous grade level standards in isolation.

Key Resources

• PPS Curriculum Scope and Sequence Documents and Unit Maps
• Quarter 2 Performance Tasks
• Standards Progression Document
• PA Core Standards
• Learning Acceleration for All: Planning for the Next Three to Five Years | TNTP
Description
Graphing calculators can be a powerful tool in helping your students grow mathematically. Using graphing calculators, students can engage in Standards of Mathematical Practice #3 (constructing viable arguments and critiquing the reasoning of others) and #5 (using appropriate tools strategically). In this session, participants will learn how to best use the TI Graphing Calculators as a tool to support acceleration in the math classroom. Participants will explore how graphing calculators can be used to accelerate student learning by creating a bridge between previous and current grade level content.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standards from the upcoming units taught in Algebra 1 (Linear and Nonlinear Functions), Algebra 2 (Quadratic Functions), Geometry (Rigid Transformations), Precalculus (Polynomial and Rational Functions), Calculus (Derivatives), Statistics (Gathering Data), Financial Algebra (Consumer Credit) (See Unit Maps)

Essential Questions
• How can graphing calculators be used to accelerate student learning?

Learning Goals
Participants will learn…
• How to use SMP3 and SMP5 to make connections between previous and current grade level standards while incorporating graphing calculators as a tool for student acceleration.

Expectations for Implementation
• Teachers will model how to use TI Graphing Calculators in their math classrooms. Teachers will provide students the opportunity to explore mathematical concepts using the calculator.

Key Resources
• Graphing Calculators
What Does the Data Say? Using Qualitative and Quantitative Data to Plan for Instruction

Description
Participants will learn to identify and analyze different summative and formative data that has been collected to plan for student acceleration. During this session, participants will focus on analyzing student data from the Keystones, CDT, ALEKS, IXL, or classroom formative and summative assessments. Participants will review and compare data at the class and student levels and begin developing upcoming data-informed lesson plans.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standards from the upcoming units taught in Algebra 1 (Linear and Nonlinear Functions), Algebra 2 (Quadratic Functions), Geometry (Rigid Transformations), Precalculus (Polynomial and Rational Functions), Calculus (Derivatives), Statistics (Gathering Data), Financial Algebra (Consumer Credit) (See Unit Maps)

Essential Questions
• What conclusions can I make from the data I collected from the first quarter?
• How can I use this data to plan for how to accelerate students during the second quarter?

Learning Goals
Participants will learn to...
• Identify how to utilize formative and summative assessment data to reflect on instruction and student achievement from Quarter 1.
• Identify how to utilize formative and summative assessment data from the first quarter to plan for how to best accelerate student learning through Quarter 2.

Continues on next page.
Expectations for Implementation

• Teachers will assign IXL or ALEKS tasks for students to support procedural fluency on key content. These assignments can help with acceleration by back-filling previous grade level standards to better prepare students for the new learning. They can also assign activities that correspond to what they are teaching in-class for additional student practice. Teachers will then use this and other data to plan for instruction.

Key Resources

• Data from the Keystone, CDT, ALEKS, IXL, and/or classroom formative and summative assessments
**9-12 Mathematics**

**Deeper Dive – Supporting Students with Accessing Grade Level Content Through Acceleration – Quarter 2**

**Description**

This session will dive deeper into previous learning from the November 7th session with teaching standards-aligned content and accelerating student learning rather than remediating. Acceleration connects unfinished learning into the context of new learning, providing students “just-in-time” supports. By blending new learning with previous learning, acceleration helps increase student self-confidence and engagement. Throughout this session, you will take a deeper dive into how to enhance acceleration in your math classroom. You will meet this objective by planning in your for how you will accelerate student learning during the next unit of study.

**Alignment to Superintendent's Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- Standards from the upcoming units taught in Algebra 1 (Equations of Linear Functions), Algebra 2 (Quadratic Functions), Geometry (Triangles and Congruence), Precalculus (Relations and Functions), Calculus (Derivatives), Statistics (Randomness and Probability), Financial Algebra (Automobile Ownership) (See Unit Maps)

**Essential Questions**

- How can I plan to accelerate student learning rather than to remediate?
- How do I know what content to teach and which topics to omit from my textbook?
- How does what I am teaching now connect to previous and future grade level standards?

**Learning Goals**

*Participants will learn to…*

- Identify the connection between standards taught in the next unit of study and the standards from prior grade levels to determine what pre-requisite standards are needed to plan for student acceleration.
- Continue to incorporate acceleration into your next unit of instruction.

*Continues on next page.*
Expectations for Implementation

• Teachers will accelerate student learning of grade-level math content rather than provide remediation. When students need additional support with previous grade level content, teachers should scaffold it into the learning for current grade level standards, rather than reteach previous grade level standards in isolation.

Key Resources

• PPS Curriculum Scope and Sequence Documents and Unit Maps
• Quarter 2 Performance Tasks
• Standards Progression Document
• PA Core Standards
• Learning Acceleration for All: Planning for the Next Three to Five Years | TNTP
9-12 Mathematics

Writing with a Purpose – Providing Opportunities for Students to Give and Receive Feedback

Description
Participants will learn how to help students to write with a purpose by providing targeted feedback from teachers and other students. Participants will collaboratively work with school teams to identify an additional writing assessment that can be commonly used with students and ties to standards from Quarter 2.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standards from the upcoming units taught in Algebra 1 (Equations of Linear Functions), Algebra 2 (Quadratic Functions), Geometry (Triangles and Congruence), Precalculus (Relations and Functions), Calculus (Derivatives), Statistics (Randomness and Probability), Financial Algebra (Automobile Ownership) (See Unit Maps)

Essential Questions
• How can teachers and other students provide feedback to help students improve their ability to communicate about mathematics?
• What do your samples of student writing work indicate about student understanding from the last unit of study?

Learning Goals
Participants will learn to…
• Analyze student writing samples to reflect on how students have progressed with their mathematical writing throughout the second quarter.
• Use reflection of student writing as feedback to improve students’ written communication in mathematics.

Expectations for Implementation
• Teacher-to-student feedback and student-to-student feedback will occur on all writing tasks. Students will be given the opportunity to revise their thinking based on the feedback. Students will also complete the performance task for the current unit of study. Teachers will bring the student work from this common assessment to the virtual session in February.

Key Resources
• Student writing work samples
**Description**

The goal of the year and these acceleration sessions are to support teachers with teaching standards-aligned content and to accelerate student learning rather than remediate, while incorporating Standards of Mathematical Practice #1 and #3 into lesson plans. Acceleration connects unfinished learning into the context of new learning, providing students “just-in-time” supports. By blending new learning with previous learning, acceleration helps increase student self-confidence and engagement. Throughout this session, you will learn how to use acceleration to increase student outcomes in your math classroom. Participants will then use this information to plan in your content teams for how you will accelerate student learning during the third quarter of the 23-24 school year.

**Alignment to Superintendent's Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- Standards from the upcoming units taught in Algebra 1 (Systems of Linear Equations and Inequalities), Algebra 2 (Polynomials and Polynomial Functions), Geometry (Similarity), Precalculus (Exponential and Logarithmic Functions), Calculus (Integration), Statistics (From the Data at Hand to the World at Large), Financial Algebra (Income Taxes) (See Unit Maps)

**Essential Questions**

- How can I plan to accelerate student learning rather than to remediate?
- How do I know what content to teach and which topics to omit from my textbook?
- How does what I am teaching now connect to previous and future grade level standards?

**Learning Goals**

Participants will learn to…

- Identify the connection between standards taught in the next unit of study and the standards from prior grade levels to determine what pre-requisite standards are needed to plan for student acceleration.
- Incorporate acceleration into their next unit of instruction.

*Continues on next page.*
Expectations for Implementation
• Participants will accelerate student learning of grade-level math content rather than provide remediation. When students need additional support with previous grade level content, teachers will scaffold it into the learning for current grade level standards, rather than reteach previous grade level standards in isolation.

Key Resources
• PPS Curriculum Scope and Sequence Documents and Unit Maps
• Quarter 2 Performance Tasks
• Standards Progression Document
• PA Core Standards
• Learning Acceleration for All: Planning for the Next Three to Five Years | TNTP
Description
Throughout this session participants will learn how to use and implement math language routines, specifically Stronger and Clearer Each Time and Three Reads strategy. These math language routines are instructional tools for when students need additional support to accelerate their learning and support students with reading, writing, speaking, and providing feedback in the math classroom. The Three Reads strategy is a math language routine that can be used to help students analyze the structure of a word problem to make sense of it. Stronger and Clearer Each Time provides a purpose for student conversations (Zwiers, 2014). Students can think or write their thoughts, exchange ideas with peers to illicit feedback on their thinking, then revise their original written response. You will use these strategies to help students unpack and make sense of word problems and then plan for how to incorporate it into your classroom to support student acceleration within your course-level teams.

Alignment to Superintendent's Priority Goals
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
- Standards from the upcoming units taught in Algebra 1 (Systems of Linear Equations and Inequalities), Algebra 2 (Polynomials and Polynomial Functions), Geometry (Similarity), Precalculus (Exponential and Logarithmic Functions), Calculus (Integration), Statistics (From the Data at Hand to the World at Large), Financial Algebra (Income Taxes) (See Unit Maps)

Essential Questions
- How can MLR1 – Stronger and Clearer Each Time help students use feedback to revise their mathematical writing?
- How can MLR6 – Three Reads help students unpack and make sense of word problems?
- How can I plan to incorporate the Three Reads and Stronger and Clearer Each Time strategies into my classroom to accelerate student learning?

Continues on next page.
Learning Goals

Participants will learn to…

• Facilitate and implement the math language routines, Three Reads and Stronger and Clearer Each Time, with students and identify how the feedback can be used to revise mathematical writing.

• Develop an upcoming lesson which incorporates the Three Reads and Stronger and Clearer Each Time strategies to accelerate student learning.

Expectations for Implementation

• Teachers will use the Three Reads strategy to support students who need additional scaffolds to access grade level content. Students will utilize the strategy Stronger and Clearer each time to provide feedback to each other and to revise their own thinking.

Key Resources

• MLR1 – Stronger and Clearer Each Time and MLR6 – Three Reads
• Principles for the Design of Mathematics Curricula: Promoting Language and Content Development (Zwiers etal)
9-12 Mathematics

How Are My Students Impacted by Feedback? – An Analysis of Student Growth via Writing Samples

Description
In this session, participants will utilize and analyze student work samples from the school year to reflect on how students have grown using feedback as evident in the Standards of Mathematical Practice #3 and the math language routines from the previous sessions (Stronger and Clearer Each Time and Three Reads).

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standards from the upcoming units taught in Algebra 1 (Exponents and Exponential Functions), Algebra 2 (Inverses and Radical Functions), Geometry (Similarity), Precalculus (Exponential and Logarithmic Functions), Calculus (Integration), Statistics (From Data at Hand to the World at Large), Financial Algebra (Income Taxes) (See Unit Maps)

Essential Questions
• How have students progressed from the beginning of the school year until now with their math writing skills?
• How did the feedback I provided to students affect their ability to communicate in writing about mathematics?

Learning Goals
Participants will learn to…
• Analyze student writing samples over the course of the year to reflect on how students have progressed with their mathematical writing from the beginning of the school year.
• Identify how to use teacher reflections of student writing to plan for how to continue to use feedback to improve students’ written communication in mathematics.

Expectations for Implementation
• Teacher-to-student feedback and student-to-student feedback will occur on all writing tasks. Students will be given the opportunity to revise their thinking based on the feedback. Students will also complete the performance task for the current unit of study. Teachers will bring the student work from this common assessment to the virtual session in December.

Key Resources
• Student work samples with feedback
Deeper Dive –
Supporting Students with Accessing Grade Level Content Through Acceleration – Quarter 3

Description
The goal of the year and these acceleration sessions are to support teachers with teaching standards-aligned content and to accelerate student learning rather than remediate. Acceleration connects unfinished learning into the context of new learning, providing students “just-in-time” supports. By blending new learning with previous learning, acceleration helps increase student self-confidence and engagement. Throughout this session, you will learn how to use acceleration to increase student outcomes in your math classroom. You will then use this information to plan in your content teams for how you will accelerate student learning during the third quarter of the 23-24 school year.

Alignment to Superintendent's Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standards from the upcoming units taught in Algebra 1 (Exponents and Exponential Functions), Algebra 2 (Inverses and Radical Functions), Geometry (Similarity), Precalculus (Exponential and Logarithmic Functions), Calculus (Integration), Statistics (From Data at Hand to the World at Large), Financial Algebra (Income Taxes) (See Unit Maps)

Essential Questions
• How can I plan to accelerate student learning rather than to remediate?
• How do I know what content to teach and which topics to omit from my textbook?
• How does what I am teaching now connect to previous and future grade level standards?

Learning Goals
Participants will learn to…
• Identify the connection between standards taught in the next unit of study and the standards from prior grade levels to determine what pre-requisite standards are needed to plan for student acceleration.
• Incorporate acceleration into your next unit of instruction.

Continues on next page.
Expectations for Implementation

- Teachers will accelerate student learning of grade-level math content rather than provide remediation. When students need additional support with previous grade level content, teachers should scaffold it into the learning for current grade level standards, rather than reteach previous grade level standards in isolation.

Key Resources

- PPS Curriculum Scope and Sequence Documents and Unit Maps
- Quarter 3 Performance Tasks
- Standards Progression Document
- PA Core Standards
- Learning Acceleration for All: Planning for the Next Three to Five Years | TNTP
9-12 Mathematics

Supporting Students with Accessing Grade Level Content Through Acceleration – Quarter 4

Description
The goal of the year and these acceleration sessions are to support teachers with teaching standards-aligned content and to accelerate student learning rather than remediate, while incorporating Standards of Mathematical Practice #1 and #3 into lesson plans. Acceleration connects unfinished learning into the context of new learning, providing students “just-in-time” supports. By blending new learning with previous learning, acceleration helps increase student self-confidence and engagement. Throughout this session, you will learn how to use acceleration to increase student outcomes in your math classroom. Participants will then use this information to plan in your content teams for how you will accelerate student learning during the fourth quarter of the 23-24 school year.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standards from the upcoming units taught in Algebra 1 (Polynomials), Algebra 2 (Exponential and Logarithmic Functions), Geometry (Right Triangles & Trigonometry), Precalculus (Trigonometric Functions), Calculus (Integration), Statistics (Learning About the World), Financial Algebra (Independent Living) (See Unit Maps)

Essential Questions
• How can I plan to accelerate student learning rather than to remediate?
• How do I know what content to teach and which topics to omit from my textbook?
• How does what I am teaching now connect to previous and future grade level standards?

Learning Goals
Participants will learn to…
• Identify the connection between standards taught in the next unit of study and the standards from prior grade levels to determine what pre-requisite standards are needed to plan for student acceleration.
• Incorporate acceleration into your current units of instruction.

Continues on next page.
Expectations for Implementation

- Teachers will accelerate student learning of grade-level math content rather than provide remediation. When students need additional support with previous grade level content, teachers should scaffold it into the learning for current grade level standards, rather than reteach previous grade level standards in isolation.

Key Resources

- PPS Curriculum Scope and Sequence Documents and Unit Maps
- Quarter 4 Performance Tasks
- Standards Progression Document
- PA Core Standards
- Learning Acceleration for All: Planning for the Next Three to Five Years | TNTP
Deeper Dive – Supporting Students with Accessing Grade Level Content Through Acceleration – Quarter 4

Description
The goal of the year and these acceleration sessions are to support teachers with teaching standards-aligned content and to accelerate student learning rather than remediate, while incorporating Standards of Mathematical Practice #1 and #3 into lesson plans. Acceleration connects unfinished learning into the context of new learning, providing students “just-in-time” supports. By blending new learning with previous learning, acceleration helps increase student self-confidence and engagement. Throughout this session, you will learn how to use acceleration to increase student outcomes in your math classroom. Participants will then use this information to plan in your content teams for how you will accelerate student learning during the fourth quarter of the 23-24 school year.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Standards from the upcoming units taught in Algebra 1 (Statistics), Algebra 2 (Exponential and Logarithmic Functions), Geometry (Circles), Precalculus (Analytical Trigonometry), Calculus (Applications of Integration), Statistics (Inferences when Variables are Related), Financial Algebra (Prepare a Budget) (See Unit Maps)

Essential Questions
• How can I plan to accelerate student learning rather than to remediate?
• How do I know what content to teach and which topics to omit from my textbook?
• How does what I am teaching now connect to previous and future grade level standards?

Learning Goals
Participants will learn to...
• Identify the connection between standards taught in the next unit of study and the standards from prior grade levels to determine what pre-requisite standards are needed to plan for student acceleration.
• Incorporate acceleration into your current units of instruction.

