
As we begin..



Reflect on the work of delivering virtual instruction. What's a key learning that has stuck with you?

Get ready to share! Add your responses to the chat.



Also, please change your Zoom Display name to read: **(District/County) First Name Last Name.**

Need help? Go to Participants in the setting bar, find yourself, click "Rename".

Restarting School

Planning Professional Learning for Teachers and Leaders

Wednesday, October 28, 2020

Session Norms



Safety to share different perspectives



Equity of voice



Active and attentive listening



Commitment to the work

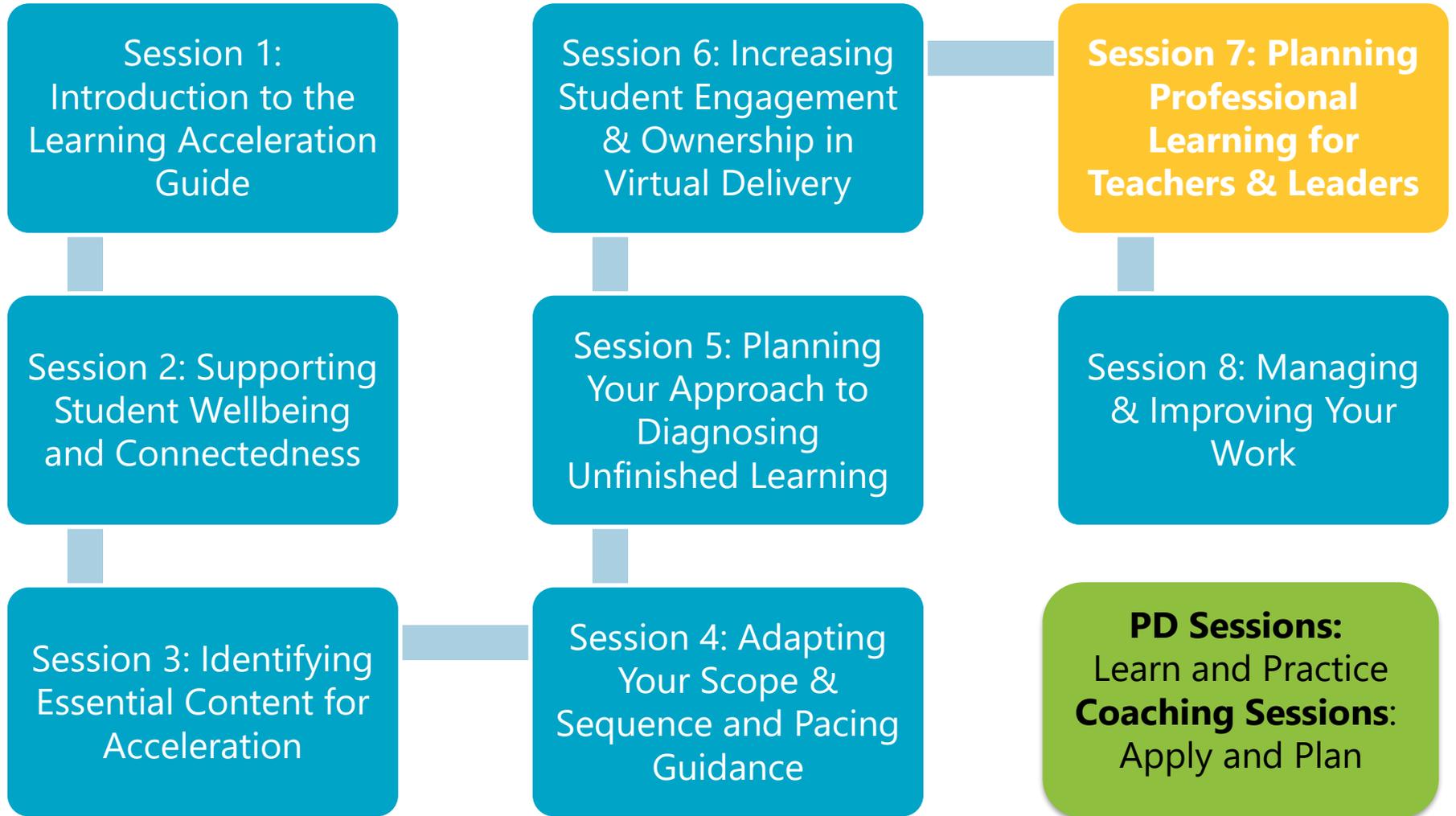


Mindful while using technology

Virtual Norms

- Be on video
- Use the chat!
- Jump in with questions
- MUTE, but unmute for verbal responses
- We are Better Together

Where are we going?



