



2018-2019 Professional Development (PD) Roadmap

Ambitious Instruction

The MPS plan for Ambitious Instruction creates an intentional focus on curricula alignment beginning in early childhood and continuing throughout high school. This continuum of high quality instructional programs and practices is designed to strengthen core instruction and build a strong foundation across content areas with a keen focus on mastery of reading, writing, and mathematical skills. Our endeavor is to ensure that every student receives what s/he needs to perform at mastery levels in every grade and graduate on time, prepared to successfully transition into postsecondary college and career options.

Teachers will use rigorous K-12 instructional materials, engaging strategies, and a variety of evidence-based resources to ensure student success. All schools will receive the supports, professional development, and resources needed to monitor students' progress and meet the needs of all learners.

Teachers will provide interactive and engaging instruction based on the needs of every individual student. Ambitious instruction will reflect the critical attributes of the Danielson Framework, resulting in increased student achievement, ownership, and shared accountability which reflects the varied identities of our students.

District Institutes and School-Based PD				
Month	Focus	Description	Metrics	Evidence/Outcomes
August/ September	Ambitious Instruction Overview	In this informational session, instructional leaders will learn the plan for Ambitious Instruction with an intentional focus on curricula alignment to strengthen core instruction in reading, writing, and mathematics. Leaders will develop a deeper understanding of the district's vision around skills and strategies, resources and activities to build a strong foundation in the content areas.	<ul style="list-style-type: none"> ➤ Post- PD Survey ➤ School Improvement Plan Data 	<ul style="list-style-type: none"> ➤ The instructional leaders can articulate the Ambitious Instruction plan and strategies to provide support at the school level ➤ The leader and teachers are aware of the resources available to support ambitious

District Institutes and School-Based PD

Month	Focus	Description	Metrics	Evidence/Outcomes
October	Building a Culture of Reading, Writing and Math: Standards	In this informational session, instructional leaders will learn how to bring to life the academic standards and provide teachers with the tools to ensure that differentiated learning opportunities are being utilized to meet the needs of all learners. In addition, leaders will be able to develop a positive culture that provides motivating and engaging experiences, ensuring high expectations and access that honors the cultural and linguistic diversity students bring to the classroom.	<ul style="list-style-type: none"> ➤ Learning Walkthroughs using the Danielson's Framework Components 2b and 3c ➤ Post-PD Survey Results ➤ Instructional Rounds 	<p style="text-align: center;">instruction</p> <ul style="list-style-type: none"> ➤ The instructional leader will ensure that rigorous instructional materials are being utilized throughout the school ➤ The teachers will align instruction to reading, writing, and math standards ➤ The instructional leader and teachers will develop responsible and autonomous learners
November	Effective Student Engagement in Reading, Writing and Math	In this informational session, instructional leaders will be introduced to the Model for Engagement. The facilitators will provide an overview of engagement and its multi-dimensionality. By the end of this session, instructional leaders will be able to understand:	<ul style="list-style-type: none"> ➤ Learning Walkthroughs using the Danielson's Framework Components 3a, 3b and 3c ➤ Post-PD Survey Results ➤ State of the School 	<ul style="list-style-type: none"> ➤ The instructional leader will ensure that engagement strategies are being utilized throughout the school

District Institutes and School-Based PD

Month	Focus	Description	Metrics	Evidence/Outcomes
		<ul style="list-style-type: none"> ➤ The alignment of core academic practices and the three engagement components ➤ Connecting high cognitive tasks (i.e., Depth of Knowledge) to the students' investment in learning and connecting to larger world context/relevance to their lives to promote productive struggle (<i>Cognitive Engagement</i>) ➤ Discourse and effective feedback to students to promote engagement across disciplines (<i>Behavioral Engagement and Cognitive Engagement</i>) ➤ Promoting Self Efficacy through metacognition, goal setting and self-assessment/reflection (<i>Affective Engagement</i>) 	Address (SOSA)	<ul style="list-style-type: none"> ➤ The instructional leader will provide teachers with descriptive feedback on utilization of engagement strategies ➤ The teachers will allow for student discourse
December	Creating a Culture and Conditions for Instructional Technology in	In this informational session, instructional leaders will develop a deeper understanding of how instructional technology can	<ul style="list-style-type: none"> ➤ Learning Walkthroughs using the Danielson's Framework 	<ul style="list-style-type: none"> ➤ The teachers will implement interventions with fidelity

