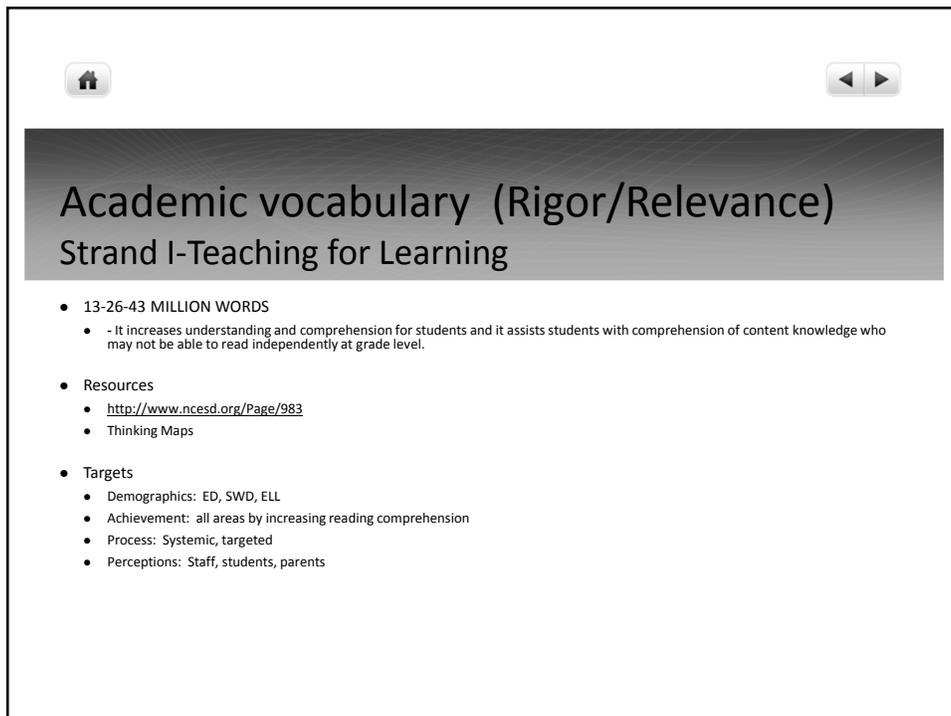




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Professional Development Ideas to Address the Achievement Gap

Yes, we can do this!



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Academic vocabulary (Rigor/Relevance)

Strand I-Teaching for Learning

- 13-26-43 MILLION WORDS
 - - It increases understanding and comprehension for students and it assists students with comprehension of content knowledge who may not be able to read independently at grade level.
- Resources
 - <http://www.ncesd.org/Page/983>
 - Thinking Maps
- Targets
 - Demographics: ED, SWD, ELL
 - Achievement: all areas by increasing reading comprehension
 - Process: Systemic, targeted
 - Perceptions: Staff, students, parents

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Depth of Knowledge (Rigor/Relevance) Strand I-Teaching for Learning

Taking a student from basic knowledge of a new concept to understanding, applying, and evaluating and connecting that concept. It is about intended outcome, not level of difficulty.

DOK 1: Recall (memorization)

DOK 2: Skills or Concepts (Tell me why?)

DOK 3: Strategic Thinking (Tell me how?)

DOK 4: Extended Thinking (Use many contents to answer a problem over a period of time)

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Depth of Knowledge

- Collaboration
 - Turn and Talk
 - Think-Pair-Share
 - Think-Write-Pair Share
 - Write Around
 - Write and Show
 - Response Cards
 - Share and Add
 - Thinking Maps
 - <http://littlebitofliteracy.blogspot.com/2012/09/webbs-depth-of-knowledge.html>






Flexible grouping/Cooperative Learning (Relationships/Rigor) Strand I-Teaching for Learning

- Young adolescents need to socialize, be a part of a group, share feelings, receive emotional support, and learn to see things from other perspectives. This is a peer centered approach that promotes academic achievement and builds positive relationships.
- Resources
 - <http://www.worksheetlibrary.com/teachingtips/cooplearning.html>
- Targets
 - Demographics: ED, SWD, ELL
 - Achievement: all areas
 - Process: Targeted grouping of different ability levels, differentiated instruction
 - Perceptions: Staff, students, parents




Quality Questioning (Relevance/Relationships) Strand 1-Teaching for Learning

- Question to connect new information to old information/experiences will engage students in productive and long-term learning
- Resources
 - http://books.google.com/books?id=jHLNw8ajzlwC&pg=PA1&source=gbs_toc_r&cad=4-v=onepage&q&f=false
 - Thinking Maps (circle map, tree map, bubble map, double bubble map, flow map, multi flow map, brace map, bridge maps)
- Targets:
 - Demographics: ED, SWD, ELL
 - Achievement: all areas by being focused and intentional
 - Process: Systemic, targeted
 - Perceptions: Staff, students, parents




Culturally Relevant Teaching/Materials (Relevance)

Strand II- Leadership for Learning
Strand IV-School, Family, and Communication Relations

- To bring student's own background knowledge, to bring comfort to their learning and to them, to create relationships, to create the bridge into learning.
- Resources
 - [http://steinhardt.nyu.edu/scmsAdmin/uploads/005/120/Culturally Responsive Differentiated Instruction.pdf](http://steinhardt.nyu.edu/scmsAdmin/uploads/005/120/Culturally%20Responsive%20Differentiated%20Instruction.pdf)
 - 7 characteristics of differentiated learning that is culturally relevant
 - Activity: Could you survive in poverty, middle class, upper class?
- Targets:
 - ELL and ED




