

Maryland Teacher Professional Development Planning Form

The planning form is available at www.marylandpublicschools.org and click on Maryland Teacher

Planning Prompts Only

Cover Page

Title of the activity or program: Greensboro Elementary Staff development – 2010-2011

Beginning and end dates:

August 25, 2010-June 10, 2011

Estimated costs (as they appear in the budget included in Section of the plan)

Direct costs: \$3581.75

In-Kind Costs:

Total Costs: \$3581.75

Budget source of code (for Direct Costs only) Title 11

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Members of the planning team (list with contact information):

Keri Hutchins, Principal

Jeff Reed, GES Assistant Principal

Renee Canrochan-Reading Resource Teacher

Dawn Swann, Rebecca Hughes- Math Resource Teachers

Kelly Hayes, Vicki VanSciver, Alicia Raburn – ELL Teachers

Lydia Ayer-ELL Parent Service Provider

**** All members can be reached at: 410-482-6251**

Section 1: Need

Briefly describe (1) the student learning needs that were identified, (2) the professional knowledge and skills that teachers need to master to effectively address the student learning needs, and (3) the research base and/or evidence from successful practice that indicates that the professional knowledge and skills are appropriate. Be sure to describe the data reviewed to identify the student learning needs.

The trend in our data over the last several years indicates that approximately 30% of our ELL sub-group continues to score Basic on MSA and do not meet our county benchmarks. Based on this data in order for our ELL students to be successful they need differentiated instruction in the areas of reading and mathematics.

Teachers will know the components of Explicit Instruction and utilize the elements of best practices for working with ELL students as outlined by Hill and Flynn in Classroom Instruction that works with English Language Learners. When planning differentiated lesson Teachers will target ELL students and continuously analyze data through team meetings.

Needs Assessment Data:

MSA 2009/2010 Reading: Percent Proficient

	<u>2009</u>	<u>2010</u>
Grade 3	79.6%	89.9%
Grade 4	91.0%	86.8%
Grade 5	89.9%	87.4%

MSA Reading Trend Data: Cohort 2008 Third graders

'08 grade 3 Reading 85.4

'09 grade 4 Reading 91.2

'10 grade 5 Reading 87.3

MSA 2010 Reading	Grade 3	Grade 4	Grade 5	AMO
Subgroups				
All	89.9	86.8	87.4	81.2
Asian	N/A	N/A	N/A	81.2
African American	70.0	100.0	77.8	81.2
White	95.7	89.6	88.4	81.2
Hispanic	78.9	72.2	86.7	81.2
Special Ed.	63.6	66.7	63.6	81.2
LEP	73.3	75.0	71.4	81.2
FARMS	88.7	78.0	82.7	81.2

MSA 2010 Math: Percent Proficient

Grade 3 90.9%

Grade 4 93.4%

Grade 5 88.4%

MSA 2010 Math Trend Data: Cohort Group from 2008

'08 grade 3 Math 82.3%

'09 grade 4 Math 90.1%

'10 grade 5 Math 88.4%

MSA 2010 Math	Grade 3	Grade 4	Grade 5	AMO
Subgroups				
All	90.9	93.4	88.4	79.4
Asian	N/A	N/A	N/A	79.4
African Ameican	90.0	100.0	88.9	79.4
White	91.3	91.0	88.4	79.4
Hispanic	89.5	100.0	86.7	79.4
Special Ed.	63.6	50.0	63.6	79.4
LEP	86.7	100.0	85.7	79.4
FARMS	87.1	92.0	82.7	79.4

Section 2: Participants

Use the following matrix to indicate who will participate in the professional development.
(Check all the apply)

Grade level: ☒ PreK-2 ☒ Gr. 3-5 ☐ Gr. 6-8 ☐ Gr. 9-12

Subject area: ☐ English ☐ Math ☐ Science ☐ Social Studies

☐ Foreign Languages

☐ Fine Arts/Humanities

☒ Special Education

☐ English Language Learners

☐ Health/P.E.

☐ Career Prep

☐ Other

Which of the following are also expected to participate in the professional development?

☒ Principals/Other School Leaders ☒ Resource Teachers, Mentors, Coaches

☐ Paraprofessionals ☐ Other

Will the participants work as members of a group or team? ☒ YES ☐ NO

Estimated number of participants: 55 Estimated number of participant
groups or teams: 6

Section 3: Professional Development Outcomes and Indicators

Use this space to list the intended professional development outcomes and related indicators. There should be at least one indicator for each outcome, and the indicators should be observable and/or measurable. For each outcome and indicator(s), the plan should (1) explain how the outcome and indicator's address the need for the activity, (2) explain how the outcome and indicator(s) address school, district, or state improvement goals or priorities and (3) include an estimate of when the outcome and indicator(s) will be achieved and/or observable.