District Institutes and School-Based PD

Month	Focus	Description	Metrics	Evidence/Outcomes
	Improving Student Outcomes in Reading, Writing, and Math	inform intervention decision-making when the process is implemented with fidelity. The ultimate goal is, participants will leave with a thorough understanding of how to take full advantage of instructional technology to transform learning and ensure that differentiated learning opportunities are being utilized throughout the school.	<ul style="list-style-type: none"> Components 2b, 2c and 3d ➤ Post-PD Survey Results ➤ Instructional Rounds ➤ State of the School Address (SOSA) ➤ Progress Monitoring Data 	<ul style="list-style-type: none"> ➤ The instructional leader will monitor interventions and support teachers through implementation ➤ The instructional leader will have a process in place for teachers to use intervention data and reports to make informed instructional decisions.
January	Data-Driven Decision Making in Reading, Writing, and Math: Balanced System of Assessments	In this informational session, instructional leaders will understand the purpose of a balanced assessment system and its importance in providing information about student achievement through the use of multiple data points. A balanced assessment system includes a continuum of strategies and assessment tools designed to ensure that differentiated learning opportunities are being utilized to meet defined needs of	<ul style="list-style-type: none"> ➤ Learning Walkthroughs using the Danielson's Framework Components 3c and 3d ➤ Post-PD Survey Results ➤ State of the School Address (SOSA) 	<ul style="list-style-type: none"> ➤ The instructional leader will ensure the use of formative assessment schoolwide ➤ The teacher will use formative assessment to inform instruction and drawing on students' responses and

District Institutes and School-Based PD

Month	Focus	Description	Metrics	Evidence/Outcomes
		<p>learners. The leaders will be able to understand:</p> <ul style="list-style-type: none"> ➤ Characteristics of formative, benchmark, and summative assessments (Assessment FOR Learning vs. Assessment OF Learning) ➤ How teachers collect and analyze formative assessment data to monitor student performance using content standard indicators on a daily basis ➤ Authenticating and humanizing the data to inform teaching and learning ➤ Depth of Knowledge and aligned tasks (across content areas) ➤ Descriptive feedback through a multilingual mindset by analyzing student work ➤ Standards-based grading 		<p>ability to explain concepts.</p> <ul style="list-style-type: none"> ➤ The instructional leader will provide descriptive feedback on progress and areas of improvement
February	Content Area Literacy : Using Academic and Discipline Specific Vocabulary	In this informational session, instructional leaders will develop a deeper understanding of how academic vocabulary plays a	<ul style="list-style-type: none"> ➤ Learning Walkthroughs using the Danielson’s Framework 	<ul style="list-style-type: none"> ➤ The instructional leader will monitor and support

District Institutes and School-Based PD

Month	Focus	Description	Metrics	Evidence/Outcomes
		pivotal role in the success of developing proficient readers. The tiers of academic vocabulary will be examined and methods for selecting vocabulary will be demonstrated in Reading, Writing, and Math.	<p>Components 3c and 3d</p> <ul style="list-style-type: none"> ➤ Post-PD Survey Results 	<p>vocabulary instruction</p> <ul style="list-style-type: none"> ➤ The teachers will explicitly teach academic vocabulary ➤ Students will demonstrate evidence of the use of academic vocabulary
March	Effective Ways to Increase Academic Performance on District, State, National/Global Assessments: Reading, Writing, and Math	<p>In this informational session, instructional leaders will have a working knowledge of effective instructional strategies and understand the differentiated needs of their students and teachers. Leaders will be able to:</p> <ul style="list-style-type: none"> ➤ Engage staff in analyzing state assessment data to determine whether there were any gaps ➤ Evaluate school processes to ensure that teachers understand the goals and have aligned their instruction and assessments to those standards they are responsible for teaching 	<ul style="list-style-type: none"> ➤ Learning Walkthroughs using the Danielson's Framework Components 2b, 3c, and 3d ➤ Post-PD Survey Results ➤ Instructional Rounds 	<ul style="list-style-type: none"> ➤ The instructional leader will have a system in place for using state assessment data to guide instructional decision-making and curriculum planning ➤ The teachers are teaching test-taking strategies, and proctoring with integrity