Continues on next page.
Expectations for Implementation

• Teachers will accelerate student learning of grade-level math content rather than provide remediation. When students need additional support with previous grade level content, teachers should scaffold it into the learning for current grade level standards, rather than reteach previous grade level standards in isolation.

Key Resources

• PPS Curriculum Scope and Sequence Documents and Unit Maps
• Quarter 3 Performance Tasks
• Standards Progression Document
• PA Core Standards
• Learning Acceleration for All: Planning for the Next Three to Five Years | TNTP
Strand 1: Project-based Learning

Understanding how to implement project-based learning modules is essential for ensuring a mixture of subjects are taught, investigated, and assessed for standards mastery and 21st Century Skills that puts students at the center as change-agents in their learning. PBL (Project Based Learning) as a method of culturally responsive instruction directly supports our priority goal of investing in culturally responsive instructional practices. Using the Gold Standard PBL Model developed by PBLworks, this 5-course learning path will be available to teachers to understand the process of PBL module development and practices leading to culturally responsive teaching methods, high-yield assessment methods, and reflection and honing of implemented PBL modules. Each course builds upon the last, with timely implementation of the next phase of project development and new academic content. The series culminates with the connection of Gold Standard PBL and the intersection of the UN Sustainability Goals and Grand Engineering Design Challenges.

“Lesson design and unit planning for equitable outcomes has a backbone structure that centers on the student as the unit of change. It plans for helping the student develop the skills and dispositions that would allow them to turn inert information into usable knowledge.”

-Zaretta Hammond, Culturally Responsive Teaching and the Brain

Strand 2: Robotics, Engineering, and Design

According to a 2023 report on highest paying jobs after 5 years, 8 out of 10 were in engineering fields. To better prepare our students for these careers, exposure and experience with engineering design is critical. Along with the evolving meaning of educational technology and instructional technology integration, classrooms across the district have exploded with new technologies, but not enough professional learning for effective use and implementation. Multiple courses are available for the implementation of LEGO Education materials for robotics design and CAD for engineering and design with 3D Printers. Participants will learn to design lessons, use culturally responsive strategies for implementation of materials, and make connections to transdisciplinary skills and careers.

Strand 3: Computer Science

According to the Allegheny Conference Labor Report in 2018, 8 of the top 10 fastest growing jobs in Pittsburgh will require computer science education within the next 10 years. To date, the report has proven an accurate prediction, with computer science experience and skills being a critical ask of new hires in the region. Future Computer Science teachers and school counselors in secondary schools need not look any further than this introductory course focused on adding a new course or establishing new interdisciplinary programming. This coursework directly supports implementing culturally responsive practices in our computer science programming, expanding stakeholder engagement, and designing effective organizational systems. Participants in the course will learn about the need for such programming to prepare our students, what curricular resources are available to them for implementation, and necessary additional training supports.
### Districtwide In-service Dates and Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24, 2023</td>
<td>Project-based Learning Part 1: 5 Easy Steps to Transforming Your Classroom – Project-based Learning, Grades K-12</td>
</tr>
<tr>
<td>August 24, 2023</td>
<td>LEGO SPIKE Essential: Making the Most of Your Kits – Robotics, Engineering, and Design, Grades 2-4</td>
</tr>
<tr>
<td>August 24, 2023</td>
<td>LEGO SPIKE Prime: Making the Most of Your Kits – Robotics, Engineering, and Design, Grades 4-8</td>
</tr>
<tr>
<td>November 7, 2023</td>
<td>FIRST Robotics Competition: Preparing for Your Season – Robotics, Engineering, and Design, Grades 9-12</td>
</tr>
<tr>
<td>November 7, 2023</td>
<td>Introducing Computer Science to My School – Computer Science, Grades 6-12</td>
</tr>
<tr>
<td>January 26, 2024</td>
<td>Project-based Learning Part 4: Refining Your Craft – Project-based Learning, Grades K-12</td>
</tr>
<tr>
<td>January 26, 2024</td>
<td>Computer-aided Design: Making the Most of 3D Printing in Your Classroom – Robotics, Engineering, and Design, Grades 4-8</td>
</tr>
</tbody>
</table>

### Districtwide ½ Day PL (synchronous) Dates and Topics

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>February 16, 2024</td>
<td>Project-based Learning Part 5: Taking the Next Leap with Sustainability – Project-based Learning, Grades K-12</td>
</tr>
<tr>
<td>March 15, 2024</td>
<td>FIRST Robotics Competition: The Final Drive Toward Competition – Robotics, Engineering, and Design, Grades 9-12</td>
</tr>
</tbody>
</table>

### Just-in-Time PL (synchronous/asynchronous) Dates and Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>September 21, 2023</td>
<td>LEGO SPIKE Essential: Going Deeper – Robotics, Engineering, and Design, Grades 2-4</td>
</tr>
<tr>
<td>September 22, 2023</td>
<td>LEGO SPIKE Prime: Going Deeper – Robotics, Engineering, and Design, Grades 4-8</td>
</tr>
<tr>
<td>March 1, 2024</td>
<td>Introducing Computer Science to Your School: Going Deeper with Scheduling – Computer Science, Grades 6-12</td>
</tr>
</tbody>
</table>
**Description**
Teachers will learn the difference between traditional projects and PBL, the process for creating PBL Modules, and analyzation of exemplary PBL Modules. Teachers will also have guided planning for upcoming PBL Modules.

**Alignment to Superintendent’s Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

**English Language Arts**
- **CC.1.5.5.D** Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- **CC.1.3.5.G** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**Science, Technology, and Engineering**
- **3.4.5.A2** Understand that a subsystem is a system that operates as part of a larger system.
- **3.4.5.C1** Explain how the design process is a purposeful method of planning practical solutions to problems.
- **3.4.5.C3** Identify how invention and innovation are creative ways to turn ideas into real things.

**Essential Questions**
- How are PBL modules different from traditional projects?
- How can we create PBL modules over time?

**Learning Goals**
- Participants will learn the 5-step process in developing PBL Modules for students using the Gold Standard PBL Model.
Expectations for Implementation

• Teachers will have a physical or electronic timeline for implementation of their project-based learning module. Teachers will facilitate student inquiry with investigation of the Driving Question in a variety of formats, including, but not limited to, small group instruction, researching the question and related problems, and designing a solution to the problem.

Key Resources

• The Gold Standard PBL Framework
• Exemplar PBL Modules
• Exemplar Project Development Timeline
**STEM**

LEGO SPIKE Essential: Making the Most of Your Kits (G2-4)

**Description**
Teachers will investigate the LEGO Robotics resources available to them for lesson and unit design, as well as exploring specific lessons with cross-cutting concepts in STEM. Teachers will need bring one of their SPIKE Essential Kits for participation.

**Alignment to Superintendent’s Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.
- Strategically allocate resources to ensure equity, excellence, and efficiency.

**Academic Standards**

**Science, Technology, and Engineering**
- **3.4.5.A1** Explain how people use tools and techniques to help them do things.
- **3.4.5.A2** Understand that a subsystem is a system that operates as part of a larger system.
- **3.4.5.C2** Describe how design, as a dynamic process of steps, can be performed in different sequences and repeated.
- **3.4.5.C3** Describe how the use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas.

**Computer Science**
- **1B.AP.08** Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
- **1B.AP.10** Create programs that include sequences, events, loops, and conditionals.

**Essential Questions**
- How can we align our curricula with LEGO Education tools?
- How can we organize our classrooms for learning with LEGO Robotics?

**Learning Goals**
- Participants will learn how to effectively implement LEGO education lessons for culturally responsive instruction.
- Participants will learn how to organize LEGO Education materials for optimum utilization.
Expectations for Implementation
• Teachers will utilize the units and lessons embedded in the resources. Teachers will facilitate small group instruction and use inquiry-based questioning to promote student learning. Students will engage in hands-on learning with LEGO Robotics tools and the associated programming software.

Key Resources
• LEGO Education Kits
• LEGO Education App
• CMU Lesson Guides
LEGO SPIKE Prime: Making the Most of Your Kits (G4-8)

Description
Teachers will investigate the LEGO Robotics resources available to them for lesson and unit design, as well as exploring specific lessons with cross-cutting concepts in STEM. Teachers will need bring one of their SPIKE Prime Kits for participation.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
Science, Technology, and Engineering
• 3.4.5.A1 Explain how people use tools and techniques to help them do things.
• 3.4.5.A2 Understand that a subsystem is a system that operates as part of a larger system.
• 3.4.5.C2 Describe how design, as a dynamic process of steps, can be performed in different sequences and repeated.

Computer Science
• 1B.AP.08 Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
• 1B.AP.10 Create programs that include sequences, events, loops, and conditionals.

Essential Questions
• How can we align our curricula with LEGO Education tools?
• How can we organize our classrooms for learning with LEGO Robotics?

Learning Goals
• Participants will learn how to effectively implement LEGO education lessons for culturally responsive instruction
• Participants will learn how to organize LEGO Education materials for optimum utilization

Continues on next page.
**Expectations for Implementation**

- Teachers will utilize the units and lessons embedded in the resources. Teachers will facilitate small group instruction and use inquiry-based questioning to promote student learning. Students will engage in hands-on learning with LEGO Robotics tools and the associated programming software.

**Key Resources**

- LEGO Education Kits
- LEGO Education App
- CMU Lesson Guides
STEM

LEGO SPIKE Essential: Going Deeper (G2-4)

Description
During this session, teachers will go deeper into the lessons in the LEGO Education curriculum. They will evaluate their practice for improvements in lesson structure, organization, and environment.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards

Science, Technology, and Engineering
• 3.4.5.A1 Explain how people use tools and techniques to help them do things.
• 3.4.5.A2 Understand that a subsystem is a system that operates as part of a larger system.
• 3.4.5.C2 Describe how design, as a dynamic process of steps, can be performed in different sequences and repeated.
• 3.4.5.E4 Describe how the use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas.

Computer Science
• 1B.AP.08 Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
• 1B.AP.10 Create programs that include sequences, events, loops, and conditionals.

Essential Questions
• How can we align our curricula with LEGO Education tools?

Learning Goals
• Participants will learn how to refine LEGO Education lessons using standards.

Expectations for Implementation
• Teachers will utilize the units and lessons embedded in the resources. Teachers will facilitate small group instruction and use inquiry-based questioning to promote student learning. Students will engage in hands-on learning with LEGO Robotics tools and the associated programming software.

Key Resources
• LEGO Education Kits
• LEGO Education App
• CMU Lesson Guides

Dates Offered:
September 21, 2023
Time:
3:00 pm – 4:00 pm
Location:
TEAMS/Schoology
Act 48 Hours:
1
**Description**
During this session, teachers will go deeper into the lessons in the LEGO Education curriculum. They will evaluate their practice for improvements in lesson structure, organization, and environment.

**Alignment to Superintendent’s Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.
- Strategically allocate resources to ensure equity, excellence, and efficiency.

**Academic Standards**

**Science, Technology, and Engineering**
- **3.4.5.A1** Explain how people use tools and techniques to help them do things.
- **3.4.5.A2** Understand that a subsystem is a system that operates as part of a larger system.
- **3.4.5.C2** Describe how design, as a dynamic process of steps, can be performed in different sequences and repeated.
- **3.4.5.E4** Describe how the use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas.

**Computer Science**
- **1B.AP.08** Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
- **1B.AP.10** Create programs that include sequences, events, loops, and conditionals.

**Essential Questions**
- How can we align our curricula with LEGO Education tools?

**Learning Goals**
- Participants will learn how to refine LEGO Education lessons using standards.

**Expectations for Implementation**
- Teachers will utilize the units and lessons embedded in the resources. Teachers will facilitate small group instruction and use inquiry-based questioning to promote student learning. Students will engage in hands-on learning with LEGO Robotics tools and the associated programming software.

**Key Resources**
- LEGO Education Kits
- LEGO Education App
- CMU Lesson Guides
Project-based Learning
Part 2: Assessing What Matters Most

Description
Building on initial plans for PBL Modules, participants will dive further into performance task assessment. Participants will review the design process for developing performance assessments, examine a variety of topics associated with performance tasks and their rubrics, and develop at least one performance task with rubrics for their upcoming PBL Module.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards

English Language Arts
• CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
• CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Science, Technology, and Engineering
• 3.4.5.A2 Understand that a subsystem is a system that operates as part of a larger system.
• 3.4.5.C1 Explain how the design process is a purposeful method of planning practical solutions to problems.
• 3.4.5.C3 Identify how invention and innovation are creative ways to turn ideas into real things.

Essential Questions
• What kinds of assessment work best in PBL?
• How can we assess academic skills alongside 21st Century Skills?

Learning Goals
• Participants will learn the 5-step process in developing PBL Modules for students using the Gold Standard PBL modules.

Continues on next page.
Expectations for Implementation

- Teachers will use various formative assessments, including rubrics assessing academic content and skills and 21st Century Skills. Teachers will place emphasis on the use of performance-based tasks where appropriate. Students will be constantly aware of their learning progress throughout the module and can be asked about it.

Key Resources

- The Gold Standard PBL Framework
- Rubrics for Competencies
- Rubrics for Academics
FIRST Robotics Competition: Preparing for Your Season

Description
Participants in this session plan to field a FIRST Robotics Competition (FRC) team. They will review the dashboard for various new features, collaborate on materials assessment and needs, and create two schedules: a work schedule for the build and a timeline for administrative deliverables.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Expand stakeholder communication and partnerships.
• Design effective organizational systems.

Academic Standards
Science, Technology, and Engineering
• 3.4.5.A1 Explain how people use tools and techniques to help them do things.
• 3.4.5.A2 Understand that a subsystem is a system that operates as part of a larger system.
• 3.4.5.C2 Describe how design, as a dynamic process of steps, can be performed in different sequences and repeated.

Mathematics
• CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method.
• CC.2.3.8.A.1 Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems.

Essential Questions
• How can we prepare for the upcoming build season?
• What tools and support do I need now?
• What tools and support will I need during the season?

Learning Goals
• Participants will learn the overarching goals of FIRST programming.
• Participants will learn how to organize materials for effective use with students.
• Participants will learn how to create sustainable partnerships with community partners.
Expectations for Implementation
• Teachers will use the protocols designed in the session to acquire materials and expand sponsorship engagement.

Key Resources
• FIRST Dashboard Guides
• Template for Resource Management and Acquisition
• Template for Sponsorship Outreach
Introducing Computer Science to My School (G6-12)

Description
Computer Science teachers will learn about the CSTA Standards, curricular resources, and how to effectively create and manage a computer science course.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Design effective organizational systems.

Academic Standards

Computer Science
• 3A.IC.24 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
• 3A.IC.25 Test and refine computational artifacts to reduce bias and equity deficits.
• 3A.IC.26 Demonstrate ways a given algorithm applies to problems across disciplines.
• 3A.IC.27 Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.

Essential Questions
• What is the difference between computer science and computer literacy?
• How can we introduce computer science to our schools?
• How can we begin planning for new courses in computer science?

Learning Goals
• Participants will learn the differences between computer science and computer literacy.
• Participants will learn about the various resources available for teaching and learning computer science in Pittsburgh Public Schools.
• Participants will learn the process for implementing new computer science courses for students.

Continues on next page.
**Expectations for Implementation**

- Teachers and counselors will schedule meetings with the principal and curriculum coordinator to organize the effort in creating new courses or design interdisciplinary lessons for computer science. Teachers and counselors will implement the plan as supported by the curriculum coordinator.

**Key Resources**

- PA K-12 Computer Science Framework
- Code.org Curricula
- CS (Computer Science) Academy Curricula
- Template for Strategic Planning with Computer Science Education
**STEM**

**Project-based Learning Learning Part 4: Refining Your Craft**

**Description**
Participants will review the components of creating a PBL Module, reflect on a previously delivered PBL Module, and begin the creation of a new PBL Module with guided support.

**Alignment to Superintendent’s Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

**English Language Arts**
- **CC.1.5.5.D** Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- **CC.1.3.5.G** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**Science, Technology, and Engineering**
- **3.4.5.A2** Understand that a subsystem is a system that operates as part of a larger system.
- **3.4.5.C1** Explain how the design process is a purposeful method of planning practical solutions to problems.
- **3.4.5.C3** Identify how invention and innovation are creative ways to turn ideas into real things.

**Essential Questions**
- How can we differentiate PBL modules for future students?
- How can we evaluate a previously delivered PBL module?

**Learning Goals**
- Participants will learn how to create end-of-project assessments for PBL modules.
- Participants will learn how to engage with the community for end-of-project presentation.
Expectations for Implementation

- Teachers will have a physical or electronic timeline for implementation of their project-based learning module. Teachers will facilitate student inquiry while investigating the Driving Question in a variety of formats, including, but not limited to, small group instruction, researching the question and related problems, and designing a solution to the problem.

