Planning Professional Development for All Teachers Responsive to the Needs of ELLs

Under the Amended CR Part 154 Regulations

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Purpose: To assist participants to develop a school specific professional development plan for ELLs

Takeaways: Participants will
- understand why CR PT 154 was amended
- learn how to assess and analyze teacher professional development needs
- draft a school specific professional development plan
<table>
<thead>
<tr>
<th></th>
<th>Agenda</th>
<th>Time</th>
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<tbody>
<tr>
<td>1</td>
<td>Welcome /Introductions/Agenda/Objectives</td>
<td>9:30 – 9:40 am</td>
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<tr>
<td>2</td>
<td>Why has CR PT 154 been amended?</td>
<td>9:40 – 10:20 am</td>
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<td>Warm-up activity</td>
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<td>What are the CR PT 154 changes in the area of professional development?</td>
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<td>Why?</td>
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<td>3</td>
<td>The link between a mutual professional relationship and promoting equity and excellence</td>
<td>10:20 – 10:55 am</td>
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<td>Assessing and analyzing teacher professional development needs</td>
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<td>4</td>
<td>Developing a differentiated, coherent professional development plan</td>
<td>10:55 – 11:30 am</td>
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<td>5</td>
<td>Work Session- Drafting a school specific PD plan</td>
<td>11:30 – 12:15 pm</td>
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<td>6</td>
<td>Reflection/Evaluation</td>
<td>12:15 – 12:30 pm</td>
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CR PART 154: What has changed?

- ELL Identification
- Parent Notification
- Retention of Records
- Program Placement & Requirements
- Exit Criteria & Support for Former ELLs
- School District Planning & Reporting
- Professional Development & Teacher Certification

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PARTNER / GROUP ACTIVITY

“Congress: Bilingualism Is Not a Handicap”
By Claude Goldenberg, Education Week July 14, 2015

Letter to the Field
By Angelica Infante-Green, Associate Commissioner
for Bilingual Education and World Languages
INDIVIDUALLY: Read news article and Blueprint for ELLs Success document.

PARTNER: Share and respond
- What stance has Arizona, California, and Massachusetts taken regarding the provision of Bilingual Education for English learners? Why?
- What stance has the Associate Commissioner for Bilingual Education and World Languages in New York taken? Why?
- Our goal as per the CCLSSs, is to graduate students that are college and career ready. What stance do you think will ultimately meet our goal?
  - What is your take-away from these readings?

GROUP: Large group sharing
Developing a Professional Learning Community that is Responsive to the Needs of English Language Learners

Schools are creative, generative, and responsive. Their leader’s work is to cultivate learning at every turn, starting with their own. –Donaldson (2008, p. 15

INDIVIDUALLY: Read article pages 63-64

PARTNER: Share and respond

• What kind of relationships are necessary amongst all members in a school to grow a professional learning community?
• How does providing differentiated instruction for ELLs by dedicated educators that have “confianza”, strengthen positive expectations while also promoting the goals of equity and excellence?

GROUP: Large group sharing
Assessing and Analyzing Teacher Professional Development Needs

Data to consider: Refer to Figure 4.2-pg. 67

1. Classroom Observations
2. Course Enrollment Audit
3. Class Schedule, and Class observations
4. Discussions during faculty, department or grade-level meetings
5. Long-term achievement data for ELLs
6. Teacher Needs Assessment Survey – (Provide exemplars)
INDIVIDUALLY: Read questions on page 67, 2nd column and reflect about the needs of your teachers in your school.

PARTNER: Engage in a discussion with your partner and complete the third column of the hand-out provided to you.

GROUP: Large group sharing
PARTNER: Use the “Think and Jot” form to discuss the following question:
  ◦ What are (10) things teachers want when attending professional development?

GROUP: Large group sharing
1. What do we, as a school community, need to get better/smarter at, based on emerging patterns and trends? Keep in mind the following:

- Observations of teaching
- Data from student performance
- Information gathered from daily walk-throughs
- Conversations with teachers
- Responses on Teacher Needs Assessment Surveys

(You may want to answer this question thinking about each content area separately.)
2. What structures will you use to ensure study, reflection, time and opportunity for planning, classroom application and use of student work to evaluate progress?

- Weekly staff meetings
- Grade level meetings
- Inquiry team meetings
- Lunch and learns
- Learning walks
- Study groups
- Lab sites
- Inter or intra visitations
3. What will be the focus or goal of next year’s professional development plan? Describe the structure.

Think about how school-based coaches and consultants will be used to maintain coherence and ensure collaborative work toward achieving the schools shared goals and objectives? What will be your role?

What will be the role of other supervisors?
4. How will the effectiveness of the professional development offered be monitored?

For example:

1. Monthly Learning Walks
2. Monthly one to one or group meetings with teachers to discuss student work in progress
3. Weekly conversations with members of the professional development team
4. Informal visits to classrooms
5. Formal observations with written reports (Clinical Supervision Cycles)
6. Participation in all Professional Development sessions and staff development debriefing sessions (Principal and other Supervisors)
7. Professional development surveys.
8. Student performance and progress (work products, projects and assessments)
10. Quality or Peer Review
11. Reflection and discussion with members of the PD and RTI Team
Professional Development Templates

1. Sample Professional Development Action Plan
2. School Professional Development Plan
3. Individual Teacher PD Action Plan

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1. Refer to hand-out entitled “Developing a Professional Development Plan”

2. Refer to PD templates

- **GROUP OR PARTNER:**
  - Discuss the questions with your group or partner.
  - Record your thoughts after discussion
  - Based on your school goal/s for the school year; review your notes and highlight the areas of priority based on your focus area.
  - Use one of the PD templates to draft an action plan for the coming school year.

- **GROUP: Large group sharing**
Reflections and Next Steps

What next steps will you take to:

- Grow a professional learning community that is responsive to the needs of ELLs

- Complete and implement a differentiated professional development plan that will support teachers to deliver effective instruction

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OPINIONS/FINAL THOUGHTS

Please complete Feedback Survey. Thank you.