Outcome I: Teacher will demonstrate understanding of the cultural differences between ELL students/parents and their peers.

Indicator: Through a better understanding of the Hispanic culture, teachers will improve interpersonal relationships and communication with ELL students and their families.

Outcome II: Teachers will demonstrate understanding of differentiated instruction when planning lessons to meet the needs of ELL students.

Indicator : All teachers will use Classroom Instructions that works with English Language Learners to plan lessons with differentiated activities for ELL students by mid-year.

Outcome III: Teachers will analyze reading and math scores of ELL students.

Indicator: Teachers will utilize data walls to determine if ELL students are progressing toward grade level standards at the end of each quarter.

Section 4: Professional Learning Activities and Follow-Up

Use this space to describe the learning activities and follow-up that will be included in the professional development and how they are expected to result in participants achieving the intended outcomes. This section of the plan should also describe (1) the strategies to ensure full participation in all of the activities, (2) the role that school principals and other school leaders will play and how they will be prepared for this role, and (3) how the professional development is related to other professional development in which the intended participants may be involved.

MSDE ELL Consultant- Bonnie Neff

On a county wide In-service day, Bonnie Neff will provide an overview of the Hispanic culture as well as activities on how to better meet the needs of ELL students. Participants who are unable to attend will meet with a member of the instructional leadership team to receive information.

Book Study- Classroom Instruction that works with English Language Learners assignments
The instructional leadership team will preview the book and discuss strategies that will be presented to staff throughout the school year. The principal and instructional leadership team will lead groups of teachers in discussing each chapter of the book and key strategies to implement in the classroom. The book study session will be held during faculty and team meetings. Teachers who are unable to attend will receive chapters to read on their planning, questions for thought and notes that were taken during discussion.

Data Days scheduled in September and January.

Substitutes will be provided so that all teachers may attend. The Reading and Math Specialists will facilitate the data meetings and guide teachers in analyzing the data focusing on ELL students scores to determine if these students are meeting state and county standards.

Section 5: Evaluation Plan

Use this space to describe the evaluation plan, including the key evaluation questions to be addressed and plans for collecting data on each of the outcomes and indicators included that plan. Be sure to indicate who will conduct the evaluation, when the evaluation report will be completed, and who will receive the report.

Through the informal and formal observation process Principal and AP will observe teachers using selected strategies, review lesson plans, and collect work samples that demonstrate differentiated activities for ELL students.

Reading and Math Specialist will collect data walls and review progress of ELL students on county and state benchmarks.

The Principal will complete the evaluation report, and the Assistant Superintendent will receive it at the end of the year. Each member of the team that leads an in-service will be responsible for the evaluation.

Section 6: Budget

Use the template in the planning form to prepare the budget necessary to support the learning activities, follow-up and evaluation. Direct Costs are those costs for which you are requesting funding. In-Kind Costs are those which are available from other sources or which you are requesting funding. In-Kind Costs are those which are available from other sources or which may be included as part of matching requirement. Not every budget will include line items in each of the six categories and some budgets may not include In-Kind Costs. A sample budget is available at www.marylandpublicschools.org and click on Maryland Teacher Professional Development link under the Highlights section.

Budget Category		Direct Costs	In-Kind
Costs			
I.	Personnel		
	A. Staff (e.g., PD coordinator, principal, curriculum resource teacher)		
	B. Consultants (e.g., presenters, facilitators, evaluator)		
II.	Stipends/substitutes (for participants)		
	Data Day substitutes: 6 subs x 6 days	\$1,800.00	
III.	Travel		
	A. Personnel Travel		
	B. Consultant Travel		
IV.	Facilities, Equipment, Materials		
	Books – <i>Classroom Instruction that Works with English Language Learners</i>	\$1781.75	
	Handbook for teaching the Book Study		
V.	Communications		
VI.	Other Costs		
Total Costs		\$3,581.75	

Plan Summary

Use this space to provide a brief (not to exceed 200 words) description of the professional development. Note the intended outcomes of the professional development, who will participate (by grade level and subject area), and the kinds of professional learning activities that will take place.

Grades PreK-5 and the Specialists will participate in the professional development. Teachers will learn strategies that help ELL learners meet with success by participating in a yearlong book study. Teachers will effectively analyze data by utilizing Performance Matters and completing data charts and walls. Teachers will update data charts and student success plans as needed. The book study will be held during in-service days and at team meetings. An MSDE consultant, Bonnie Neff, will provide teachers with staff development twice during the year. She will address the needs of English Language Learners. At the end of the year, teachers will be able to address the diverse needs of their students.