Key Resources

- The Gold Standard PBL Framework
- PBL Exemplars
- Previously implemented PBL module
**STEM**

Computer-Aided Design: Making the Most of 3D Printing in the Classroom

**Description**
Participants in this session will understand principles of design, investigate the finer details of TinkerCAD (a program for designing 3D printable objects), explore pitfalls to avoid in the classroom, and participate in a model lesson from design to print.

**Alignment to Superintendent’s Priority Goals**
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

**Academic Standards**

**Science, Technology, and Engineering**
• **3.4.5.A1** Explain how people use tools and techniques to help them do things.
• **3.4.5.C2** Describe how design, as a dynamic process of steps, can be performed in different sequences and repeated.

**Mathematics**
• **CC.2.2.HS.D.9** Use reasoning to solve equations and justify the solution method.
• **CC.2.3.HS.A.4** Apply the concept of congruence to create geometric constructions.
• **CC.2.3.8.A.1** Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems.

**Essential Questions**
• How can we design lessons with CAD using mathematical practices?
• How can the design process facilitate the learning of geometry and physics?

**Learning Goals**
• Participants will learn how to use TinkerCAD for 3D Design.
• Participants will learn how to create standards-based lessons for 3D printing.

Continues on next page.
Expectations for Implementation

• Teachers will develop lessons that incorporate aligned standards and assessment into developing 3D printed objects. Teachers will facilitate the use of CAD programs and 3D Printing by students. Students will use CAD programs to design their own unique objects for printing.

Key Resources

• Engineering Design Process Guide
• TinkerCAD
• 3D Printer
• Exemplar Lesson set
**STEM**

Project-based Learning Learning Part 5: Taking the Next Leap with Sustainability

**Description**

Teachers will continue to dig deeper into PBL with a new project, reviewing the process for creating PBL Modules and analysis of peer PBL Modules. Teachers will also have guided planning for upcoming PBL Modules. Teachers will connect prior learning with a focus on the UN Sustainability Challenges and Grand Engineering Design Challenges.

**Alignment to Superintendent’s Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

**English Language Arts**

- **CC.1.5.5.D** Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

- **CC.1.3.5.G** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**Science, Technology, and Engineering**

- **3.4.5.A2** Understand that a subsystem is a system that operates as part of a larger system.

- **3.4.5.C1** Explain how the design process is a purposeful method of planning practical solutions to problems.

- **3.4.5.C3** Identify how invention and innovation are creative ways to turn ideas into real things.

**Essential Questions**

- How can PBL Modules connect to the UN Sustainability Challenges?

- How can PBL Modules connect to the Grand Engineering Design Challenges?

**Learning Goals**

- Participants will learn how to design Gold Standard PBL Modules rooted in the UN Sustainability Challenges and the Grand Engineering Design Challenges.

*Continues on next page.*
Expectations for Implementation

- Teachers will have a physical or electronic timeline for implementation of their project-based learning module. Teachers will facilitate student inquiry for investigating the Driving Question in a variety of formats, including, but not limited to, small group instruction, researching the question and related problems, and designing a solution to the problem. Teachers will state how standards are taught and mastered through the project. Teachers will have projects focused on the UN Sustainability Challenges and Grand Engineering Design Challenges.

Key Resources

- The Gold Standard PBL Framework
- UN Sustainability Challenges Framework
- Grand Engineering Design Challenges Framework
Description
Participants in this session will reflect on their practice with 3D printing and dig deeper into fine-tuning lessons with TinkerCAD.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards

Science, Technology, and Engineering
• 3.4.5.A1 Explain how people use tools and techniques to help them do things.
• 3.4.5.A2 Understand that a subsystem is a system that operates as part of a larger system.
• 3.4.5.C2 Describe how design, as a dynamic process of steps, can be performed in different sequences and repeated.

Mathematics
• CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method.
• CC.2.3.HS.A.4 Apply the concept of congruence to create geometric constructions.
• CC.2.3.8.A.1 Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems.

Essential Questions
• How can we refine lessons with CAD to increase student outcomes?

Learning Goals
• Participants will learn how to use mathematical standards to refine lessons with 3D printing.

Expectations for Implementation
• Teachers will develop lessons that incorporate aligned standards and assessment into developing 3D printed objects. Teachers will facilitate the use of CAD programs and 3D Printing by students. Students will use CAD programs to design their own unique objects for printing.
**Key Resources**

- Engineering Design Process Guide
- TinkerCAD
- 3D Printer
- Exemplar Lesson set
STEM

Introducing Computer Science to My School (G6-12): Going Deeper with Scheduling

Description
Future Computer Science teachers will investigate effective implementation strategies for increasing computer science offerings in their school with creative scheduling. Participants will examine multiple models for implementation, including as an individual course and integrated learning.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Design effective organizational systems.

Academic Standards

Computer Science
• 3A.IC.24 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
• 3A.IC.25 Test and refine computational artifacts to reduce bias and equity deficits.
• 3A.IC.26 Demonstrate ways a given algorithm applies to problems across disciplines.
• 3A.IC.27 Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.

Essential Questions
• How can we begin planning for new courses in computer science?

Learning Goals
• Participants will learn how to use computer science resources in their classrooms.
• Participants will learn strategies for integrating computer science into their instruction.

Expectations for Implementation
• With the curriculum coordinators, teachers will perform a curriculum review to determine their individual school design for scheduling computer science courses or lesson integration. Teachers will plan to implement for the 24-25 school year.

Continues on next page.
Key Resources

- PA K-12 Computer Science Framework
- Code.org Curricula
- CS (Computer Science) Academy Curricula
- Template for Strategic Planning with Computer Science Education
**STEM**

FIRST Robotics Competition: The Final Drive Toward Competition

**Description**
In preparation for the final weeks before the Regional Competition, FIRST Robotics Coaches and Mentors will evaluate their current standing as a team and their readiness. Coaches and Mentors will review the necessary components for scheduling trips, organizing student information, and preparing for the event.

**Alignment to Superintendent’s Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.
- Design effective organizational systems.

**Academic Standards**

**Science, Technology, and Engineering**
- **3.4.5.A1** Explain how people use tools and techniques to help them do things.
- **3.4.5.A2** Understand that a subsystem is a system that operates as part of a larger system.
- **3.4.5.C2** Describe how design, as a dynamic process of steps, can be performed in different sequences and repeated.

**Mathematics**
- **CC.2.2.HS.D.9** Use reasoning to solve equations and justify the solution method.
- **CC.2.3.8.A.1** Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems.

**Essential Questions**
- How can we ensure success in FIRST Robotics Competition for students?
- What are the essential protocols for student participation in FIRST Robotics events?

**Learning Goals**
- Participants will learn how to manage multiple responsibilities in team success in FIRST Robotics Competition.
- Participants will learn the essential protocols for taking students to competitions.

*Continues on next page.*
Expectations for Implementation

• Coaches and Mentors will use the protocols for communication and safety of students in preparation for and during FIRST Robotics Competition events. Coaches and Mentors will communicate needs with support personnel and principals using the protocols in place.

Key Resources

• FIRST Dashboard Guides
• FIRST Robotics PPS Protocols Guide
• Template for Sponsorship Outreach
Framework Overview

In special education, compliance is crucial; however, compliance alone will never be sufficient for improving results for students with disabilities. High-leverage practices are frequently occurring, essential educational practices that all K–12 special educators should know and be able to do. High Leverage Practices are evidence-based, meaning that they reflect effective methods that when successfully implemented can improve results for struggling learners. They are also universally applicable across content areas. The twenty-two high-leverage practices—which were identified through consensus among special educators—are designed to serve as a road map for guiding teacher preparation, professional development, and/or current self-assessment. To make the practices more understandable, high-leverage practices are organized around four intertwined areas of practice: collaboration, assessment, instruction, and social/emotional/behavioral.

The first course will introduce the four categories of High Leverage Practices (HLPs), explain how they were identified, and how they can lead to effective teaching and increased achievement for students with disabilities.

The second course focuses on the high-leverage practice of collaboration.

Working and collaborating effectively with colleagues is essential when supporting complex learners. Through the implementation of collaborative practices effective relationships are established which allow each educator to gain a better understanding of student’s strengths and needs, in turn boosting student progress.

The third course focuses on assessment and instruction. Assessment plays a foundational role in special education. Effective special educators understand that students with disabilities are complex learners who have unique needs that exist alongside their strengths. Teaching students with disabilities is a strategic, flexible, and recursive process. Effective special education teachers use content knowledge, pedagogical knowledge, and data on student learning to design, deliver, and evaluate instruction.

The fourth and final course will focus on social/emotional behavioral learning. Effective special education teachers establish a consistent, organized, and respectful learning environment to support student success. They recognize that academic and behavioral support strategies are more effective when delivered within the context of positive and caring teacher-student relationships, in a respectful and culturally responsive manner.
Program for Students with Exceptionalities (HLPs)

You Have Heard It & Seen It – Now Learn About It!
High–Leverage Practices

Description
Provide a summary of the course/rationale/alignment to areas of need. Describe how learning will be structured.

High-leverage practices are frequently occurring, essential educational practices that all K–12 special educators should know how to do. These practices are evidence-based, meaning that they reflect effective methods that when successfully implemented can improve results for struggling learners. The first course in this series will introduce the four categories of High Leverage Practices (HLPs), explain how they were identified, and how they can lead to effective teaching and increased achievement for students with disabilities.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx
  ▶ All standards are used as examples

Essential Questions
• What are evidence-based, high-leverage practices?
• Why are high-leverage practices beneficial to teachers and students?

Learning Goals
• Provide an understanding of what evidence-based, high-leverage practices are and why they are beneficial to teachers and students.

Implementation Goals
At the conclusion of this session, teachers will be able to:
• Explain the 4 categories of high-leverage practices.
• Give examples of how high-leverage practices are beneficial to teachers and students.

Continues on next page.
Expected Changes in Student Learning Experiences and Aligned Student Performance Goal:

- Students will be included in a classroom in which the teacher is knowledgeable and implementing research and evidence-based high-leverage practices that are foundational to effective instruction and support the success of all students.

Key Resources

- Council for Exceptional Children
- High Leverage Practices for Students with Disabilities
Program for Students with Exceptionalities (HLPs)

Stop! Collaborate & Listen – HLP: Collaboration

Description
Provide a summary of the course/rationale/alignment to areas of need.
Describe how learning will be structured.

High-leverage practices are frequently occurring, essential educational practices that all K–12 special educators should know how to do. These practices are evidence-based, meaning that they reflect effective methods that when successfully implemented can improve results for struggling learners. The second course focuses on the high-leverage practice of collaboration. Working and collaborating with various groups is essential and ultimately provides many benefits for students. Implementing collaborative practices builds effective relationships and creates a better understanding of student’s needs, which allows them to succeed.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx
  ▶ All standards are used as examples

Essential Questions
• How can we use communication to effectively collaborate?

Learning Goals
• Identify ways to use communication to effectively collaborate with a wide range of professionals, families, and caregivers to increase student success.

Implementation Goals
At the conclusion of this session, teachers will be able to:
• Explain the benefits of having a positive communication climate.
• Identify ways to positively communicate and collaborate with those from varying communication styles.

Continues on next page.
Expected Changes in Student Learning Experiences and Aligned Student Performance Goal:
• Students will be included in a classroom in which the teacher is knowledgeable and implementing research and evidence-based high-leverage practices that are foundational to effective instruction and support the success of all students.

Key Resources
• Council for Exceptional Children
• High Leverage Practices for Students with Disabilities
Program for Students with Exceptionalities (HLPs)

Keys & Connections – HLP: Assessment & Instruction

Description
Provide a summary of the course/rationale/alignment to areas of need. Describe how learning will be structured.

High-leverage practices are frequently occurring, essential educational practices that all K–12 special educators should know how to do. These practices are evidence-based, meaning that they reflect effective methods that when successfully implemented can improve results for struggling learners. In this third course, we will focus on assessment and instruction. Assessment plays a foundational role in special education. Effective special educators understand that students with disabilities are complex learners who have unique needs that exist alongside their strengths. Teaching students with disabilities is a strategic, flexible, and recursive process. Effective special education teachers use content knowledge, pedagogical knowledge, and data on student learning to design, deliver, and evaluate instruction.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx
  ▶ All standards are used as examples

Essential Questions
• Why is it important for educators to be able to collect and share data effectively?
• How can you enhance your current practices to use assessments to inform your instructional supports and strategies?

Learning Goals
• Understand the rationale for data-driven instruction.
• Recognize the importance of effective data collection and reporting.
• Identify components of effective instructional supports & strategies.

Continues on next page.
Implementation Goals

At the conclusion of this session, teachers will be able to:

• Use their data collection to make and explain data-driven instructional decisions that include supports and strategies that they put in place to support student learning.

Expected Changes in Student Learning Experiences and Aligned Student Performance Goal:

• Students will be included in a classroom in which the teacher is knowledgeable and implementing research and evidence-based high-leverage practices that are foundational to effective instruction and support the success of all students.

Key Resources

• Council for Exceptional Children
• High Leverage Practices for Students with Disabilities
Program for Students with Exceptionalities (HLPs)

Using High-Leverage Practices to Support Social-Emotional Learning

Description
Provide a summary of the course/rationale/alignment to areas of need.
Describe how learning will be structured.

High-leverage practices are frequently occurring, essential educational practices that all K–12 special educators should know how to do. These practices are evidence-based, meaning that they reflect effective methods that when successfully implemented can improve results for struggling learners. In this fourth and final course will focus on social/emotional behavioral learning. Effective special education teachers establish a consistent, organized, and respectful learning environment to support student success. They recognize that academic and behavioral support strategies are more effective when delivered within the context of positive and caring teacher-student relationships, in a respectful and culturally responsive manner. Effective special education teachers use content knowledge, pedagogical knowledge, and data on student learning to design, deliver, and evaluate instruction.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Strategically allocate resources to ensure equity, excellence, and efficiency.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx

Essential Questions
• What is the importance of appropriate and positive social relationships?

Learning Goals
• Recognize the importance of appropriate and positive social relationships.
• Supports and strategies to improve a student’s social and behavioral learning.
Implementation Goals

At the conclusion of this session, teachers will be able to:

• Identify and explain strategies that they can use to develop and support a respectful, positive, and predictable classroom.

Expected Changes in Student Learning Experiences and Aligned Student Performance Goal:

• Students will be included in a classroom in which the teacher is knowledgeable and implementing research and evidence-based high-leverage practices that are foundational to effective instruction and support the success of all students.

Key Resources

• Council for Exceptional Children
• High Leverage Practices for Students with Disabilities
Framework Overview

The single most important principle of the IEP process is that the school must appropriately address all the student’s unique needs without regard to the availability of needed services. During this offered session participants learn the elemental essentials to effectively and efficiently use IEPWriter. Participants will begin by being shown how to access and reset their password to log into IEPWriter. Also, how to obtain forgotten passwords or usernames. They will then move into how to identify ways to locate due dates, and student paperwork and to complete paperwork within the system. These are crucial concepts required to maintain our legal obligations. Included in the following course options are sessions to meet the needs of all staff equitably in their learning of the IEPWriter system.
Program for Students with Exceptionalities (IEPWriter)

What You Need to Know to Effectively Use IEPWriter

Description
Provide a summary of the course/rationale/alignment to areas of need. This training will show participants how to access and reset their password to log into IEPWriter. Also, how to obtain forgotten passwords or usernames, identify ways to locate due dates, and student paperwork, and complete paperwork within the system.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx
  ▶ All standards are used as examples.

Essential Questions
• How can staff implement specially designed instruction, supports, and goals identified in a student’s IEP?
• What are the essential skills needed to effectively use IEPWriter?

Learning Goals
• Implement specially designed instruction, supports, and goals identified in a student’s IEP.
• Complete paperwork around evaluations.
• Maintain compliance to state and federal regulations.

Implementation Goals
At the conclusion of this session, teachers will be able to:
  Work collaboratively with school teams to:
  • Invest in culturally responsive, evidence-based training, tools, and instructional practices.
  • Strategically allocate resources to ensure equity, excellence, and efficiency.

Continues on next page.
Expected Changes in Student Learning Experiences and Aligned Student Performance Goal:
• Students will be provided with the appropriate specially designed instruction, accommodations, and modifications as listed in their IEP.

Key Resources
• IEPWriter: www.iepwriter.com/pa
Program for Students with Exceptionalities (IEPWriter)
What You Need to Know to Effectively Use IEPWriter

Description
Provide a summary of the course/rationale/alignment to areas of need. This training will show participants how to access and reset their password to log into IEPWriter. Also, how to obtain forgotten passwords or usernames, identify ways to locate due dates, and student paperwork, and complete paperwork within the system.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx
  ▶ All standards are used as examples.

Essential Questions
• How can staff implement specially designed instruction, supports, and goals identified in a student’s IEP?
• What are the essential skills needed to effectively use IEPWriter?

