

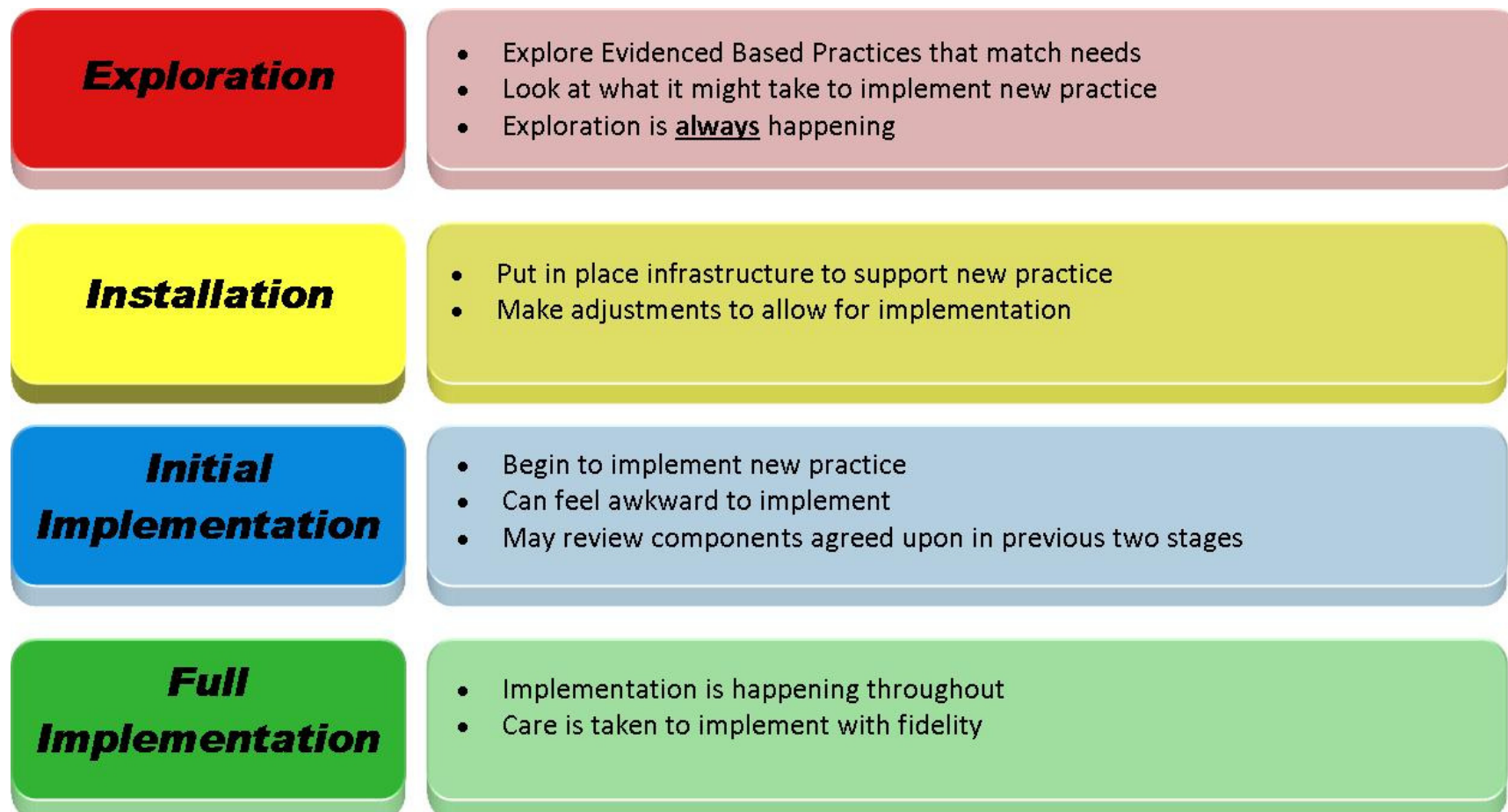
# East Maine District 63 Professional Development Plan