At the end of this session, you'll be able to....

1

Understand the **priorities** and **process** for planning effective professional learning.

2

Analyze **current approach** to professional learning within your district.

3

Create a plan for **supporting professional learning** for school leaders/teachers within your role.

Making connections to the Learning Continuity and Attendance Plan

Distance Learning Professional Development

What training will districts need to provide staff to support them with new delivery methods and best practices?

Staff Roles and Responsibilities

Do staff understand their new roles and responsibilities as a result of COVID-19?

Mental Health and Social and Emotional Well-Being

How will districts monitor and support mental health and social and emotional well-being staff?



[Learning Acceleration Series Resource Guide](#)

[Series Participant Folder](#)

Session 1: Introduction to Learning Acceleration

- [TNTP's COVID-19 School Response Toolkit](#): TNTP's collection of resources to support schools in navigating extended school closures and planning for reopening
- [TNTP's Learning Acceleration Guide](#): TNTP's guidance to schools and districts engaging in planning and executing accelerated learning plans
- [The Opportunity Myth](#): TNTP's 2018 report documenting the impact of lack of access to rigorous, grade level content and providing recommendations to school systems.
- [CCSSO's Restart and Recovery Framework](#): The Council of Chief State School Officers' guidance to school systems planning to restart schools and recover learning loss
- [CCEE's Learning Continuity and Attendance Plans Resources and Supports](#): CCEE's collection of curated resources to support LEAs in the development of LC/A plans
- [Session 1 Participant Handout](#): Includes excerpt from *Learning in the Fast Lane* (Suzy Pepper Rollins).

Agenda

Aligning on Professional Learning Priorities

Developing a Scope and Sequence for
Professional Learning

Recognizing High Quality Virtual Professional
Development

Planning for Next Steps

Use a Development Cycle for crafting thoughtful, inclusive, and effective virtual professional learning sessions.



Critical Priorities for Professional Learning



SOCIAL-EMOTIONAL LEARNING

- Assess and nurture **social-emotional health**
- Provide additional **supports** as needed
- Understand role of **student agency** in learning



PRIORITY CONTENT

- Teach **priority instructional content**
- Understand **coherence** across grade levels and subjects
- Ensure **continuity of services** for ELs and students with disabilities



LEARNING MANAGEMENT SYSTEMS

- Create a welcoming and productive **learning environment**
- Move urgently between **in-person, remote and hybrid teaching**

Defining Specific Professional Learning Content within Priorities



SOCIAL-EMOTIONAL LEARNING



PRIORITY CONTENT



LEARNING MANAGEMENT SYSTEMS

TEACHERS

Culturally responsive teaching practices that support student discourse, belonging, agency, and identity

Targeted interventions to support students with disabilities'

Engaging students and building community in remote learning

LEADERS

Structures to check-in with the families who are most vulnerable and/or disconnected from school

Supporting weekly collaborative planning and problem solving

Observe and monitor remote instruction and teacher collaboration

Putting It All Together: Supporting Teachers and Leaders to Accelerate Learning



What is Accelerated Learning?

What is the difference between acceleration and remediation?

What priority content should be emphasized?

How we do accelerate learning over 2 years?

What assessments should be used to drive acceleration?

What virtual learning strategies keep all students engaged with grade level work?

How do pacing guides support accelerated learning?

What does it look like to scaffold towards accelerated learning?

How do we systematize a new approach?

Agenda

Aligning on Professional Learning Priorities

**Developing a Scope and Sequence for
Professional Learning**

Recognizing High Quality Virtual Professional
Development

Planning for Next Steps

Steps 1 and 2



Developing a Scope and Sequence for Professional Learning



Collecting Data to Inform Professional Learning Priorities



Identifying System Professional Learning Priorities for Teachers

Use the data from your teacher professional learning survey, feedback from students and families and other related data you have collected to fill in columns two through four of this [chart](#). This will result in a prioritized list (by level) of *what* you need to focus PL on. Then, use the final two columns to begin to think about *when* (in the school year) and *how* (PL format) you will provide the PL. This will provide you with the information needed to develop the school year PL scope and sequence.