Learning Goals
• Implement specially designed instruction, supports, and goals identified in a student’s IEP.
• Complete paperwork around evaluations.
• Maintain compliance to state and federal regulations.

Implementation Goals
At the conclusion of this session, teachers will be able to:
  Work collaboratively with school teams to:
  • Invest in culturally responsive, evidence-based training, tools, and instructional practices.
  • Strategically allocate resources to ensure equity, excellence, and efficiency.

Continues on next page.

*Will open on 8/22/23, and remain open to register and complete until 6/14/24.
Expected Changes in Student Learning Experiences and Aligned Student Performance Goal:
• Students will be provided with the appropriate specially designed instruction, accommodations, and modifications as listed in their IEP.

Key Resources
• IEPWriter: www.iepwriter.com/pa
Program for Students with Exceptionalities (IEPWriter)

What General Ed Teachers Need to Know to Effectively Use IEPWriter

Description
This training will show participants how to access and reset their password to log into IEPWriter. Also, how to obtain forgotten passwords or usernames, identify ways to locate due dates, and student paperwork, and complete paperwork within the system.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• Integrate academic content into professional learning courses.
• Standards Aligned System: https://www.pdesas.org/default.aspx
  ▶️ All standards are used as examples.

Essential Questions
• How can staff implement specially designed instruction, supports, and goals identified in a student’s IEP?
• What are the essential skills needed to effectively use IEPWriter?

Learning Goals
• Implement specially designed instruction, supports, and goals identified in a student’s IEP.
• Complete paperwork around evaluations.
• Maintain compliance to state and federal regulations.

Implementation Goals
At the conclusion of this session, teachers will be able to:
Work collaboratively with school teams to:
• Access students and review paperwork.
• Implement specially designed instruction, provide accommodations and modifications, and work toward goals contained in the IEPency.
• Access students and review paperwork.

Continues on next page.

*Will open on 8/22/23, and remain open to register and complete until 6/14/24.
Expected Changes in Student Learning Experiences and Aligned Student Performance Goal:

• Students will be provided with the appropriate specially designed instruction, accommodations, and modifications as listed in their IEP.

Key Resources

• IEPWriter: www.iepwriter.com/pa
This plan outlines the steps the PPS Science Department will enact to ensure that students and teachers are prepared to meet the new PA standards and assessments. The conceptual shift in the Pennsylvania Science, Technology, Engineering, Environmental and Sustainability (STEELS) Standards reflects the new vision for K-12 science education, specifically “Phenomena-driven 3D Teaching and Learning” that connects phenomena, disciplinary core ideas (DCIs), science and engineering practices (SEPs), and crosscutting concepts (CCCs).

In three-dimensional learning, students are actively engaged in science through investigative learning utilizing STEELS-aligned activities such as creating and using models, developing explanations, and designing solutions to problems.

New instructional materials aligned to the Next Generation Science Standards (NGSS) and STEELS standards will be required to ensure alignment to phenomena-driven 3D Instruction in grades 9–12. All K–12 science teachers will require training to use primary and secondary resources, as well as community partners, to provide students with experiences where they use the DCIs, SEPs, and CCCs to make sense of real-world phenomena. Developing tools to monitor progress and inform professional development is crucial to ensuring teachers are provided with the type of professional learning that results in changes in classroom practices and student learning. Working with Pennsylvania Department of Education (PDE), the Pennsylvania Science Education Leadership team (PennSEL), and other partners, the PPS Science Department is committed to ensuring the PPS has the most updated professional development, curriculum, and assessments.
### District Professional Learning

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 24, 2023</td>
<td>Isn’t it Phenomenal?</td>
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<tr>
<td>November 7, 2023</td>
<td>When I Say Equity…</td>
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<tr>
<td>January 26, 2024</td>
<td>Student Work is Gold…Looking through the 3D lens</td>
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### Districtwide ½ day PD (synchronous) Dates & Topics

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>October 27, 2023</td>
<td>How 3D Can You Be?</td>
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<td>December 15, 2023</td>
<td>When I Say Equity, Continuing the Journey</td>
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<td>February 16, 2024</td>
<td>Continued Is the Work 3D? Really…What’s the evidence?</td>
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<tr>
<td>March 15, 2024</td>
<td>3D Assessments or Not?</td>
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### Just in Time-Upcoming Unit/Module Dates and Topics (synchronous/asynchronous)

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<tr>
<th>Date</th>
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<td>September 21, 2023</td>
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<td>Equity in the Science Classroom: Diving Deeper</td>
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<tr>
<td>April 4, 2024</td>
<td>3D Assessments or Not? Diving Deeper</td>
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<tr>
<td>April 18, 2024</td>
<td>3D Teaching, Learning, and Assessments…Reflecting and Looking Forward…</td>
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</table>
Science
Isn’t it Phenomenal?

Description
The conceptual shift in the Pennsylvania Science, Technology, Engineering, Environmental and Sustainability (STEELS) Standards reflects the new vision for K-12 science education, specifically “Phenomena-driven 3D Teaching and Learning” that connects phenomena, disciplinary core ideas (DCIs), science and engineering practices (SEPs), and crosscutting concepts (CCCs). In three-dimensional learning, students are actively engaged in learning science through investigative learning utilizing STEELS-aligned activities. Phenomena-driven, 3-dimensional teaching and learning, as evidenced in the PPS primary resources and curriculum and aligned with the STEELS standards, is the focus of our science professional learning sequence. Thoughtful use of phenomena to drive instruction, coupled with effective use of supplemental resources (such as online simulations, videos, and images) that support student learning, can be complemented by community partners and resources to enhance students’ science experiences.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• The science professional learning will focus on implementing the STEELS Standards available at STEELS Hub - SAS (pdesas.org)

Essential Questions
• How do the (new) primary resources provide students with phenomena-driven, 3D experiences?
• How can we transition to the new PA STEELS Standards using primary resources?
• How can we use community partners and resources to provide students with authentic learning experiences?

Learning Goals
• Participants will learn to use new primary resources aligned to PA STEELS Standards (9-12).
• Participants will learn to identify phenomena and 3-dimensional learning opportunities within the primary resources (K-12).
• Participants will learn to use the phenomena within the primary resources in upcoming lessons and units (K-12).
• Participants will learn to use community partners and resources to enhance students’ science experiences (K-12).

Continues on next page.
Expectations for Practice

• Science teachers will use the new primary resources, including the phenomena and 3-dimensional learning opportunities, to provide students with a STEELS aligned learning experience. Teachers will utilize community resources to provide students with real-world phenomena and 3-dimensional learning experiences in a local context.

Key Resources

• New primary resources for biology, chemistry, and physics. STEELS (Science, Technology, Engineering, Environmental Literacy and Sustainability) standards and crosswalk, Carolina BBS 3D and STCMS, Discovery Experience.

• Dr. Carol O’Donnell: Director, Smithsonian Science Education Center Keynote

• Dr. David Bauman: Science Education Advisor PDE Keynote


Science
When I Say Phenomena…
Diving Deeper

Description
The conceptual shift in the Pennsylvania Science, Technology, Engineering, Environmental and Sustainability (STEELS) Standards reflects the new vision for K-12 science education, specifically “Phenomena-driven 3D Teaching and Learning” that connects phenomena, disciplinary core ideas (DCIs), science and engineering practices (SEPs), and crosscutting concepts (CCCs). In three-dimensional learning, students are actively engaged in learning science through investigative learning utilizing STEELS-aligned activities. Phenomena-driven, 3-dimensional teaching and learning, as evidenced in the PPS primary resources and curriculum and aligned with the STEELS standards, is the focus of our science professional learning sequence. Thoughtful use of phenomena to drive instruction, coupled with effective use of supplemental resources (such as online simulations, videos, and images) that support student learning, can be complemented by community partners and resources to enhance students’ science experiences. This session will build on the prior session.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• The science professional learning will focus on implementing the STEELS Standards available at STEELS Hub - SAS (pdesas.org)

Essential Questions
• In what ways can anchoring, investigative, and everyday phenomena support student sensemaking?

Learning Goals
• Participants will learn to identify anchoring, investigative, and everyday phenomena used in the PPS curriculum and share ways in which they have been able to incorporate these phenomena to support student sensemaking.

Expectations for Practice
• Science teachers will use anchoring, investigative, and everyday phenomena to provide students with STEELS aligned learning experiences.

Continues on next page.
Key Resources

- New primary resources for biology, chemistry, and physics. STEELS (Science, Technology, Engineering, Environmental Literacy and Sustainability) standards and crosswalk, Carolina BBS 3D and STCMS, Discovery Experience.


Science

How 3D Can You Be?

Description
The conceptual shift in the Pennsylvania Science, Technology, Engineering, Environmental and Sustainability (STEELS) Standards reflects the new vision for K-12 science education, specifically “Phenomena-driven 3D Teaching and Learning” that connects phenomena, disciplinary core ideas (DCIs), science and engineering practices (SEPs), and crosscutting concepts (CCCs). In three-dimensional learning, students are actively engaged in learning science through investigative learning utilizing STEELS-aligned activities.

Phenomena-driven, 3-dimensional teaching and learning, as evidenced in the PPS primary resources and curriculum, aligned with the STEELS standards, is the focus of our science professional learning sequence with teachers being able to identify and use Disciplinary Core Ideas, Cross-cutting Concepts, and Science and Engineering Practices (DCIs, SEPs, and CCCs).

In three-dimensional learning, students are actively engaged in learning science, through investigative learning utilizing STEELS-aligned activities such as creating and using models, developing explanations, and designing solutions to problems.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• The science professional learning will focus on implementing the STEELS Standards available at STEELS Hub - SAS (pdesas.org)

Essential Questions
• How can curriculum-based professional learning prepare teachers to provide students with phenomena-driven 3D learning experiences aligned with Disciplinary Core Ideas, Cross-cutting Concepts, and Science and Engineering Practices as stated in the STEELS standards?
• How do the PPS science curriculum and resources help teachers implement the shifts required in the PA STEELS Standards?

Learning Goals
• Participants will learn to apply curriculum-based professional learning experiences to identify and state characteristics of lessons focused on Disciplinary Core Ideas, Cross-cutting Concepts, and Science and Engineering Practices.
• Participants will apply the PPS curriculum and resources to identify performance expectations that appear in upcoming lessons/units that are 3-dimensional, aligned to the PA STEELS Standards.

Continues on next page.
Expectations for Practice

- Science teachers will use the new primary resources, including the phenomena and 3-dimensional learning opportunities, to provide students with a STEELS aligned learning experience.

Key Resources

- New primary resources for biology, chemistry, and physics. STEELS (Science, Technology, Engineering, Environmental Literacy and Sustainability) standards and crosswalk, Carolina BBS 3D and STCMS, Discovery Experience.


Science
When I Say Equity…

Description
The conceptual shift in the Pennsylvania Science, Technology, Engineering, Environmental and Sustainability (STEELS) Standards reflects the new vision for K-12 science education, specifically “Phenomena-driven 3D Teaching and Learning” that connects phenomena, disciplinary core ideas (DCIs), science and engineering practices (SEPs), and crosscutting concepts (CCCs). In three-dimensional learning, students are actively engaged in learning science through investigative learning utilizing STEELS-aligned activities.

Phenomena-driven, 3-dimensional teaching and learning, as evidenced in the PPS primary resources and curriculum, aligned with the STEELS standards, is the focus of our science professional learning sequence. When students engage in phenomena and use the three dimensions to make sense of them, equitable strategies are inherent in the activities and/or can be purposefully included.

This session explores ways in which equity is present in the primary resources and how equity is enacted in the science classroom.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• The science professional learning will focus on implementing the STEELS Standards available at STEELS Hub - SAS (pdesas.org)

Essential Questions
• How can we use PPS primary resources to provide equitable learning experiences in science for all students where they are valuable members of the learning community?
• How do we incorporate strategies in upcoming lessons that provide equitable learning experiences in science for all students?

Learning Goal
• Participants will learn to use curriculum-based professional learning to identify potential equitable learning experiences for all students where they are valuable members of the learning community.
• Participants will learn to use primary resources and PPS curriculum to provide strategies that promote equity in upcoming lessons and units.

Continues on next page.
Expectations for Practice

• Science teachers will use the new primary resources, including the phenomena and 3-dimensional learning opportunities, to provide students with STEELS aligned learning experiences where all students are seen, heard, and valued.

Key Resources

• New primary resources for biology, chemistry, and physics. STEELS (Science, Technology, Engineering, Environmental Literacy and Sustainability) standards and crosswalk, Carolina BBS 3D and STCMS, Discovery Experience.
Description
The conceptual shift in the Pennsylvania Science, Technology, Engineering, Environmental and Sustainability (STEELS) Standards reflects the new vision for K-12 science education, specifically “Phenomena-driven 3D Teaching and Learning” that connects phenomena, disciplinary core ideas (DCIs), science and engineering practices (SEPs), and crosscutting concepts (CCCs). In three-dimensional learning, students are actively engaged in learning science through investigative learning utilizing STEELS-aligned activities.

Phenomena-driven, 3-dimensional teaching and learning, as evidenced in the PPS primary resources and curriculum, aligned with the STEELS standards, is the focus of our science professional learning sequence. When students engage in phenomena and use the three dimensions to make sense of them, equitable strategies are inherent in the activities and/or can be purposefully included.

This session builds on the prior equity focused session and will include specific classroom strategies that promote equity in the science classroom. This session will provide teachers who have PVAAS data with strategies to ensure all students are growing in their content knowledge and understanding.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• The science professional learning will focus on implementing the STEELS Standards available at STEELS Hub - SAS (pdesas.org)

Essential Questions
• How can we use PPS primary resources to provide equitable learning experiences in science for all students where they are valuable members of the learning community?
• How do we incorporate strategies in upcoming lessons that provide equitable learning experiences in science for all students?
• How can analyzing PVAAS and CDT data provide information regarding equitable learning environments? (Grades 4-8, and Biology) Note: contact Jenn Ross

Continues on next page.
**Learning Goals**

- Participants will learn to use curriculum-based professional learning to identify potential equitable learning experiences for all students where they are valuable members of the learning community.

- Participants will learn to use primary resources and PPS curriculum to provide strategies that promote equity in upcoming lessons and units.

- Participants will learn to use PVAAS and other data to monitor student progress and ensure all students are growing in their content knowledge and understanding.

**Expectations for Practice**

- Science teachers will use the new primary resources, including the phenomena and 3-dimensional learning opportunities, to provide students with STEELS aligned learning experiences where all students are seen, heard, and valued.

- Science teachers will use PVAAS and other data to monitor student progress.

**Key Resources**

- New primary resources for biology, chemistry, and physics. STEELS (Science, Technology, Engineering, Environmental Literacy and Sustainability) standards and crosswalk, Carolina BBS 3D and STCMS, Discovery Experience.


Science
Equity in the Science Classroom: Diving Deeper

Description
The conceptual shift in the Pennsylvania Science, Technology, Engineering, Environmental and Sustainability (STEELS) Standards reflects the new vision for K-12 science education, specifically “Phenomena-driven 3D Teaching and Learning” that connects phenomena, disciplinary core ideas (DCIs), science and engineering practices (SEPs), and crosscutting concepts (CCCs). In three-dimensional learning, students are actively engaged in learning science through investigative learning utilizing STEELS-aligned activities.

Phenomena-driven, 3-dimensional teaching and learning, as evidenced in the PPS primary resources and curriculum, aligned with the STEELS standards, is the focus of our science professional learning sequence. When students engage in phenomena and use the three dimensions to make sense of them, equitable strategies are inherent in the activities and/or can be purposefully included.

This session builds on the prior equity focused session and will include specific classroom strategies that promote equity in the science classroom.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• The science professional learning will focus on implementing the STEELS Standards available at STEELS Hub - SAS (pdesas.org)

Essential Questions
• How do we incorporate strategies that provide equitable learning experiences in science for all students?

Learning Goals
• Participants will learn to use primary resources and PPS curriculum to provide strategies that promote equity in upcoming lessons and units.

Expectations for Practice
• Science teachers will use the new primary resources, including the phenomena and 3-dimensional learning opportunities, to provide students with STEELS aligned learning experiences where all students are seen, heard, and valued.

Continues on next page.
Key Resources

• New primary resources for biology, chemistry, and physics. STEELS standards and crosswalk, Carolina BBS 3D and STCMS, Discovery Experience.


**Description**

The conceptual shift in the Pennsylvania Science, Technology, Engineering, Environmental and Sustainability (STEELS) Standards reflects the new vision for K-12 science education, specifically “Phenomena-driven 3D Teaching and Learning” that connects phenomena, disciplinary core ideas (DCIs), science and engineering practices (SEPs), and crosscutting concepts (CCCs). In three-dimensional learning, students are actively engaged in learning science through investigative learning utilizing STEELS-aligned activities.