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## Stages of Implementation

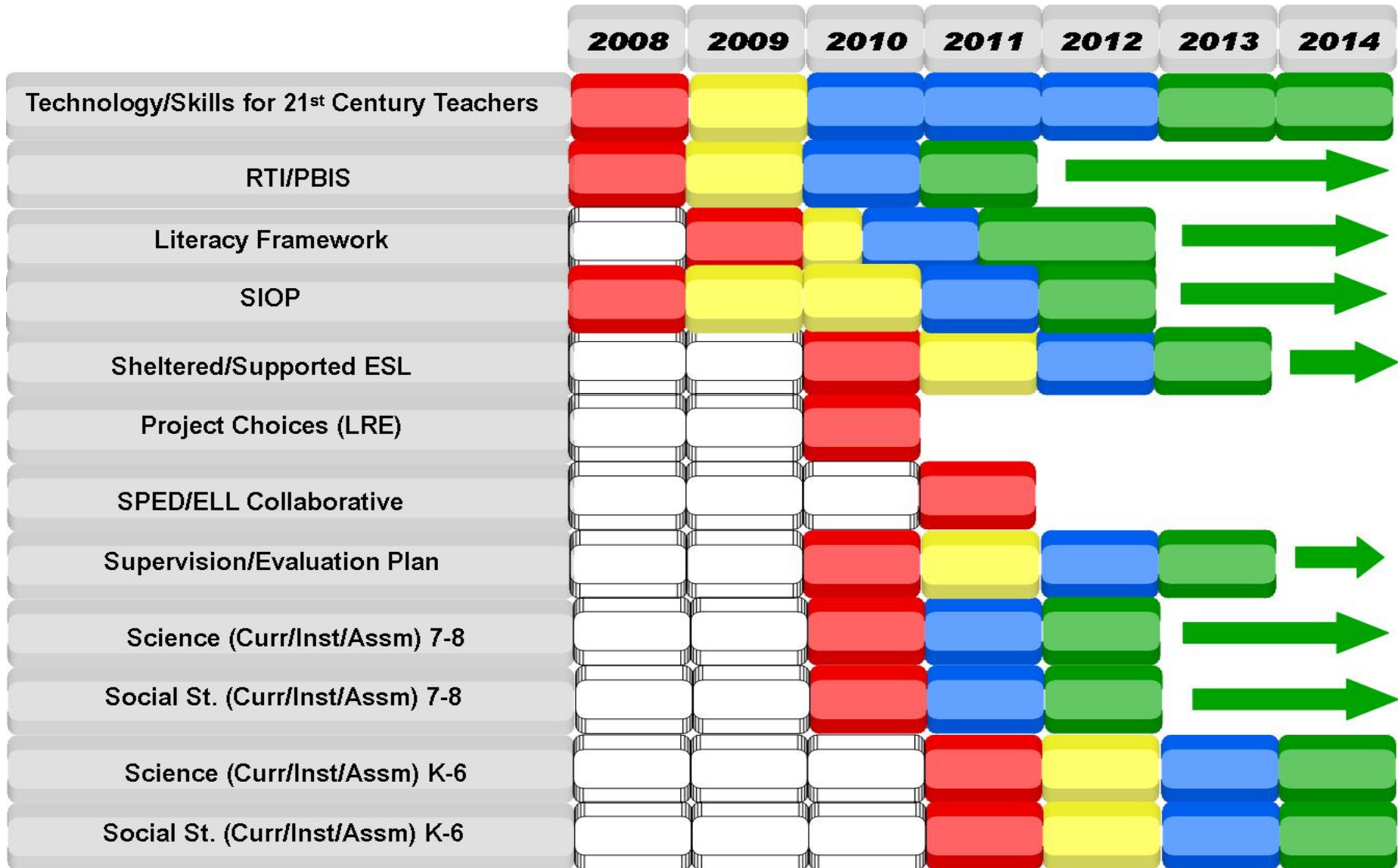
The chart below provides information on Phases of Implementation.

It is our belief that initiatives are multi-year processes that must be continually monitored and may change over time based on the needs of the primary stakeholders in the process.