1. TOPIC	PL Prioritization			5. Timing for PL List all that are relevant: S=Summer, B=Beginning of School Year, D=During School Year	6. PL Format: List all that are relevant: Sys=System PL sessions, SB=School-based PL sessions, CPT=Collaborative Planning Time
	2. Elementary	3. Middle/ Jr High	4. High		
CULTURE AND CLIMATE					
Start-of-school-year, community-building activities and academic instruction focused on: 1) Welcoming students back 2) Supporting their social and emotional health and well-being; and 3) Honoring their lived experience of COVID-19 and racial crisis					
Strategies to support students' social-emotional health and well being					
Student behaviors associated with trauma and trauma-informed practices					

	A	B	C	D	E	F	G	H	I	J	K
1	TEACHER PROFESSIONAL LEARNING	appendices will									
2	Appendix A: Survey Data	Appendix B	Appendix C	Appendix D							
3	Yellow = Light Emphasis										
4	Assumption: All PL is done remotely										
5											
6	PL TOPIC	SUMMER (allows for PL differentiated by the way teachers will teach)			FIRST 4-6 WEEKS OF SCHOOL		JUST-IN-TIME TRAINING IF ALL TEACHING GOES REMOTE	THROUGHOUT SCHOOL YEAR			
7		Teachers Teaching In-Person	Teachers Teaching Remote	Teachers Teaching in Hybrid Model	Content Team Collaboration (90 mins @ least 1x/week) - teachers teach same content.	Student Support Team Meeting (30 mins @ least 2x/week - teachers share same students)		Content Team Collaboration	Student Support Team Meeting	System/School-based PL	Coaching
8	Culture, Climate, and Social Emotional Support										
9	Start-of-school, community-building activities and academic instruction focused on: 1) Welcoming students back 2) Supporting their social and emotional health and well being; and 3) Honoring their lived experience of COVID-19 and racial crisis										
10	Strategies to support students' social-emotional health and well being										
11	Student behaviors associated with trauma and trauma-informed practices										
12	Family Engagement										
13	Asset-based framework for family engagement including best practices of supporting and partnering with parents that emerged from Spring 2020										
14	Strategies and structures to share expectations and supports with families and caregivers who can reinforce learning at home, including where they can get										

Using Data to Set Professional Learning Priorities



Identifying System Professional Learning Priorities for Teachers

Use the data from your teacher professional learning survey, feedback from students and families and other related data you have collected to fill in columns two through four of this [chart](#). This will result in a prioritized list (by level) of *what* you need to focus PL on. Then, use the final two columns to begin to think about *when* (in the school year) and *how* (PL format) you will provide the PL. This will provide you with the information needed to develop the school year PL scope and sequence.

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	2. Elementary	3. Middle/Jr High	4. High		
CULTURE AND CLIMATE					
Start-of- <u>school-year</u> , community-building activities and academic instruction focused on: 1) Welcoming students back 2) Supporting their social and emotional health and <u>well-being</u> ; and 3) Honoring their lived experience of COVID-19 and racial crisis					
Strategies to support students' social-emotional health and well being					
Student behaviors associated with trauma and trauma-informed practices					

Using Data to Develop a Professional Learning Scope & Sequence

Collect Teacher and Leader Data



Set Learning Priorities



Develop Scope & Sequence

	A	B	C	D	E	F	G	H	I	J	K
1	TEACHER PROFESSIONAL LEARNING	appendices will									
2	Green = Heavy Emphasis	Appendix B	Appendix C	Appendix D							
3	Yellow = Light Emphasis										
4	Assumption: All PL is done remotely										
5											
6	PL TOPIC	SUMMER (allows for PL differentiated by the way teachers will teach)			FIRST 4-6 WEEKS OF SCHOOL		JUST-IN-TIME TRAINING IF ALL TEACHING GOES REMOTE	THROUGHOUT SCHOOL YEAR			
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8	Culture, Climate, and Social Emotional Support										
9	Start of school, community-building activities and academic instruction focused on: 1) Welcoming students back 2) Supporting their social and emotional health and well being; and 3) Honoring their lived experience of COVID-19 and racial crisis										
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12	Family Engagement										
13	Asset-based framework for family engagement including best practices of supporting and partnering with parents that emerged from Spring 2020 Strategies and structures to share expectations and supports with families and caregivers who can reinforce learning at home, including where they can get										