Teachers will bring student work to collaborate with affinity groups to identify evidence of phenomena-driven, 3-dimensional teaching and learning, as evidenced in the PPS primary resources and curriculum, aligned with the STEELS standards, is the focus of our science professional learning sequence. Teachers will examine student work to inform instructional practice responsive to students’ needs.

Teachers with CDT and PVAAS data to analyze and monitor the growth of all groups of students ensuring growth opportunities of all students.

**Alignment to Superintendent’s Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- The science professional learning will focus on implementing the STEELS Standards available at [STEELS Hub - SAS (pdesas.org)](http://pdesas.org)

**Essential Questions**

- How can examining student work provide insight into the 3D learning experiences of students?
- How can analyzing PVAAS and CDT data provide information regarding equitable learning environments?

**Learning Goals**

- Participants will learn to use student work protocols to identify potential equitable 3D learning experiences for all students where they are valuable members of the learning community.
- Participants learn to use student work, PVAAS, and CDT data to identify potential equitable 3D learning experiences for all students.
Expectations for Practice

• Science teachers will utilize PVAAS, CDT data, and/or student work to plan opportunities that provide students with STEELS aligned learning experiences and provide equitable learning opportunities where all students are seen, heard, and valued.

• Science teachers will use PVAAS and other data to monitor student progress.

Key Resources

• New primary resources for biology, chemistry, and physics. STEELS standards and crosswalk, Carolina BBS 3D and STCMS, Discovery Experience.


Description
The conceptual shift in the Pennsylvania Science, Technology, Engineering, Environmental and Sustainability (STEELS) Standards reflects the new vision for K-12 science education, specifically “Phenomena-driven 3D Teaching and Learning” that connects phenomena, disciplinary core ideas (DCIs), science and engineering practices (SEPs), and crosscutting concepts (CCCs). In three-dimensional learning, students are actively engaged in learning science through investigative learning utilizing STEELS-aligned activities.

Phenomena-driven, 3-dimensional teaching and learning requires three-dimensional tasks and assessments. This session builds on examining student work to ensure the task and responses reflect the three dimensions of the STEELS Standards.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• The science professional learning will focus on implementing the STEELS Standards available at STEELS Hub - SAS (pdesas.org)

Essential Questions
• How are tasks and assessments students regularly engaging in 3 dimensional?

Learning Goals
• Participants will learn the characteristics of 3D tasks and assessments, locate them within the primary resource, and ensure students responses are three dimensional.

Expectations for Practice
• Science teachers will identify and use 3D assessments with students in an equitable manner.
Key Resources

• New primary resources for biology, chemistry, and physics. STEELS standards and crosswalk, Carolina BBS 3D and STCMS, Discovery Experience.

• STEELS hub sas - Assessment Resources. STEELS Hub: Assessment - SAS (pdesas.org)


Science
3D Assessments or Not?

Description
The conceptual shift in the Pennsylvania Science, Technology, Engineering, Environmental and Sustainability (STEELS) Standards reflects the new vision for K-12 science education, specifically “Phenomena-driven 3D Teaching and Learning” that connects phenomena, disciplinary core ideas (DCIs), science and engineering practices (SEPs), and crosscutting concepts (CCCs). In three-dimensional learning, students are actively engaged in learning science through investigative learning utilizing STEELS-aligned activities.

Phenomena-driven, 3-dimensional teaching and learning requires three-dimensional tasks and assessments. This session builds on examining student work to ensure the task and responses reflect the three dimensions of the STEELS Standards.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• The science professional learning will focus on implementing the STEELS Standards available at STEELS Hub - SAS (pdesas.org)

Essential Questions
• How are tasks and assessments students regularly engaging in 3 dimensional?

Learning Goals
• Participants will learn the characteristics of 3D tasks and assessments, locate them within the primary resource, and ensure students responses are three dimensional.

Expectations for Practice
• Science teachers will identify and use 3D assessments with students in an equitable manner.

Key Resources
• New primary resources for biology, chemistry, and physics. STEELS standards and crosswalk, Carolina BBS 3D and STCMS, Discovery Experience.
• STEELS hub sas - Assessment Resources. STEELS Hub: Assessment - SAS (pdesas.org)

Continues on next page.


Science

3D Assessments or Not? Continued

Description
The conceptual shift in the Pennsylvania Science, Technology, Engineering, Environmental and Sustainability (STEELS) Standards reflects the new vision for K-12 science education, specifically “Phenomena-driven 3D Teaching and Learning” that connects phenomena, disciplinary core ideas (DCIs), science and engineering practices (SEPs), and crosscutting concepts (CCCs). In three-dimensional learning, students are actively engaged in learning science through investigative learning utilizing STEELS-aligned activities.

Phenomena-driven, 3-dimensional teaching and learning requires three-dimensional tasks and assessments. This session builds on examining student work to ensure the task and responses reflect the three dimensions of the STEELS Standards.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• The science professional learning will focus on implementing the STEELS Standards available at STEELS Hub - SAS (pdesas.org)

Essential Questions
• How are 3-D assessments used, assessed, and analyzed for student thinking?
• How can examining assessments provide insight into the 3D learning experiences of students?

Learning Goals
• Participants will learn to use 3D assessments and to identify potential equitable 3D learning experiences for all students where they are valuable members of the learning community.

Expectations for Practice
• Science teachers will identify STEELS-aligned 3D assessments within the primary resources and identify how these assessments provide evidence of an equitable learning classroom environment where all students are seen, heard, and valued.
Key Resources

• New primary resources for biology, chemistry, and physics. STEELS standards and crosswalk, Carolina BBS 3D and STCMS, Discovery Experience.

• STEELS hub sas - Assessment Resources. STEELS Hub: Assessment - SAS (pdesas.org)


Science
3D Teaching, Learning, and Assessments… Reflecting and Looking Forward…

Description
The conceptual shift in the Pennsylvania Science, Technology, Engineering, Environmental and Sustainability (STEELS) Standards reflects the new vision for K-12 science education, specifically “Phenomena-driven 3D Teaching and Learning” that connects phenomena, disciplinary core ideas (DCIs), science and engineering practices (SEPs), and crosscutting concepts (CCCs). In three-dimensional learning, students are actively engaged in learning science through investigative learning utilizing STEELS-aligned activities.

Phenomena-driven, 3-dimensional teaching and learning, requires 3D assessments. This session will provide time for teachers to reflect on their phenomena-driven 3D teaching practices and time for them to look forward to the 2024-25 school year.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• The science professional learning will focus on implementing the STEELS Standards available at STEELS Hub - SAS (pdesas.org)

Essential Questions
• How did the year go? What went well? How can we build on the learning from the 2022-23 school year?

Learning Goals
• Participants will learn reflective protocols to identify aspects of phenomena-driven 3D instruction that were successful and identify areas of focus for the 2024-25.

Expectations for Practice
• Science teachers will identify areas of strength and areas of growth related to phenomena-driven 3D instruction so that they can set goals for the 2024-25 school year.

Continues on next page.
Key Resources

• New primary resources for biology, chemistry, and physics. STEELS standards and crosswalk, Carolina BBS 3D and STCMS, Discovery Experience.

• STEELS hub sas - Assessment Resources. STEELS Hub: Assessment - SAS (pdesas.org)


Framework Overview

Throughout the 2023-2024 academic year, K-12 Social Studies teachers will have the opportunity to continue developing proficiency and tools around Culturally Responsive Pedagogy and gain an understanding of the practices and tools of inquiry-based learning.

Much of the professional learning seeks to support the Superintendent’s Priority Goal #1 of investing in culturally responsive, evidence-based training, tools, and instructional practices. To make progress toward this goal, educators will explore culturally relevant instructional strategies as well as develop cultural competence, one of the three pillars of Culturally Responsive Pedagogy first articulated by Gloria Ladson-Billings. The focus on developing culturally responsive mindsets and instructional practices within the Social Studies department will help to close the significant racial achievement disparities that continue to exist in Pittsburgh Public Schools, such as the 38-point disparity between white and Black students on the 2020-2021 PSSA ELA Exam.

Over the course of the year, educators will engage in sessions specifically designed to build proficiency in all phases of the inquiry arc, including questioning, analysis, assessment, and informed action. Teachers will experience the inquiry process through modeling, by designing instructional tasks, and by using the principles of inquiry-based learning to explore and deepen their own knowledge of culture. Below are a series of courses that will be offered throughout the 2023-2024 school year to support PPS Social Studies teachers in the development of culturally responsive pedagogy and inquiry-based learning in their professional practice.
## Districtwide In-Service Dates & Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 24, 2023</td>
<td>The PPS Vision of Inquiry-Based Learning and the C3 Framework in Social Studies</td>
</tr>
<tr>
<td>November 7, 2023</td>
<td>Dissecting Inquiry in the Social Studies Classroom</td>
</tr>
<tr>
<td>January 26, 2024</td>
<td>Strategies for Culturally Responsive Feedback and Assessment</td>
</tr>
</tbody>
</table>

## Districtwide ½ day PD (synchronous) Dates & Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 27, 2023</td>
<td>Re-imagining the Social Studies Document Based Question: Inquiry-Based Learning</td>
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<tr>
<td>December 15, 2023</td>
<td>21st Century Geography: Mapping Local Histories and Community Opportunities</td>
</tr>
<tr>
<td>February 16, 2024</td>
<td>Uncovering Hidden Histories Part 1</td>
</tr>
<tr>
<td>March 15, 2024</td>
<td>Uncovering Hidden Histories Part 2</td>
</tr>
</tbody>
</table>

## Just in Time-Upcoming Unit/Module Dates and Topics (synchronous/asynchronous)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 21, 2023</td>
<td>PPS Social Studies Digital Platform Analysis “Digital Session 1”</td>
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<tr>
<td>November 21, 2023</td>
<td>Impactful and Engaging Social Studies Strategies: “Gamification”</td>
</tr>
<tr>
<td>February 21, 2024</td>
<td>PPS Social Studies Digital Platform Analysis “Digital Session 2”</td>
</tr>
<tr>
<td>April 18, 2024</td>
<td>Current Events Reimagined: “Analysis in the Social Studies Classroom”</td>
</tr>
</tbody>
</table>
**K-12 Social Studies**

The PPS Vision of Inquiry-Based Learning and the C3 Framework in Social Studies 2023

**Description**

Teachers will engage in Inquiry Based Learning, its alignment to the C3 Standards, and evaluate those as a tool of Culturally Responsive Pedagogy. The objectives of the C3 standards are to: a) enhance the rigor of the social studies disciplines; b) build critical thinking, problem solving, and participatory skills to become engaged citizens; and c) align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

**Alignment to Superintendent’s Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- All relevant PA Social Studies, Core Reading and Writing standards.

**Essential Questions**

- What is Inquiry Based Learning, and how can it support student achievement and culturally relevant pedagogy?
- What is the C3 Framework and how can it support Inquiry Based Learning in the Social Studies classroom?

**Learning Goals: Participants will…**

- Develop an understanding of Inquiry-Based Learning and the College, Career, and Civic Life Framework (C3) for Social Studies State standards in order to support their facilitation of learning through inquiry-based practices.
- Describe and differentiate the role of essential questions and compelling questions in the inquiry arc in order to be able to design engaging and student-centered instruction.
- Engage in the design of an inquiry-based lesson in order to work toward developing proficiency in planning for inquiry-based learning.

**Key Resources**

- The NCSS College, Career and Civic Life (C3) Framework for Social Studies State Standards.
  (Related resources-C3 Fact Sheet, Etc.) [https://www.socialstudies.org/standards/c3](https://www.socialstudies.org/standards/c3)

*Continues on next page.*
• PA State Standards for Social Studies, four core themed focus areas of K-12 Social Studies courses.


**Expectations for Implementation**

• Participants are expected to begin using student-developed questions as a part of their instructional routine.
Description
Teachers will analyze elements of our existing Document Based Question (DBQ) plans utilizing new knowledge to assess improvement to the Inquiry Arc, Cultural Responsiveness/Relevancy, and with rigorous expectations. Teachers will engage in a task that supports them in transforming a lesson or unit into an Inquiry-Based Learning designed lesson.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• All relevant PA Social Studies, Core Reading, Writing, and Speaking and Listening standards.

Essential Questions
• What level of effectiveness, rigor, and cultural relevancy and responsiveness is currently observable/evident within our DBQ’s?
• How can we modify the DBQ’s to improve these areas for our students?
• What can we do to transform an existing lesson to a meaningful Inquiry-Based Learning lesson?

Learning Goals: Participants will…
• Review DBQ expectations, resources, and materials in PPS as well as the alignment between DBQs and Inquiry-Based Learning in order to guide instruction.
• Analyze elements of existing DBQ lessons in order to gain an understanding of potential gaps and areas for improvement of this Social Studies instructional strategy.
• Engage in a collaborative DBQ creation task in order to gain an understanding of the methods and best practices utilized to create their own DBQ document to increase cultural responsiveness/relevancy and student engagement.

Continues on next page.
Key Resources

• The NCSS College, Career and Civic Life (C3) Framework for Social Studies State Standards. (Related resources-C3 Fact Sheet, Etc.)

• PA State Standards for Social Studies, four core themed focus areas of K-12 Social Studies courses.


• The DBQ Project Binders (PPS Resource)

Expectations for Implementation

• Participants will plan and implement DBQ essay projects at least twice this academic year.
K-12 Social Studies
Dissecting Inquiry in the Social Studies Classroom

Description
Teachers will explore various strategies and best practices for sourcing, analyzing, and synthesizing sources in the inquiry-based learning process.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• All relevant PA Social Studies, Core Reading, Writing, and Speaking and Listening standards.

Essential Questions
• How should “texts” be defined in the context of culturally responsive inquiry-based learning?
• What tools or resources will support students as they engage in inquiry-based learning?
  What tools or resources should be utilized for planning instruction for inquiry-based learning?
• How can we support students in taking ownership of rigorous learning experiences through research and analysis techniques?

Learning Goals: Participants will…
• Describe practices for equitable and rigorous source selection and evaluation by teachers and students in order to support cultural relevance, flexibility and student ownership in instructional planning.
• Practice methods for analyzing various sources in order to promote rigorous, scaffolded, and grade-appropriate learning.
• Evaluate thinking routines in order to support higher-level thinking in student learning.

Key Resources
• The NCSS College, Career and Civic Life (C3) Framework for Social Studies State Standards. (Related resources-C3 Fact Sheet, Etc.)
• PA State Standards for Social Studies, four core themed focus areas of K-12 Social Studies courses.

Continues on next page.
• Standford History Education Group Historical Thinking Chart
• Project Zero Thinking Routines

**Expectations for Implementation**

• Participants will supplement curriculum and design learning to incorporate multiple perspectives and design opportunities for student-centered research.
K-12 Social Studies

21st Century Geography: Mapping Local Histories and Community Opportunities

Description
Teachers will explore maps as a “text,” engaging in digital and physical mapmaking techniques that can be used in the classroom to provide authentic and culturally responsive learning opportunities.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• All relevant PA Social Studies, Core Reading, Writing, and Speaking and Listening standards.

Essential Questions
• How can the study of geography become creative and student-centered?

Learning Goals: Participants will…
• Implement mapmaking procedures in order to create digital and physical maps that represent local community resources and/or local history.
• Design authentic, relevant, and student-centered geography learning experiences.

Key Resources
• PA State Standards for Social Studies, four core themed focus areas of K-12 Social Studies courses.
• Google Maps
• National Geographic Mapmaker

Expectations for Implementation
• Participants are expected to implement at least one lesson that makes use of custom, collaborative, or student-produced maps.

Dates Offered:
December 15, 2023

Time:
Professional Learning Network Times

Location:
Synchronous, Microsoft TEAMS

Act 48 Hours:
2.5
**K-12 Social Studies**

**Strategies for Culturally Responsive Assessment and Feedback**

**Description**
Teachers will explore and develop strategies for culturally responsive assessment and feedback relevant to their Social Studies classes.

**Alignment to Superintendent’s Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
- All relevant PA Social Studies, Core Reading, Writing, and Speaking and Listening standards.

**Essential Questions**
- How can we develop formative and summative assessment practices that are culturally responsive and improve learning outcomes for all students?
- What strategies can be leveraged to provide actionable feedback to improve student outcomes in the Social Studies classroom?

**Learning Goals: Participants will...**
- Describe the differences between oral, written, collectivist, and individualist cultures in order to enhance their capacity for culturally responsive instruction.
- Describe culturally responsive techniques for providing feedback and design strategies for culturally responsive assessment in order to promote student engagement and learning.
- Analyze student learning data available in online platforms and describe in order to implement best practices for sharing and discussing data with students to motivate improved learning.

**Key Resources**

**Expectations for Implementation**
- Social Studies teachers will provide appropriate assessments, formative and summative, and actionable feedback to students in the Social Studies classroom.
**K-12 Social Studies**

**Uncovering Hidden Histories Part 1**

**Description**
Teachers will engage in inquiry-based learning strategies to determine and explore the history of a historically excluded population.