Below are the current initiatives in District 63 and their phase of implementation. In order to present the beginning stages of some initiatives, the chart begins in 2008, and projects a 5-year plan beginning in 2010.

Following this chart are the indicators of full implementation for RTI and Literacy Framework. As we continue work on each initiative, we will seek input from principals and teachers on the indicators of full implementation.



# Initiative Descriptions

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## **Technology/Skills for 21<sup>st</sup> Century Teachers**

Collaboration, critical thinking, and creativity are at the core of 21st Century skills for both teachers and students. Skills for 21<sup>st</sup> Century Teachers' professional development is focused on (1) the integration of National Educational Technology Standards (NETS) across all curriculum areas, and (2) the infusion of 21<sup>st</sup> century digital age tools, such as interactive whiteboards, student response systems, and document cameras, that promote student learning beyond the classroom walls.

Both teachers and students must be continual learners in a fast-paced 21<sup>st</sup> Century world. Teachers must be prepared to teach and learn in new, connected ways to meet the diversity of learning styles of their 'digital native' students.

Teachers participate in a variety of professional development opportunities through participation in tech grants, summer tech camps, Institute Days, after-school tech classes, online classes, and support from the District tech integration specialist in their classrooms. Financial constraints affect the rate of installation of 21<sup>st</sup> Century transformative teaching tools such as interactive white boards, student response systems, laptops, and document cameras.

## **Response to Instruction (Rtl)**

Response to Intervention (Rtl), a federally funded program that is defined by the National Center on Response to Intervention as a three-tiered approach to the early identification and support of students with academic and behavior needs. According to the National Center, Rtl is designed for use when making decisions in both general education and special education in order to create a well-integrated system of instruction and intervention guided by the needs of the child.

Within District 63, our approach to Rtl is termed Response to Instruction. Through Response to Instruction (Rtl) we use assessments and data to make instructional and curricular decisions that meet the needs of each child. Rtl enables teachers to monitor student achievement and make data-driven decisions to provide specific interventions, based on student need. The goal is to improve academic outcomes for our students.

## **Positive Behavior Interventions and Support (PBIS)**

Positive Behavior Interventions and Support (PBIS), is also a three-tiered approach for identification and problem solving behaviors that can impact student learning. Within PBIS students are expected to be responsible for their own actions in spite of the actions of others. It includes a set of proactive and preventative behaviors that are taught to all the students. Regular opportunities to celebrate group and individual success are planned. The goal is to teach children replacement behaviors, so all children can work in a school that is safe, free from distraction, and allows all them to maximize their learning potential.

## **Literacy Framework**

Best practices in reading and language arts within District 63 begin with establishing continuity for teaching and learning across all district schools. Evidence of best practices include teacher modeling, integration across curricular content areas using nonfiction, focusing on all components of literacy (word study, comprehension, fluency, and writing), and teaching and working with the appropriate level of challenge through differentiation. Aligning curriculum, instruction, and assessment is essential for all students' success, provides consistency for all stakeholders, and allows for learning goals to be met.

Using standards to drive and guide instruction provides consistency and equity towards determining learning goals and assessments. In addition, this sets the purpose of instruction.

All children can reach high levels of achievement if there is a balance between the two components of a successful classroom. First, it is essential to maintain clearly defined and rigorous curricular expectations, aligned to standards and addressed through the use of differentiation and scaffolding. Second, the social and emotional aspects of learning must be addressed and include positive reinforcement, student choice, and a link to the home. Within a Comprehensive Literacy Framework, the primary purpose of teaching and learning is MEANING. However, meaning is found in the dynamic interaction of all four components: Comprehension, Word Study, Fluency, and Writing. In a Comprehensive Literacy Framework, word study, comprehension, fluency, and writing occur interactively. They are supported by the alignment of curriculum, instruction, and assessment. If any one of these is not aligned, the framework is less stable.