District Institutes and School-Based PD

Month	Focus	Description	Metrics	Evidence/Outcomes
April	Maximize Learning for All Students Across Content Areas: Reading, Writing, and Math	<p>In this informational session, instructional leaders will have the opportunity to explore ways in which they can support teachers in maximizing the learning of all students. The participants will be able to:</p> <ul style="list-style-type: none"> ➤ Consistently emphasize the importance of high-quality instruction as the starting point for meaningful differentiation ➤ Ensure the transfer of knowledge, understanding, and skills from professional development to the classroom ➤ Support teachers in creating opportunities that respond to the unique needs of all learners 	<ul style="list-style-type: none"> ➤ Learning Walkthroughs using the Danielson’s Framework Components 3a and 3c ➤ Post-PD Survey Results ➤ State of the School Address (SOSA) 	<ul style="list-style-type: none"> ➤ The instructional leader will ensure that differentiated learning opportunities are being utilized throughout the school ➤ The instructional leader will provide teachers with descriptive feedback on utilization of differentiation strategies ➤ The teachers will use strategies to maximize learning
May/June	Reflection: School Improvement Process	<p>In this informational session, instructional leaders will have the opportunity to analyze the impact of their school’s Theory of Action and determine next steps for 2019-2020 based on academic data results. The instructional leaders will be able to:</p>	<ul style="list-style-type: none"> ➤ Analyze impact of Theory of Action ➤ Analyze/Interpret end of the year schoolwide data ➤ Post-PD Survey Results ➤ State of the School 	<ul style="list-style-type: none"> ➤ The instructional leader will use data to determine the impact of school focus and possible areas of improvement

District Institutes and School-Based PD

Month	Focus	Description	Metrics	Evidence/Outcomes
		<ul style="list-style-type: none"> ➤ Collaborate with the school's Learning Team on the SIP ➤ Humanize the data to make informed decisions on curriculum planning ➤ Establish next steps based on student achievement data 	Address (SOSA) consultancy protocol	

***The Focus, Description, Metrics, and Outcomes listed are applicable to all district Institutes including the PLI, Instructional Rounds, Collaborative Time, and the AP/Sped Supervisors Institutes. Each institute will include a deeper dive into content related to the role-specific function of each position. Monthly WIN Sessions will focus more specifically on skills, strategies, culturally responsive practices, standard-based gradebook and educator effectiveness.**

Reading

Goal: To prepare all students to read at grade level.

Reading Vision: Create a culture for reading and a community of readers to ensure high-quality reading practices happen every day in each classroom.

Essential Skills: WI standards and CCSS for reading that include:

- **Decoding** (explicit, systematic instruction based on developmental sequence, systematic word study, and interactive read aloud)
- **Vocabulary Acquisition and Use** (direct, explicit instruction of words in context, teaching specific context clues, directly teaching word learning strategies, and connecting new concepts/meanings to prior knowledge)
- **Comprehension** (scaffolding and building knowledge, building oracy (discourse)/language experience approach, **access** to culturally and linguistically diverse literature and informational text, physical/active response to text, and reading aloud)
- **Fluency** (speed, accuracy, and prosody/expression for literature and informational text)

Effective Strategies:

- High quality instructional practices aligned to standards, rigor, and the essential components of reading
- Utilize formative, interim, and summative assessment and feedback to increase student understanding, engagement, and achievement

Professional Development will focus on differentiated, tiered support for the identified skills and strategies and

Writing

Goal: To prepare all students for authentic writing opportunities across disciplines.

Writing Vision: Create a culture for writing that promotes communities of culturally and linguistically diverse writers.

Essential Skills: WI standards, CCSS and content standards for writing with a specific focus on:

- Applying the **writing process**: planning, drafting, editing, revising
- Supporting writing with **evidence** from multiple perspectives
- Writing for a range of tasks (rhetorical, analysis, argumentative, informative, and narrative), purposes, and audiences
- Using academic and discipline-specific vocabulary
- **Building writing stamina**
- Summarizing, note-taking, paraphrasing

Effective Strategies:

- Provide explicit instruction that uses a process approach to writing
- Plan for repeated practice and scaffolded support
- Provide students with ongoing, timely, descriptive feedback through conferencing
- Utilized formative, interim, and summative assessment and feedback to increase student understanding, engagement, and achievement
- Continue to implement the Essential 6 Framework for Literacy for writing in content areas

Professional Development will focus on differentiated tiered support for the identified skills and strategies and will be aligned with the SIP

Math

Goal: To prepare all students starting in kindergarten for success in algebra.

Math Vision: Create a culture that maximizes learning of mathematics with high-quality instruction to ensure mathematical proficiency for every student.

Essential Skills:

- WI Standards for Mathematics with a specific focus on:
 - Operations and algebraic thinking/expressions & equations/functions/algebra
 - Geometry
 - Measurement & data/statistics & probability
- Standards for Mathematical Practice with a specific focus on:
 - #1: Make sense of problems and persevere in solving them
 - #2: Construct viable arguments and critique the reasoning of others
 - #5: Use appropriate tool strategically
 - #6: Attend to precision

Effective Strategies:

- Use high quality instructional resources aligned to the WI Academic Standards to plan and implement effective, engaging mathematics instruction
- Utilize formative, interim, and summative assessments and feedback to increase student understanding and raise student achievement
- Emphasize math vocabulary and student discourse within the context of math instruction

Professional Development will focus on differentiated tiered support for the identified skills and strategies and will be aligned