**Alignment to Superintendent’s Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
- All relevant PA Social Studies, Core Reading, Writing, and Speaking and Listening standards.

**Essential Questions**
- How can we use inquiry-based learning to expand our content knowledge of systemically excluded populations?
- How can we leverage this gained content knowledge in the classroom with students?
- What is the impact of sharing hidden histories with students?

**Learning Goals: Participants will…**
- Reflect upon their own cultural identity and evaluate their knowledge of other cultures in order to generate an essential question to guide their own learning.
- Research and identify resources in order to engage in independent learning around the history of a marginalized population.

**Key Resources**
- The NCSS College, Career and Civic Life (C3) Framework for Social Studies State Standards.

**Expectations for Implementation**
- Participants will use the cultural competence developed in this session to inform their knowledge of and relationships with students as well as the cultural representation within their lessons.
K-12 Social Studies

Uncovering Hidden Histories Part 2

Description
In Uncovering Hidden Histories Part 2 teachers will resume their exploration of an historically excluded population by continuing to engage in inquiry-based learning strategies.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• PA Core Reading Informational Texts CC.8.5.A-J
• PA Social Studies Content 7.3.A, 8.1.-4

Essential Questions
• How can we use inquiry-based learning to expand our content knowledge of systemically excluded populations?
• How can we leverage this gained content knowledge in the classroom with students?
• What is the impact of sharing hidden histories with students?

Learning Goals: Participants will…
• Analyze various sources relating to the population of focus in their inquiry.
• Compare and contrast historical patterns and trends with their colleagues.
• Apply their new content knowledge and inquiry techniques to future learning for their students.

Key Resources:
• The NCSS College, Career and Civic Life (C3) Framework for Social Studies State Standards.

Expectations for Implementation
• Participants will use the cultural competence developed in this session to inform their knowledge of and relationships with students as well as the cultural representation within their lessons.
Description
Educators who are inexperienced, or would benefit from review, will engage in an introductory session with teams representing the various digital platforms available to PPS Social Studies teachers. Educators wishing to review, extend, or ask further questions, are also valued in this session.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• All relevant PA Social Studies content standards.
• PA Core Reading Information Texts CC.8.5.A-J

Essential Questions
• What are the purposes and benefits of using our digital apps in Social Studies?
• How can I be sure that I am correctly facilitating use of these platforms in Social Studies?

Learning Goals: Participants will…
• Participants who are new, or in need of review, will gain understanding and practice in all functionalities, proper uses, and purposes of various digital apps, both mandatory and elective, used in PPS Social Studies classrooms.

Key Resources:
• Various Digital Platform Team Facilitators
• PPS Social Studies Digital Use Guidelines

Expectations for Implementation
• Participants will be expected to assign at least two tasks each month on the platform for their grade band.
K-12 Social Studies

Impactful and Engaging Social Studies Strategies: “Gamification”

Description
Participants will analyze and evaluate the instructional strategy of gamification, as an effective way of engaging students with various Social Studies content in a manner that is specific to both grade band and theme and represents best practices of culturally responsive pedagogy.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• All relevant PA Social Studies content standards.

Essential Questions
• What is gamification and what are the benefits of this strategy for Social Studies learners?
• What specific gamification methods would be most appropriate for students in my specific grade band and content area topics?

Learning Goals: Participants will…
• Participants will analyze and create strategies and designs of gamification specific to their grade bands, content areas, and topics, to increase student engagement in the Social Studies classroom.

Key Resources:
• Review current resources for Gamification PPS Social Studies Schoology Groups

Expectations for Implementation
• Participants are expected to begin planning and implementing rigorous gamification strategies into lesson plans, that are specific to their content themes and grade bands, to best support student engagement, and use of best practices of culturally responsive pedagogy in the Social Studies classroom.
**K-12 Social Studies**

**PPS Social Studies Digital Platform Analysis**

“Digital Session 2”

**Description**

Educators who are experienced or would like to extend their use of digital platforms will engage with the teams representing various digital platforms available to Social Studies teachers. Educators wishing to review or ask further questions on their existing use of our digital apps are also valued in this session.

**Alignment to Superintendent’s Priority Goals**

- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**

- All relevant PA Social Studies content standards.
- PA Core Reading Information Texts CC.8.5.A-J

**Essential Questions**

- What are the purpose and benefits of using our digital apps in Social Studies?
- How can I extend and enrich my use of these platforms to better support students?

**Learning Goals: Participants will…**

- Participants who are at the moderate or advanced level will gain understanding and practice in all functionalities, advanced use, and extensions of various digital apps, both mandatory and elective, used in PPS Social Studies classrooms.

**Key Resources**

- Various Digital Platform Team Facilitators
- PPS Social Studies Digital Use Guidelines

**Expectations for Implementation**

- Participants will be expected to assign at least two tasks each month on the platform for their grade band.

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**Dates Offered:**
February 2, 2024

**Time:**
1:30 pm – 2:30 pm

**Location:**
Synchronous, Microsoft TEAMS

**Act 48 Hours:**
1
**K-12 Social Studies**

**Current Events Reimagined: “Analysis in the Social Studies Classroom”**

**Description**
Educators will review and analyze the practice of current event analysis in the PPS Social Studies classroom, with the focus of raising rigor, allowing for multiple perspectives, and inquiry-based learning opportunities and promoting 21st century media literacy.

**Alignment to Superintendent’s Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
- All relevant PA Social Studies content standards.
- PA Core Reading Information Texts CC.8.5.A-J

**Essential Questions**
- What strategies and methods are currently in use for analyzing current events in PPS Social Studies?
- How can we develop a framework for this analysis that increases rigor, allows perspectives, supports inquiry-based learning, and 21st Century media literacy?

**Learning Goals: Participants will…**
- Participants will analyze current practice in the utilization of current event studies within the PPS Social Studies experience K-12, and it will design a new, rigorous lesson design strategy for the current events studies that focuses on allowing multiple perspectives, supports inquiry-based learning and better preparing students for an informed 21st century civic life.

**Key Resources**
- Review various sources for Student News available in the classroom
- PA Global Competence Curriculum Framework

**Expectations for Implementation**
- Participants are expected to implement new strategies for facilitating current event analysis in the classroom which increase rigor, perspectives, align to skills derived from state standards, aligned with the PPS Social Studies Dept Instructional Philosophy of supporting students through Inquiry-Based Learning Framework in the Conceptual Age.
Course Offerings

World Languages

Framework Overview

PPS World Language Educators will implement the work of Dr. Gholdy Muhammad and Funds of Knowledge to create culturally sustaining learning communities. Educators will also engage in the use of high-leverage teaching practices, and instructional strategies to:

- Support the use of the target language a minimum of 90% during each class period.
- Integrate ACTFL World-Readiness Standards for Learning Languages and NCSSFL-ACTFL Can-Do Statements into lessons.
- Regularly assess the interpretive and interpersonal modes of communication to inform instruction and increase grow students’ proficiency on PPS District assessments.
- In the 2023-24 school year, we seek to increase student performance from 32% scoring Proficient or higher to 40%. During the 22-23 school year, world language students in levels 3 and 4 took the PPS Orals. The PPS Orals assess a student’s proficiency in their language of study. Of the students who tested, 3% scored Distinguished, 5% scored Proficient Plus, and 24.5% scored Proficient. 13% scored Partially Proficient, 15% scored Novice Mid, and 19.5% scored Novice Low.

The 2023-2024 professional learning courses will provide teachers with pedagogical moves to increase student engagement and use of the target language through questioning and discussion techniques, appropriate to the age and level of the students. Students will be assessed regularly to track growth, and the results of the assessments will be used to inform instruction. Growth will occur with the consistent application of high-leverage teaching practices over the course of the school year in conjunction with culturally relevant teaching strategies that promote student engagement in the target language. The focus this year is intended to allow educators to analyze their practice and target concrete approaches to shift their practice to support student oral proficiency. Use of a targeted culturally relevant approach is supported by our need to invest in culturally responsive, evidence-based training, tools, and instructional practices as well as ACTFLs World Readiness Standards for Communication. Through the use of the Plan, Do, Act Model, teachers will be connecting their learning across each session to experience an iterative process. Sessions will build upon an understanding of formative assessments, feedback, and world language pedagogical practices from previous years. The Department’s purpose this year is to extend an understanding of resources that exist within teachers’ pedagogical tool kits and mesh it seamlessly with culturally relevant approaches to learning within the target language.

Participation in the courses creates opportunities for PPS World Language educators to connect with colleagues from other schools, to exchange ideas, engage in pedagogical discussions with peers, and create a network that encourages and supports enhancing student rigor and creating a sense of community.
# District Wide In-Service Dates & Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24, 2023</td>
<td>What is Your Story? What is Our Story? Part I, Grades K-12</td>
<td></td>
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<tr>
<td>November 7, 2023</td>
<td>Designing Formative &amp; Summative Assessments Part I, Grades K-12</td>
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<tr>
<td>January 26, 2024</td>
<td>What is Your Story? What is Our Story? Part II, Grades K-12</td>
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# Districtwide ½ Day Professional Learning (Synchronous) Dates & Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Grade</th>
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<tbody>
<tr>
<td>October 27, 2023</td>
<td>Getting to Know Ourselves &amp; Our Students Through the Funds of Knowledge Framework, Grades K-12</td>
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<tr>
<td>December 15, 2023</td>
<td>Organize and Customize with ACTFL Standards and NCSSFL-ACTFL Can-Do Statements, Grades K-12</td>
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<tr>
<td>February 16, 2024</td>
<td>Developing Your Classroom Ecology, Grades K-12</td>
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<tr>
<td>March 15, 2024</td>
<td>PPS ORALS Rater Workshop: Assessing Student Summative Assessments, Grades K-12</td>
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# Content Synchronous Sessions Dates & Topics

<table>
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<th>Topic</th>
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<tbody>
<tr>
<td>September 14, 2023</td>
<td>Using Higher-Leverage Teaching Practices in World Language Classrooms to Support Student Oral Proficiency, Grades K-12</td>
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<tr>
<td>December 7, 2023</td>
<td>Designing Formative &amp; Summative Assessments Part II, Grades K-12</td>
<td></td>
</tr>
<tr>
<td>March 5, 2024</td>
<td>PPS Orals Training 2024, Grades K-12</td>
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<tr>
<td>April 16, 2024</td>
<td>The World Language Proficiency Continuum: Preparing Students for Shifts in Proficiency, Grades K-12</td>
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</tbody>
</table>
**World Language**

**What is Your Story?**
**What is Our Story? Part I**

**Description**
During this session participants will be welcomed back for the 2023-24 school year and introduced to this year’s World Languages theme of Exploring Our Story inspired by Gholdy Muhammad’s work to unearth joy and to utilize Funds of Knowledge. Throughout the day, educators will connect their work to Unearthing Joy (Muhammad, 2023), be introduced to the Funds of Knowledge Framework and develop their own activities to implement in their classrooms during the first few weeks of school to increase opportunities for students to share more about themselves and to amplify opportunities for student voice within the classroom. By using a Funds of Knowledge approach, educators can incorporate student-driven pedagogy in the classroom from the beginning of the school year. In considering student performance on the PPS Orals 22-23, educators need to begin developing approaches to enhance their student learning through reflection, plan, do, and act. In this course, learners will engage in assessment score analysis, reflect and create their Plan, Do, Act for the 2023-24 school year to share with peers, gain feedback, and use throughout the learning sessions.

**Alignment to Superintendent’s Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
- **COMMUNICATION - 1.1** Interpersonal Communication- Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **COMMUNITIES - 5.2** Lifelong Learning- Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

**Essential Questions**
- How can educators increase opportunities for student voice within the foreign language classroom?
- What activities support increased student participation in interpersonal speaking tasks?

**Learning Goals**
- Participants will analyze their PPS Orals scores and begin the process of Plan, Do, Act for the 2023-24 school year.
- Participants will cite the Funds of Knowledge strategies/activities from the article to design an activity that develops stronger student-driven pedagogy.
- Participants will apply the Plan, Do, Act Model to create an approach for the 23-24 SY supported by PPS Orals data, student input, and research driven studies.

*Continues on next page.*
**Key Resources**


**Expectations for Classroom Implementation**

- Educators will use strategies and activities from Hogg (2011) to plan for opportunities to get to know students and for students to have more opportunities to build community with one another. Educators will use the Plan, Do, Act Model to create an approach for the 2023-24 school year supported by PPS Orals Data, student input, and research driven studies.
World Language
Designing Formative & Summative Assessments

Description
Participants will discuss different ways to assess for learning and collaborate with colleagues to create formative assessments that measure growth in Interpersonal and Interpretive Communication. During the session, learning will focus on the need for concrete evidence and data of student progress to support their learning on the proficiency continuum. Use of a feedback tool will assist students and educators to hold one another for feedback cycles that support the application of feedback on future assignments.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• COMMUNICATION - 1.1 Interpersonal Communication- Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

• COMMUNITIES - 1.2 Interpretive Communication- Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Essential Questions
• What types of formative assessments will inform student growth in Interpretive and Interpersonal Communication?
• How can I use formative assessments results to accurately plan and differentiate instruction?

Learning Goals
• Participants will compare and discuss which World Language formative assessments would be best suited for their classroom.

• Participants will engage in discussions with colleagues who team the same level to create a series of activities to bring back to their classrooms.

• Participants will identify and develop a formative assessment to use within the classroom prior to the next professional learning session.

Continues on next page.
Key Resources


Expectations for Classroom Implementation

• Use of formative assessments pulled from Gonzalez (1995), Saubich and Esteban (2011), or Sugarman (2010) to inform planning and preparation for each section on the educator’s schedule. Evidence of feedback to students. Use of assessment tool will be evident in the learning space through the PPS World Language Speaking Rubric.
**World Language**

Organize and Customize with ACTFL Standards and NCSSFL-ACTFL Can-Do Statements

**Description**
Organize, Customize, Prioritize, and Systemize teaching and learning by using the ACTFL World-Readiness Standards for Learning Languages along with the NCSSFL-ACTFL Can-Do Statements. Participants will design lessons aligned to ACTFL World-Readiness Standards and generate daily student goals using the NCSSFL-ACTFL Can-Do statements as a guide. During this session, participants will develop opportunities to use the Can-Do Statements in their classroom to support student interpersonal oral proficiency.

**Alignment to Superintendent’s Priority Goals**
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Academic Standards**
• COMMUNICATION - 1.1 Interpersonal Communication- Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

• COMMUNITIES - 1.2 Interpretive Communication- Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

**Essential Questions**
• How can you use World-Readiness Standards for Learning a Language within your classroom to maximize student learning opportunities?

• Why is it important for learners to understand the World-Readiness Standards for Learning?

• How can the use of Can-Do Statements support student learning?

**Learning Goals**
• Participants will interpret and evaluate World Language Standards and Can-Do statements and discuss how to incorporate their use in the world language classroom.

• Participants will design lessons aligned to ACTFL World-Readiness Standards and that incorporate NCSSFL-ACTFL Can-Do Statements.

Continues on next page.
Key Resources
• ACTFL World-Readiness Standards for Learning Languages.
• NCSSFL-ACTFL Can-Do Statements.

Expectations for Classroom Implementation
• Use of Can-Do Statements in the classroom will be evident and student examples will be able to be produced. Feedback cycles between peers and educators will be used to provide students formal and informal feedback opportunities to further their learning.
World Language
What is Your Story?
What is Our Story? Part II

Description
During this session, participants will continue to engage in the work of Gholdy Muhammad to explore their story and the stories of their students. Grounding the work in storytelling is a powerful method to build connectedness between educators, between educators and students, and between educators and the families we support. In this session, participants will be exploring more in depth the use of Muhammad’s charge to educators to take on responsibility to reflect and unlearn that which has been normalized and to shift practice as teachers to consider oneself as artist and the curriculum the product of the artistry. Participants will explore ways to use the curriculum to tell stories and enhance the opportunities for getting to know our students and build students’ and educators legacies into the curriculum. This work will tie together with the Funds of Knowledge work to help participants to see students as bringers of knowledge and builds community amongst learning in the space.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• COMMUNICATION - 1.1 Interpersonal Communication- Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
• COMMUNITIES - 2.1 Relating Cultural Practices to Perspectives- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Essential Questions
• How can we shift our thinking to view our profession as artists and our curriculum as artistry?
• How can we use questions posed by Muhammad to intentionally reflect and plan to disrupt normalized instructional practices?
• How can you ensure you are creating an equitable learning environment for students?

Learning Goals
• Participants will return to our work with Dr. Gholdy Muhammad’s story telling approach to discuss the effectiveness of the activities used in their classrooms.
• Participants will assess and generate their most effective activities to share with the collective group.