## **Sheltered Instruction Observation Protocol (SIOP<sup>®</sup>)**

The SIOP<sup>®</sup> model is a framework for organizing instruction with required features for each lesson so that teachers can accommodate the distinct second language development needs of the students. It offers many features recommended for high-quality instruction for all students. The Sheltered Instruction Observation Protocol (SIOP<sup>®</sup>) model was developed to provide teachers with a well articulated, practical model for sheltering instruction for English Language Learners. The SIOP<sup>®</sup> model is based on the current knowledge and research-based practices for promoting learning with all students, especially English Language Learners. It is not another “add – on” program, but rather a framework that teachers can use for collaboration among grade level teams to organize and plan strategies, methods, and techniques that will support ELLs in the classroom. In addition, this model is also effective for all learners, by increasing their vocabularies and further developing their language skills.

## **Sheltered/Supported ESL**

Sheltered Instruction is a means for making grade-level academic content (e.g., science, social studies, math) more accessible for English language learners while at the same time providing explicit English language development and support throughout the school day. It is the practice of highlighting key language features and incorporating strategies that make content comprehensible to students. Sheltered Instruction classrooms extend the time students have for getting language support services while giving them a jump start on the content subjects they need for grade promotion or graduation. Sheltered Instruction classrooms are made up of only students identified as English Language Learners (ELLs). Teachers of Sheltered Instruction classrooms must be ESL certified and have been through SIOP training. ESL Supported classrooms are made up of 60% ELLs

and 40% Non-ELLs. The Non-ELLs may be students who have recently exited the ESL program or the Bilingual Spanish program. Teachers in the ESL Supported Classrooms must be ESL certified and have been through SIOP training. The purpose of the ESL Supported classrooms is the same as the Sheltered Instruction classrooms, and the general education students' benefit from sheltered instructional strategies because they are researched based techniques that are proven to be good for all students. The number of indentified ELLs decreases in the intermediate grade levels and the ESL Supported classrooms are an option that we can use to continue to support the students using sheltered instruction throughout the school day.

### **Project Choices**

Project Choices is a Least Restrictive Environment (LRE) initiative of the Illinois State Board of Education and a partner in the Illinois Statewide Technical Assistance Center. The mission of Project Choices is to "assist districts and communities in developing and expanding inclusive options for children and youth with disabilities". Our goal is to identify, though a review of the data, our district and building strengths and needs so that we can build a sustainable system that will lead to higher achievement outcomes for all of our students, including those with disabilities. This support will be provided through a coaching model, based on the research that only a coaching model of support results in classroom application of knowledge and skills.

### **SPED/ELL Collaboration**

This initiative will provide facilitated conversations among Special Education teachers, English Language Learner (ELL) teachers, and Speech and Language Therapists. The purpose is to develop local guidelines and procedures for identifying the instructional and assessment needs of ELL students with disabilities.

### **Supervision/Evaluation Plan**

A revision to the teacher evaluation plan is necessary in order to meet new legal requirements. All school districts are required to incorporate student performance as a factor in teacher and principal evaluations by 2015-2016. The law also requires 4 rating categories (excellent, proficient, needs improvement, and unsatisfactory) for teachers by September 1, 2012. There are other requirements regarding remediation periods and qualifications for evaluators. A group of 16 teachers and administrators is learning from and with other school districts across the state in order to develop a plan that will reflect current best practices and will meet the requirements of the new law.

### **Science (Curriculum/Instruction/Assessment) Grades 7-8**

The current science curriculum is benchmarks based on the Illinois Learning Standards for Science. Instruction is provided through science kits purchased through an external provider. Junior High teachers have concerns about the value of the science kits, both in terms of the quality of the materials that are sent as well as the text based support materials. Given our ELL population, there is a strong need for multiple texts and differentiation. Additionally, a set of Common Core Standards for Science is anticipated in 2012. The science department at Gemini Junior High will analyze the alignment of the current curriculum, instruction, and assessment to determine changes and modifications that are needed. The goal is to develop a high quality science department with curriculum, instruction, and assessment that is challenging and meets the need of all students.

### **Social Studies (Curriculum/Instruction/Assessment) Grades 7-8**

The current social studies curriculum is benchmarks based on the Illinois Learning Standards for Social Science. Instructional materials consist of a textbook with a copyright date of 2005. Given our ELL population, the use of a single textbook does not support differentiation. The social studies department at Gemini Junior High will analyze the alignment of the current curriculum, instruction, and assessment to determine changes and modifications that are needed. The goal is to develop high quality curriculum, instruction, and assessment that is challenging and meets the need of all students.