High Expectations/Purposeful Engagement (Rigor/Relevance)

Strand II-Leadership for Learning

- Children and teens will live up to our expectations. If we set high expectations they will meet them, if we set low expectations, they will meet them. This doesn't mean more rigor; it means a different process.
- Don't teach and expect...expect, model, guide, and watch the learning happen.
- Let them learn from each other
- Targets:
 - Demographics: ED, SWD, ELL
 - Achievement: all
 - Process: learning from each other, engagement, instructional practices
 - Perceptions: Staff, students, parents




Positive phone calls home (Relationships)

Strand IV-School, Family, and Community Relations

- To foster academic growth and personal self-esteem, to increase the probability that parents will compliment and express pride in their children's accomplishments, to create and improve relationships with students and parents
- Resources:
 - <http://www.edutopia.org/blog/power-positive-phone-call-home-elena-aguilar>
- Targets
 - Demographics: ED, SWD, ELL
 - Achievement: all areas by increasing communication, gaining parents for support, creating relationships with parents
 - Process: Increase communication/2 way communication
 - Perceptions: Staff, students, parents




College Programs (Relevance)

Strand II-Leadership for Learning

- The power of the College Programs is to provide resources and support to help high school students plan for and navigate the path to college. It is a whole school intervention or initiative to promote a college going culture (high expectations) where students actually believe they can go to college.
- Resources:
 - <http://www.collegeambition.org/>
 - College Access Network (MICan)
- Targets:
 - Demographics: ED, SWD, ELL,
 - Achievement: all by creating a culture of expectation and giving them a reason to work
 - Process: Engagement, relationships, relevance
 - Perceptions: Staff, students, parents




Improve Fluency and Accuracy (Relevance/Rigor) Strand I-Teaching for Learning

- To improve fluency and accuracy will increase comprehension! The universal currency for everyone is language. Having vocabulary and being able to use it to survive is what will open the doors to success.
- Resources:
 - Dibels
 - "I've Dibel'd, Now What"
 - Fluency activity
- Targets: All

Systemic Intervention Practices (Rigor/Relevance/Relationships)



Strand I-Teaching for Learning Strand II-Leadership for Learning Strand III-Professional Learning



Central Montcalm Public Schools
Lesson Plan Template

Teacher: _____ Week of: _____

What is it we expect students to learn? (Learning Targets)	
How will we know when they have learned it? (Instruction and Assessment Plan)	
How will we respond when students do not learn? (Interventions)	
How will we respond when students already know it? (Differentiation)	



Central Montcalm Public Schools
RTI Plan

Teacher: _____ Department: _____ Date: _____

About which students do we have concerns? In What areas do we have concerns? a. Academic b. Academic Behaviors c. Social Behaviors What are the reasons for being in RTI? How do we monitor and assess the student's needs? How do we respond to the interventions and interventions we have been providing?	
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**Expect Best Practices
(Rigor/Relevance/Relationships)
Strands I, II, III, IV**

Domain 1 -Preparation	<ol style="list-style-type: none"> 1. Is the lesson plan used & used correctly? (4) ★★★★★ 2. Is the RTI form used & tied back to the lesson plan? (2) ★★ 3. Tier 1 strategies are identified in the plan. (Academic or Behavior) (2) ★ 4. What differentiation strategies have been planned? (1) ★★
Domain 2 -Learning Environment	<ol style="list-style-type: none"> 1. Positive culture/conversation. (2) ★★ 2. Appropriate classroom procedures. (1) ★ 3. High expectations for learning. (no zeros, mandatory re-dos, etc...) (1) ★★ 4. Appropriate feedback to negative behaviors? (1) ★★ 5. Classroom setup (1) ★
Domain 3 -Instruction	<ol style="list-style-type: none"> 1. "I Cans" posted & discussed. (1) ★★ 2. Appropriate activity or assignment. (2) ★ 3. Use of best practices from Tier 1. (2) ★★ 4. Appropriate level questioning and engagement for the standard. (2) ★★ 5. Giving feedback & monitoring students. (5) ★★★★★
Domain 4 -Professional Responsibility	<ol style="list-style-type: none"> 1. Actively engaged in PI C/Staff meetings. (4) ★★★★★ 2. Committed to S.I. process and active role in data collecting, researching strategies, & implementation of plan. (2) ★ 3. Communicate with families frequently & with professionalism. (1) ★★ 4. Maintain evidence of student learning. (1) ★ 5. Maintain evidence of professional goals. (1) (State Law)
Domain 5 -Results!	<ol style="list-style-type: none"> 1. 10% Reading MEAP/VME 2. 10% Math MEAP/VME 3. 2.5% Reading local (SB) 4. 2.5% Math local

★ =??? ★ =Marzano ★ =Payne ★ =Hattie

**High Leverage Practices
(Rigor/Relevance/Relationships)
Strand I, II, III, and IV**

- Effective and sustainable
- Ideas: Master schedule, common assessment schedule, collaboration team, change the focus of staff meetings
- Targets: everyone!

Ineffective - Unsustainable	Ineffective-Sustainable
Effective-Unsustainable	Effective-Sustainable

2. Teach Honest Evaluation Practices

Where are we?

- Achievement
- Process
- Perception
- Demographics

How are we?

- Adult centered/student centered
- Culture

Where do we go from here?

- Mission/Vision
- Academic/Behavior supports
- Professional Development
- Multi-Tiered System of Support
- Systemic Process (Lesson Plan Template/RTI)

Learn About Poverty to Understand it