Continues on next page.
• Participants will evaluate how to shift their use of the Funds of Knowledge approach to better gain insight about students.

• Participants will position themselves as members of the learning community to investigate their student’s experiences.

**Key Resources**


**Expectations for Classroom Implementation**

• Use of reflection prompts when considering the success of lessons.

• Evidence of Funds of Knowledge opportunities and opportunities for student input will be present.
World Language

What is Your Story?
What is Our Story? Part II

Description
During this session participants will read an article by Cao (2011) which highlights ways to enhance classroom ecologies to promote student willingness to communicate. Participants will read and analyze the text together, and extrapolate noticings and wonderings. In breakout sessions, participants will pick one element of classroom ecology to focus on and develop ideas to share with colleagues. By the end of the session, participants will have resources to share with one another to maximize learning experiences for students within their classrooms.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• COMMUNICATION - 1.1 Interpersonal Communication- Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
• COMMUNITIES - 1.2 Interpretive Communication- Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Essential Questions
• What strategies (from the Cao (2011) article) can be implemented within classrooms to enhance student participation?
• How can you connect the development of classroom ecologies with the work of Gholdy Muhammad’s Unearthing Joy?

Learning Goals
• Participants will learn about classroom ecology development and draw connections to Gholdy Muhammad’s work to unearth joy to make classrooms more culturally and historically responsive.
• Participants will use strategies from the session to implement new activities that support the increased use of interpersonal oral communication in speaking activities.

Key Resources
• Cao. Y. (2011). Investigating situational willingness to communicate within second language classrooms from an ecological perspective. System 39, 468-479

Continues on next page.
Expectations for Classroom Implementation

- Participants will focus on one area that influences their classroom ecology based on their learning from Cao (2011). They will design and implement an activity to promote a positive classroom learning environment based on their focused area of influence. Participants will identify a secondary area of focus, try a colleague’s activity in the classroom and provide feedback during the April learning session.
World Language
PPS ORALS Rater Workshop

Description
The PPS ORALS Rater Workshops will provide teachers with ideas for using the target language, planning instruction, and creating assessments to support and grow students’ speaking proficiency. In order to track and grow students, participants need to be familiar with the characteristics and nuances of the different proficiency levels. Participants will work collaboratively and individually to rate student speech samples based on the ACTFL rubric. Once they complete a sample rating, they will provide feedback to the hypothetical student and design a plan of action for the student with concrete feedback to move up the proficiency continuum.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• COMMUNICATION - 1.1 Interpersonal Communication- Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Essential Questions
• Why do we focus on interpersonal oral communication within world language class-rooms?
• Why is it important to assess a students’ speaking proficiency?
• How do you assess and provide feedback to students based on their performance during interpersonal oral communication?

Learning Goals
• Participants will analyze PPS ORALS speech samples, provide feedback, and discuss the shifts in their pedagogy.
• Participants will collaborate to discuss and determine approaches that continue to push student learning beyond the assessment.
• Participants will apply the recommend shifts in instructional practices based on ratings and trends.

Key Resources
• PPS World Language Speaking Rubric, ACTFL Proficiency Scale and Guidelines, OWLTS software.

Continues on next page.
Expectations for Classroom Implementation

• Evidence of use of The Plan of Action within the classroom.

• Students will reference their Plan of Action and provide insight to if/how the tool is supporting their learning.
World Language
Using Higher-Leverage Teaching Practices in World Language Classrooms to Support Student Oral Proficiency

Description
During this session, participants will review higher-leverage teaching practices through Glisan and Donato’s (2017) work. Throughout the session, participants will purposefully design lessons based on ‘high-leverage’ teaching practices to meet students where they are and grow speaking proficiency. The primary focus will be on discussion around the importance of timely and consistent feedback to students to help lower their affective filter and increase their opportunities to move along the proficiency spectrum.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• COMMUNICATION - 1.1 Interpersonal Communication- Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Essential Questions
• How can the use of high-leverage teaching practices build speaking proficiency for all students?
• What shifts are necessary in your practice to provide corrective feedback that mediates language development?
• How do you ensure students’ affective filters remain low when receiving corrective feedback?

Learning Goals
• Participants will examine and demonstrate understanding of 3 ‘high-leverage’ teaching practices (HTLPs) that are essential in building a discourse community in the world language classroom.
• Participants will employ strategies to use comprehensible input in order to build speaking proficiency for all students
• Participants will create approaches to develop a classroom environment that supports growth in speaking proficiency for all students.
• Participants will practice providing oral and corrective feedback that mediates language development for all students.

Continues on next page.
Key Resources

Expectations for Classroom Implementation
• Evidence of high-leverage teaching practices will be present in the classroom. In particular, educators will focus on the use of comprehensible input and corrective feedback.
World Language
Designing Formative & Summative Assessments (Part II)

Description
During this session participants will be given a tutorial for how to create assessments using the OWLTS software. This will provide an opportunity for participants to familiarize themselves with making an assessment with immediate support available as they build the assessment. A bank of assessments will also be provided to alternate for classroom use. This session will include information for building assessments, as well as assigning, rating, and sharing assessments.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• COMMUNICATION - 1.1 Interpersonal Communication- Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Essential Questions
• How can you use world languages digital resources to their fullest?
• How can the increased use of OWLTS support student performance on the PPS Orals and Summative End-of-Year Assessment?

Learning Goals
• Participants will design a summative or formative assessment within the OWLTS soft-ware system.
• Participants will practice assigning assessments to students, rate, and run results reports.
• Participants will evaluate the use of electronic assessments and compare student performance outcomes.

Key Resources
• PPS World Language Speaking Rubric, ACTFL Proficiency Scale and Guidelines, OWLTS software.

Expectations for Classroom Implementation
• Use of formative assessment evaluative tools such as World Language Speaking Rubrics, Can-Do Statements, and Proficiency Guidelines to inform planning and preparation for each section on the educator’s schedule.
• Evidence of feedback to students.
• Use of assessment tools in the learning space.
World Language
PPS Orals Training 2024

Description
During this session participants will review ACTFL Proficiency Guidelines, Rating Procedures, and Best Practices. Participants will then rate the PPS Orals Assessments to provide students with opportunities for feedback and growth. Educators will reflect on their practice after listening to a variety of student speech samples and begin determining shifts in their own instruction to increase student oral proficiency. Educators will use this opportunity to consider their Plan of Action for the 23-24 SY and consider possible necessary shifts.

This session is optional and intended for educators who need a refresher prior to rating PPS Orals or are a new hire.

Alignment to Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards
• COMMUNICATION - 1.1 Interpersonal Communication- Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Essential Questions
• What are the benefits of listening to speech samples from students who aren’t your own?
• How can you continue to support student oral proficiency within your classroom?
• How do your formative and summative assessments compare to the PPS Orals? How might you need to shift your practice to better support your students’ learning?

Learning Goals
• Participants will analyze PPS ORALS speech samples and discuss data to analyze program performance.
• Participants will formulate a reflection based on their current Plan of Action and suggested shifts.
• Participants will implement recommend improvements in instructional practices based on ratings and trends.

Key Resources
• PPS World Language Speaking Rubric, ACTFL Proficiency Scale and Guidelines, OWLTS software.

Expectations for Classroom Implementation
• Participants will enact Plan of Action and articulate shifts they have made throughout the 2023-24 school year. Evidence of formative and summative assessments that support Oral Proficiency will be present and used in the classroom.
World Language

The World Language Proficiency Continuum: Preparing Students for Shifts in Proficiency

Description

During this session participants will review the key differences between “proficiency” and “fluency”. A review of tools that can be used to support student proficiency and demonstrate student growth will be conducted. Participants will then work collaboratively to co-construct ways to discuss proficiency versus fluency with students. Participants will be introduced to the use of proficiency infographics to use within their classroom to help students unpack their proficiency journey.

Alignment to Superintendent’s Priority Goals

• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Academic Standards

• COMMUNICATION - 1.1 Interpersonal Communication- Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Essential Questions

• How do you show students their proficiency journey?
• How do you ensure your feedback reaches all learners in your classroom?
• What opportunities do students have to digest and implement feedback?

Learning Goals

• Participants will discuss methods they use to show students their proficiency journey.
• Participants will work collaboratively to develop a variety of ways to show students their proficiency journey.
• Participants will explore ways to increase opportunities for students to demonstrate their learning post-feedback.

Key Resources

• PPS World Language Speaking Rubric, ACTFL Proficiency Scale and Guidelines, OWLTS software.

Expectations for Classroom Implementation

• Classrooms will show evidence of presented info-graphs to demonstrate student proficiency journeys. Opportunities must exist for students to demonstrate their learning after assessments.

Dates Offered:
April 16, 2024

Time:
12:00 pm – 1:30 pm

Location:
MS TEAMS / Schoology

Act 48 Hours:
1.5
School Culture

Course Offerings

Framework Overview

The School Culture Course Catalog has been created by the School Culture Team to highlight the various school culture offerings at Pittsburgh Public Schools (PPS). These sessions are designed to provide PPS staff and community partners with opportunities to enhance their toolkit with knowledge, mindsets, skills, and protocols to positively impact classroom and school-level culture. Please use this catalog to browse offerings sorted by the district-wide frameworks of Efficacy, Equity, PBIS, Restorative Practice and SEL. If you have questions related to school culture professional learning opportunities, please email schoolculture@pghschools.org.
Below is the definition of positive school culture at Pittsburgh Public Schools as well as the expected outcomes that are achieved in a positive school culture. It is the belief of Pittsburgh Public Schools that the district-wide frameworks of Efficacy, Equity, PBIS, Restorative Practice and SEL can be utilized individually and in conjunction to assist our schools in growing their unique positive school cultures:

Pittsburgh Public Schools defines positive school culture as an equitable teaching, learning and working environment where students, families, employees and communities feel welcomed, respected, supported and engaged socially, emotionally, intellectually and physically.

The supported frameworks of Efficacy, Equity, Positive Behavior Interventions and Supports (PBIS), Restorative Practice and Social Emotional Learning (SEL), individually and in combination, provide schools with a variety of tools that can be applied to their specific context to maintain and improve in the desired positive school culture outcomes.

**Culturally Relevant and Sustaining Teaching with Increased Achievement**

**Universal Expectations** are Modeled, Experienced and Celebrated

**Positive Relationships** which Support Safe Environments

**Equitable Access** for ALL Stakeholders

All Stakeholders are **Valued** and Included in the Decision-Making Process
School Culture
Introduction to Efficacy

Description
Efficacy is not meant to be another thing or a new initiative, but rather a way of thinking, believing and doing. The Introduction to Efficacy training introduces educators to the 5 Secrets coined by the Efficacy Institute for supporting efficacy. The 5 Secrets give a common language to efficacious thoughts, beliefs and actions that we strive to cultivate and grow in ourselves and in our students.

Alignment to the Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Construct safety, health and wellness protocols.
• Design effective organizational systems.

Connections to School Culture Outcomes
• Culturally Relevant and Sustaining Teaching with Increased Achievement
• Universal Expectations are Modeled, Experienced and Celebrated
• Positive Relationships which Support Safe Environments
• Equitable Access for ALL Stakeholders
• All Stakeholders are Valued and Included in the Decision-Making Process

Facilitator
• Annie Cillo, Manager, Teaching and Learning Environments

Intended Audience
• Educators

Academic Standards
• 10.1. Concepts of Health
• 10.2. Healthful Living
• 10.3. Safety and Injury Prevention

Continues on next page.
Essential Questions
• How can we use The 5 Secrets to enhance our own self-efficacy?
• How can we encourage students to utilize The 5 Secrets to enhance their self-efficacy?
• How can The 5 Secrets positively impact our school culture by supporting other school culture efforts that are already in place?

Learning Goals
• Participants will be able to articulate The 5 Secrets of the Efficacy Institute and draw personal, classroom and school-based connections.
• Participants will be able to apply The 5 Secrets of the Efficacy Institute to enhance their own “and students’ self-efficacy.

Key Resources
• 5 Secrets materials adapted from The Efficacy Institute will be provided to participants during the session.

Expectations for Implementation
• Participants will utilize the 5 Secrets to positively impact their own educator practices, as well as teach and reinforce them with students to impact their student self-efficacy.
School Culture
Teacher Envoy Training

Description
The Student Envoy Project is a student leadership program at Pittsburgh Public Schools that empowers students to positively impact their schools with the help of a toolkit known as The 5 Secrets to maximize their efficacy. To support these efforts, a dedicated teacher leader serves as their Teacher Envoy to provide project management support, guidance, and connection to their administrator. This training is designed to introduce new Teacher Envoys to their role and provide them with planning support to effectively lead their Student Envoy group.

Alignment to the Superintendent’s Priority Goals
• Design effective organizational systems.
• Connections to School Culture Outcomes.
• Universal Expectations are Modeled, Experienced and Celebrated.
• Positive Relationships which Support Safe Environments.
• Equitable Access for ALL Stakeholders.
• All Stakeholders are Valued and Included in the Decision-Making Process.

Facilitator
• Annie Cillo, Manager, Teaching and Learning Environments

Intended Audience
• New Teacher Envoys

Academic Standards
• 10.1. Concepts of Health
• 10.2. Healthful Living
• 10.3. Safety and Injury Prevention

Essential Questions
• How do we support Student Envoys to positively impact their school culture?

Learning Goals
• Participants will be able to articulate the expectations of the Teacher Envoy role.
• Participants will be able to develop a plan for recruiting and supporting Student Envoys in their school as they work to positively impact their school culture.

**Key Resources**

• Materials adapted from The Efficacy Institute will be provided to participants during the session.

**Expectations for Implementation**

• Participants will be prepared to serve as the Teacher Envoy for their school’s Student Envoy group. In this role, they will provide project management support to their Student Envoys as they create projects to positively impact their school’s culture.
School Culture
Diving Deeper into the 5 Secrets

Description
Following the Introduction to Efficacy training schools may choose to further explore one of the 5 Secrets and their associated concepts. Individualized extension training can be created for schools in topics such as growth mindset, perseverance, encouraging Strong Sided behavior, teaching students to analyze data, etc. Additionally, schools can request extension training to clearly connect these concepts to already in place systems, structures, and frameworks such as PBIS, SEL, the RISE rubric, student data chats, etc. To request an extension training related to the 5 Secrets please email Annie Cillo (acillo1@pghschools.org) to schedule a planning meeting.

Alignment to the Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.
• Construct safety, health, and wellness protocols.
• Design effective organizational systems.

Connections to School Culture Outcomes
• Culturally Relevant and Sustaining Teaching with Increased Achievement
• Universal Expectations are Modeled, Experienced and Celebrated
• Positive Relationships which Support Safe Environments
• Equitable Access for ALL Stakeholders
• All Stakeholders are Valued and Included in the Decision-Making Process

Facilitator
• Annie Cillo, Manager, Teaching and Learning Environments

Intended Audience
• Educators

Academic Standards
• 10.1. Concepts of Health
• 10.2. Healthful Living
• 10.3. Safety and Injury Prevention

Continues on next page.
Essential Questions
• Essential questions will be created based on the purpose of each unique request.

Learning Goals
• Learning goals will be created based on the purpose of each unique request.

Key Resources
• 5 Secrets materials adapted from The Efficacy Institute will be provided to participants during the session.

Expectations for Implementation
• Expectations for implementation will be created based on the purpose of each unique request.
**School Culture**

**Tier 1 Initial**

**Description**

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. This Professional Development is for schools that are in the initial stages of implementing PBIS at a Tier 1 level. It is designed to prepare schools with all the elements of PBIS so that they feel confident in beginning their implementation process.

**Alignment to the Superintendent’s Priority Goals**

- Design effective organizational systems.

**Connections to School Culture Outcomes**

- Culturally Relevant and Sustaining Teaching with Increased Achievement
- Universal Expectations are Modeled, Experienced and Celebrated
- Positive Relationships which Support Safe Environments
- Equitable Access for ALL Stakeholders
- All Stakeholders are Valued and Included in the Decision-Making Process

**Facilitator**

- Dorreen Allen, Learning Environment Specialist, PBIS Lead

**Intended Audience**

- School Staff

**Academic Standards**

- 10.3. Safety and Injury Prevention

**Essential Questions**

- How do we define what is important to each of our communities?
- How will we support our students’ behavior, social, emotional, and academic growth?
- How can we enhance the experiences and outcomes of each educator and student in equitable ways?

*Continues on next page.*
**Learning Goals**

- Participants will explain Positive Behavior Interventions and Supports (PBIS).
- Participants will engage in a conversation as to why PBIS is good for our students and staff.
- Participants will apply the 5 core practices of PBIS.