### **Science (Curriculum/Instruction/Assessment) Grades K-6**

The current science curriculum is benchmarks based on the Illinois Learning Standards for Science. Instruction is provided through science kits purchased through an external provider. Elementary teachers have concerns about the value of the science kits, both in terms of the quality of the materials that are sent as well as the text based support materials. Given our ELL population, there is a strong need for multiple texts and differentiation. Additionally, a set of Common Core Standards for Science is anticipated in 2012. A team of elementary teachers will analyze the alignment of the current curriculum, instruction, and assessment to determine changes and modifications that are needed. They will also build on the work done in the previous year by the Science department at the junior high. The goal is to develop a high quality K-8 science program in which the curriculum, instruction, and assessment is challenging and meets the need of all students.

### **Social Studies (Curriculum/Instruction/Assessment) Grades K-6**

The current social studies curriculum is benchmarks based on the Illinois Learning Standards for Social Science. Instructional materials consist of a single textbook, in grades 3-5, and resource materials for grades K-2. These materials do not allow for the level of differentiation needed for our current school population. A team of elementary teachers will analyze the alignment of the current curriculum, instruction, and assessment to determine changes and modifications that are needed. They will build on the work completed by the junior high teachers in the previous year. The goal is to develop high quality curriculum, instruction, and assessment that is challenging and meets the need of all students.

## ***What Does Full Implementation Look Like For:***

### **Technology/Skills for 21<sup>st</sup> Century Teachers**

- Teachers regularly use digital tools to collaborate and communicate with each other, parents, and members of the global learning community.
- Staff has opportunities to have dedicated time to learn about emerging technologies and reflect upon its impact on teaching and learning.
- Technology initiatives focus on student centered learning and student engagement.
- Classrooms are equipped with an interactive whiteboard, laptop(s), document camera, and student response systems to facilitate digital age learning beyond the classroom walls.
- Students have robust access to learning resources and collaborative digital tools through continued support of a reliable infrastructure.

### **Literacy Framework**

- All components used consistently
- Instruction is driven by benchmarks rather than teaching resources
- ELL/Bilingual/SPED teachers all use framework to align with general education classroom
- Components are integrated in a meaningful way

### **SIOP**

- All teachers are trained in the Sheltered Instruction Observation Protocol (SIOP)
- All teachers who are new to the district receive SIOP training in conjunction with their Teacher Induction Program
- Sheltered Instruction Observation Protocol (SIOP) is standardized as the instructional planning form across the district
- SIOP is in use across the curriculum in general education classrooms (K-6) and in all content courses (English/Language Arts, Math, Science, Social Studies)

## ***What Does Full Implementation Look Like For:***

### **RTI (Response to Instruction)**

- Principals have better defined integrity checks
- Staff have knowledge to identify appropriate instructional interventions based on student needs
- Staff feels confident to meet the needs of students
- Core Curriculum meeting the needs of 80% of our students
- Process is consistent across all buildings
  - Teams administer benchmarks
  - Use data to determine student need
  - Choose and implement instruction to meet student need
  - Review data to monitor progress
  - Adjust as needed

### **PBIS (Positive Behavior Interventions and Support)**

#### Tier 1:

- Each building has defined universal expectations and these expectations are taught systematically and with fidelity to all students throughout the year.
- Building celebrations are implemented and families participated
- Decision rules are established to determine when students need secondary or tertiary support

#### Tier 2:

- T2 tracking forms are used for student with simple function based intervention plans
- Multiple data sources are used to monitor student progress
- Data reflects that students are using replacement behaviors
- Progress monitoring data indicates that 70% of students receiving simple function-based interventions are experiencing success

#### Tier 3:

- Community resource representatives are accessed to support wraparound plans as needed.
- Individual support plans with data in place for approximately 1-3% of students
- Multiple data sources are used to monitor student progress