High-Impact Professional Learning Structures and Systems

Traditional Professional Learning Sessions

Whether virtual or in person, use these sessions to provide learning opportunities for large groups of teachers.

Collaboration

Use in-person or virtual structures for teacher collaboration across subjects and across general and special education. Collaboration will be substantively and emotionally supportive.

Observation, feedback and coaching

Tightly align development cycles to the focus of the professional learning sessions and collaboration to make them most helpful and effective.

Co-planning and Co-teaching

Ensure ELs and students with disabilities' rights to a comprehensive education are protected with clear structures, roles, and expectations defined for co-teaching.

Example – Professional Learning Scope & Sequence



	A	B	C	D	E	F
1	TEACHER PROFESSIONAL LEARNING SCOPE AND SEQUENCE					
2	Green = Heavy Emphasis					
3	Yellow = Light Emphasis					
4	<i>Assumption: All PL is done remotely using the learning management system that teachers will use with students</i>					
5	PL TOPIC	SUMMER (allows for PL differentiated by the way teachers will teach)			FIRST 4-6 WEEKS OF SCHOOL	
6		In-Person	Remote	Hybrid	Content Team Collaboration (90 mins @ least 1x/week) - teacher teach same content.	Student Support Team Meeting (35 mins @ least 2x/week - teacher share same students)
7	Culture, Climate, and Social Emotional Support					
8	Start-of-school, community-building activities and academic instruction focused on: 1) Welcoming students back 2) Supporting their social and emotional health and well being; and 3) Honoring their lived experience of COVID-19 and racial crisis	Introduce the rationale and the specific activities and instructional strategies. Use breakout groups by teaching modality (in-person, remote, hybrid) to plan, adapting activities and instructional strategies as needed for different learning environments.			Plan, discuss implementation, and review student work related to teaching and learning related to COVID-19 and racial crisis.	Teachers bring learning from start-of-school community-building activities re students social and emotional needs
9	Strategies to support students' social-emotional health and well being	Introduce a common set of classroom-based strategies to be used consistently to support students' social and emotional well being. Use breakout groups by teaching modality to plan to apply (and adapt as needed) strategies as needed for different learning environment (in-person, remote,				Share successes and problem solve challenges of supporting students' social-emotional health
10	Student behaviors associated with trauma and trauma-informed practices	Provide overview of common behavioral symptoms of trauma. Use breakout groups by teaching modality to consider how symptoms will manifest in different learning environments and strategies to respond.				Deeper dive into trauma-informed practices

Which critical topics are addressed **throughout the school year** and **across multiple professional learning structures**?

What topics are **intentionally introduced at the same time**? How would that choice benefit teachers?



Read the case study (5 min)



Small group discussion (10 min)



Whole group share out (5 min)

What does high quality virtual PD look like?



Read the case study (5 min)



Small group discussion (10 min)

How did he effectively plan for his staff?

What is he missing? Where are the gaps?

What are the effective practices you want to highlight to the whole group?



Whole group share out (5 min)

What are the effective practices he used that you want to use with your plan?

5 Minute Break
Back at 10:20

Agenda

Aligning on Professional Learning Priorities

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Development**

Planning for Next Steps

Steps 3 and 4



High-Impact Professional Learning Structures and Systems

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Co-planning and Co-teaching

Ensure ELs and students with disabilities' rights to a comprehensive education are protected with clear structures, roles, and expectations defined for co-teaching.



What is one change or update you'd make to the way you deliver professional learning?

How will you make that change?



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Aligning on Professional Learning Priorities

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Planning for Next Steps



Review and assess the current scope and sequence for your district.

What elements of professional learning priorities are included? What observable practices should be taking place based on that support?



Identify what elements you want to revise for the remainder of the year.