**Key Resources**

- [https://www.pbis.org/pbis/what-is-pbis](https://www.pbis.org/pbis/what-is-pbis)
- [https://www.pbis.org/resource/tfi](https://www.pbis.org/resource/tfi)

**Expectations for Implementation**

- The goal of implementing PBIS data, systems, and practices is to improve outcomes. Families, students, and educators set goals and work together to achieve them. In PBIS, outcomes might include behavioral, social, emotional, and academic growth; positive school climate; or fewer office discipline referrals.
School Culture
Introduction to Restorative Practice

Description
Learn the foundational elements of restorative practices through interactive experiences and discussion. Gain a full understanding of the fundamental unifying premise of restorative practices—that people are happier, more cooperative, and productive and more likely to make positive changes in their lives when those in positions of authority do things with them rather than to them or for them.

Alignment to the Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Connections to School Culture Outcomes
• Culturally Relevant and Sustaining Teaching with Increased Achievement
• Positive Relationships which Support Safe Environments

Facilitator
• Dr. Raina J. Jackson, Program Manager, Pursuing Equitable Restorative Communities

Intended Audience
• Educators
• Community Partners
• Parents/Guardians

Academic Standards
• 10.1. Concepts of Health
• 10.2. Healthful Living
• 10.3. Safety and Injury Prevention

Essential Questions
• In what ways can restorative practice be enacted in schools to support building relations and respond to conflict?
• What are the behaviors and practices of leaders who embrace and consistently utilize restorative practice to build student and teacher belonging and agency?

Continues on next page.
Learning Goals
• Learners will describe the key concepts of restorative practice.
• Learners will reflect on how restorative practice may impact your professional and personal lives.
• Learners will apply the restorative practice continuum to everyday situations.

Key Resources
• The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators by Bob Costello, Joshua Wachtel and Ted Wachtel

Expectations for Implementation
• Participants will use elements of the restorative practice continuum to reflect on their personal and professional practice.
School Culture
Using Circles Effectively

Description
Learn how to use circles as a tool to facilitate meaningful conversation and encourage full participation from everyone involved. Through video, practice, and discussion, you will identify reliable methods for using circles to build community, establish norms and address behavior and relationships.

Alignment to the Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Connections to School Culture Outcomes
• Culturally Relevant and Sustaining Teaching with Increased Achievement
• Positive Relationships which Support Safe Environments

Facilitator
• Dr. Raina J. Jackson, Program Manager, Pursuing Equitable Restorative Communities

Intended Audience
• Educators
• Community Partners
• Parents/Guardians

Academic Standards
• 10. 1. Concepts of Health
• 10.2. Healthful Living
• 10.3. Safety and Injury Prevention

Essential Questions
• In what ways can restorative practice be enacted in schools to support building relations and respond to conflict?
• What are the behaviors and practices of leaders who embrace and consistently utilize restorative practice to build student and teacher belonging and agency?

Continues on next page.
Learning Goals
• Participants will describe the key concepts of restorative practice.
• Participants will reflect on how restorative practice may impact your professional and personal lives.
• Participants will apply the restorative practice continuum to everyday situations.

Key Resources
• Restorative Circles in Schools, Building Community and Enhancing Learning by Bob Costello, Joshua Waachtel, and Ted Wachtel

Expectations for Implementation
• Participants will use elements of the restorative practice continuum to enact in their unique learning environment.
School Culture
The Restorative Practice Playbook
(A Restorative Reboot)

Description
The purpose of the Restorative Reboot is to build a District-wide restorative practices implementation plan that is supported by evidence-based practice. This will provide every school with the same foundational learning, with opportunities for differentiation. The implementation of the book study and application of restorative practice elements will be monitored in a variety of ways.

Alignment to the Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Connections to School Culture Outcomes
• Culturally Relevant and Sustaining Teaching with Increased Achievement
• Positive Relationships which Support Safe Environments

Facilitator
• Dr. Raina J. Jackson, Program Manager, Pursuing Equitable Restorative Communities

Intended Audience
• Educators

Academic Standards
• 10.1. Concepts of Health
• 110.2. Healthful Living
• 10.3. Safety and Injury Prevention

Essential Questions
• In what ways can restorative practice be enacted in schools to support building relations and respond to conflict?
• In what ways can restorative practice be enacted to level set staff’s understanding of the practices?
• What are the behaviors and practices of leaders who embrace and consistently utilize restorative practice to build student and teacher belonging and agency?

Continues on next page.
Learning Goals

• Learners will learn about the principles of restorative practice.
• Learners will learn ways schools enact restorative practice.
• Learners will learn about common misconceptions around restorative practice.
• Learners will learn how to apply the principles of restorative practice to our daily routines.

Key Resources


Expectations for Implementation

• Participants will use elements of the restorative practice continuum to reflect on their personal and professional practice.
• Participants will problem solve culturally relevant scenarios related to restorative practice.
• Participants will practice elements of restorative practice in their unique learning environment.
• Participants will understand myths around restorative practice.
School Culture
The 11 Essential Elements
Professional Learning Groups (PLG)

Description
These are the essential elements necessary for successful whole-school implementation of restorative practices. Although all of the school’s staff should be aware of them and understand what they are, proficiency in doing the elements will be defined as follows:

▶ School-wide includes all staff who interact with children.
▶ Broad-based includes administrators, teachers and other professional staff, such as counselors and social workers, but not non-instructional staff.
▶ Targeted will be those who are selected to carry out a specific element — facilitating Restorative Conferences.

The activities in this learning environment will describe and define each element and the characteristics of high quality. These Schoology courses are an extension of the school-based professional learning groups educators will experience that will allow them to share experiences of implementation, problem solve, and reflect on the experience of being an educator. These activities that will:

▶ Allow for deep thinking.
▶ Connect to other School Culture programs.
▶ Learn ways schools enact Restorative Practice

Culturally competent professional learning groups such as these are intended to make learners feel discomfort to allow them to grow.

Alignment to the Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Connections to School Culture Outcomes
• Culturally Relevant and Sustaining Teaching with Increased Achievement
• Positive Relationships which Support Safe Environments

Facilitator
• Dr. Raina J. Jackson, Program Manager, Pursuing Equitable Restorative Communities

Continues on next page.
Intended Audience
• Educators

Academic Standards
• 10.1. Concepts of Health
• 10.2. Healthful Living
• 10.3. Safety and Injury Prevention

Essential Questions
• In what ways can restorative practice be enacted in schools to support building relations and respond to conflict?
• What are the behaviors and practices of leaders who embrace and consistently utilize restorative practice to build student and teacher belonging and agency?

Learning Goals
• Learners will work collaboratively with peers to problem solve situations around restorative practice.
• Learners will commit to enacting elements of restorative practice in their unique learning environment.

Key Resources
• Will be provided to the assigned Restorative Practice Point Person and the LES.

Expectations for Implementation
• Participants will use elements of the restorative practice continuum to enact in their unique learning environment.
• Participants will work collaboratively with peers to problem solve situations around restorative practice.
• Participants will commit to enacting elements of restorative practice in their unique learning environment.
School Culture
The Restorative Practice Playbook Coaching Session

Description
This is the first step in our journey to create a level understanding of restorative practice, including evidence-based practices, district and school supports, and tangible resources. Each module will be shared with facilitators via a scheduled coaching session. Through these coaching sessions you will be able to facilitate the Restorative Practice Playbook modules to your school or department with confidence.

Our coaching sessions will review the pre-work needed, walk through the lesson plan, and share the presentation for each module. In addition, you will be asked to model parts of the presentation to build your comfortability and confidence as you serve as a facilitator to your school or network.

Alignment to the District’s Superintendent’s Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Connections to School Culture Outcomes
• Culturally Relevant and Sustaining Teaching with Increased Achievement
• Positive Relationships which Support Safe Environments

Facilitator
• Dr. Raina J. Jackson, Program Manager, Pursuing Equitable Restorative Communities

Intended Audience
• Restorative Practice Point People

Academic Standards
• 10.1. Concepts of Health
• 10.2. Healthful Living
• 10.3. Safety and Injury Prevention

Continues on next page.
Essential Questions
• In what ways can the restorative practice point person support their assigned school?
• In what ways can the program manager and coach build capacity around restorative practice through the restorative practice point people and the LES.

Learning Goals
• Learners will work collaboratively with peers to build capacity around restorative practice.
• Learners will understand, model, and assist in creating professional.

Key Resources
• Will be provided to the assigned Restorative Practice Point Person and the LES.

Expectations for Implementation
• Participants will facilitate module content to peers in their assigned learning environment.
**School Culture**

**Cultural Competency in Grief and Loss**

**Description**
Understand the importance of cultural competency in grief and loss. To understand the importance of self-reflection and identifying where we are on the Social Discipline Window. To understand the importance of connecting Restorative Practices with grief and loss.

**Alignment to the Superintendent’s Priority Goals**
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

**Connections to School Culture Outcomes**
• Culturally Relevant and Sustaining Teaching with Increased Achievement
• Positive Relationships which Support Safe Environments

**Facilitator**
• The assigned Restorative Practice Point Person
• Dr. Raina J. Jackson, Program Manager, Pursuing Equitable Restorative Communities

**Intended Audience**
• Educators
• Community Partners
• Parents/Guardians

**Academic Standards**
• 10.1. Concepts of Health
• 10.2. Healthful Living
• 10.3. Safety and Injury Prevention

**Essential Questions**
• In what ways can restorative practice be used to support staff in facilitating culturally relevant grief and support responsive circles and discussion?
• In what ways can the Program Manager and Coach build capacity around restorative practice and culturally relevant grief and support responsive circles and discussion?

*Continues on next page.*
Learning Goals

• Participants will understand the importance of cultural competency in grief and loss.

• Participants will understand the importance of self-reflection and identifying where we are on the Social Discipline Window.

• Participants will understand the importance of connecting Restorative Practices with grief and loss.

Key Resources

• The Protocol for Grief and Support Response Circles.pdf
• Circle Planning Template.docx

Expectations for Implementation

• Participants will use a structured script to facilitate grief and support responsive circles/ discussions.

• Participants will be mindful of bias, be culturally aware, and supportive of all loss by a student.
School Culture

Restorative Practice through an Equity Lens

Description
To use Restorative Practice to acknowledge the experience of students of color to explicitly dismantle systemic oppression, stereotypical narratives, and address root causes of inequitable conditions in our society. Providing an appropriate Restorative Practice Skill level to effectively discuss and facilitate conversations about race, diversity, inclusion, sexual orientation, and the inequitable society.

Alignment to the Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Connections to School Culture Outcomes
• Culturally Relevant and Sustaining Teaching with Increased Achievement
• Positive Relationships which Support Safe Environments

Facilitator
• The assigned Restorative Practice Point Person
• Dr. Raina J. Jackson, Program Manager, Pursuing Equitable Restorative Communities

Intended Audience
• Educators
• Community Partners
• Parents/Guardians

Academic Standards
• 10.1. Concepts of Health
• 10.2. Healthful Living
• 10.3. Safety and Injury Prevention

Essential Questions
• In what ways can restorative practice be enacted through a lens of equity?
• In what ways can restorative practice support equity efforts in the district?

Continues on next page.
Learning Goals
• Participants will use Restorative Practice to acknowledge the experience of students of color to explicitly dismantle systemic oppression, stereotypical narratives, and address root causes of inequitable conditions in our society.
• Participants will be provided with an appropriate Restorative Practice Skill level to effectively discuss and facilitate conversations about race, diversity, inclusion, sexual orientation, and the inequitable society.

Key Resources
• Equity by Design: Delivering on the Power and Promise of UDL by Mirko Chardin and Katie Novak

Expectations for Implementation
• Participants will use elements of restorative practice to see students through a lens of equity.
• Participants will be mindful of bias, be culturally aware, and supportive of all students with elements of restorative practice.
School Culture
Dodging Power Struggles

Description
Learn how restorative practice may help to dodge power struggles with our students, families, and peers. Being comfortable using the skills of restorative practice to improve the social and emotional learning of students. Understanding that consistent effort and routine helps these skills to be successful.

Alignment to the Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Connections to School Culture Outcomes
• Culturally Relevant and Sustaining Teaching with Increased Achievement
• Positive Relationships which Support Safe Environments

Facilitator
• The assigned Restorative Practice Point Person
• Dr. Raina J. Jackson, Program Manager, Pursuing Equitable Restorative Communities

Intended Audience
• Educators
• Community Partners
• Parents/Guardians

Academic Standards
• 10.1. Concepts of Health
• 10.2. Healthful Living
• 10.3. Safety and Injury Prevention

Essential Questions
• In what ways can restorative practice be enacted to support power struggles between staff and students?

Learning Goals
• Participants will understand how restorative practice helps to dodge power struggles with our students, families, and peers.

Continues on next page.
• Participants will become comfortable using the skills of restorative practice to improve the social and emotional learning of students.

• Participants will develop an understanding that dodging power struggles takes practice and a consistent effort.

**Key Resources**


**Expectations for Implementation**

• Participants will use techniques such as de-escalation of minor infraction, disengaging tactics, interrupting tactics, and interrupting tactics to minimize power struggles.
School Culture

Using Restorative practice to Build a Trauma Sensitive School Environment

Description
Learn how to enact restorative practice to build Trauma Sensitive School environment. Foundational elements of restorative practices through interactive experiences and discussion. Gain understanding of the types of trauma students may experience, be comfortable using the skills of restorative practice to improve the social and emotional learning of students and be reminded that educators are an important piece in assisting students work through trauma.

Alignment to the Superintendent’s Priority Goals
• Invest in culturally responsive, evidence-based training, tools, and instructional practices.

Connections to School Culture Outcomes
• Culturally Relevant and Sustaining Teaching with Increased Achievement
• Positive Relationships which Support Safe Environments

Facilitator
• The assigned Restorative Practice Point Person
• Dr. Raina J. Jackson, Program Manager, Pursuing Equitable Restorative Communities

Intended Audience
• Educators
• Community Partners
• Parents/Guardians

Academic Standards
• 10.1. Concepts of Health
• 10.2. Healthful Living
• 10.3. Safety and Injury Prevention

Continues on next page.
Essential Questions

• In what ways can restorative practice be enacted to understand the trauma students experience?
• In what ways can restorative practice be enacted in supporting students who have experienced trauma?

Learning Goals

• Participants will understand how restorative practice can be implemented across all learning environments to assist our students and staff build a positive healthy school community.
• Participants will become comfortable using the skills of restorative practice to improve the social and emotional learning of students.
• Participants will understand educators are an important piece in assisting students work though trauma.

Key Resources

• http://www.cde.ca.gov/spbranch/safety/resourceguides/classroommgmt.pdf
• Equity by Design: Delivering on the Power and Promise of UDL by Mirko Chardin and Katie Novak
• Restorative Circles in Schools, Building Community and Enhancing Learning by Bob Costello, Joshua Waachtel and Ted Wachtel
• The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators by Bob Costello, Joshua Wachtel and Ted Wachtel
• Circle Forward: Building a Restorative School Community by Carolyn Boyes-Watson, Kay Pranis, and Nancy Riestenberg

Expectations for Implementation

• Participants will use techniques such as de-escalation of minor infraction, disengaging tactics, interrupting tactics, and interrupting tactics to minimize power struggles.
**School Culture**

**Using Circles Efficaciously**

**Description**
Does your school utilize both Restorative Practices and Efficacy/Student Envoys to positively impact your school culture? Looking to better connect these frameworks to meet your goals and achieve positive school culture outcomes? During this session, educators will have an opportunity to explore connections and practice infusing practices from the Efficacy and Restorative Practice frameworks, and family and community engagement.

**Alignment to the Superintendent’s Priority Goals**
- Invest in culturally responsive, evidence-based training, tools, and instructional practices.
- Design effective organizational systems.

**Connections to School Culture Outcomes**
- Culturally Relevant and Sustaining Teaching with Increased Achievement
- Universal Expectations are Modeled, Experienced and Celebrated
- Positive Relationships which Support Safe Environments

**Connected School Culture Frameworks**
- Efficacy and Restorative Practice

**Facilitator**
- Annie Cillo, Manager, Teaching and Learning Environments & Dr. Raina J. Jackson, Program Manager, Pursuing Equitable Restorative Communities

**Intended Audience**
- Educators
- Community Partners

Continues on next page.
Academic Standards

• 10.1. Concepts of Health
• 10.2. Healthful Living
• 10.3. Safety and Injury Prevention

Essential Questions

• How can we connect Restorative Practice and Efficacy frameworks to better support classroom and school culture?
• How can we practically infuse Efficacy mindsets and skills into Restorative Practice practices (e.g., circles and affective statements)?

Learning Goals

• Participants will be able to align the Restorative Practices and Efficacy frameworks to better support their classroom and school cultures.
• Participants will be able to practice explicitly infusing efficacy mindsets and skills into Restorative Practice practices.

Key Resources

• The Efficacy Institute’s 5 Secrets

Expectations for Implementation

• Participants will infuse efficacy mindsets and skills into Restorative Practice practices (ie. circles and affective statements) to allow for genuine dialogue that reinforces SEL skill building.
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