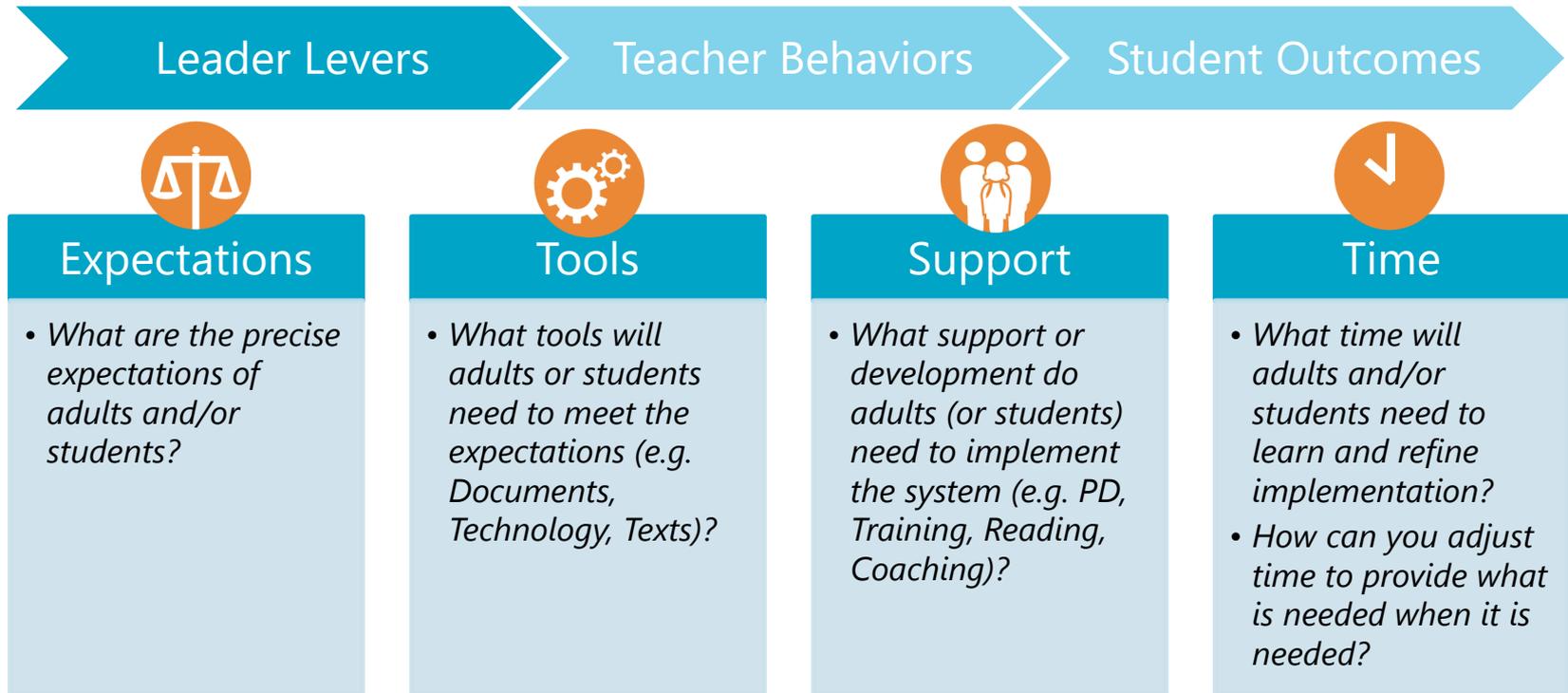
What changes need to be made to the current scope and sequence? How will those changes meet the needs of teachers and leaders in your district?

Breakout Groups: Evaluating Your Current Tools and Approach



What does this look like in your district now?

What are the specific leader levers you need to pull in your district to engage in this work?





What did you identify as the highest leverage update to your district's professional learning plan?

At the end of this session, you'll be able to....

1

Understand the **priorities** and **process** for planning effective professional learning.

2

Analyze **current approach** to professional learning within your district.

3

Create a plan for **supporting professional learning** for school leaders/teachers within your role.

Please share your feedback.



Help us help you!

Feedback link provided in handout and in chat

Connect with us.



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