

## Training Plan Example

### *Session Information:*

Date	Time	Title of Session
Thursday, January 15	8:10 – 11:00	Professional Learning Plan for School Year 2015 - 2016

### *Enduring Understanding:*

DoDEA will thoughtfully provide macro and micro professional learning when implementing DoDEA's College and Career Ready Standards. We will work to have the professional learning deepen content knowledge and pedagogy, occur at school as often as possible, occur over a sustained period of time, occur in collaborative teams in which members share learning goals, link teacher learning to teacher practice and student learning, provide support to transfer learning to practice, and measure success through student achievement results for students.

### *Essential Question(s):*

1. How do we build the capacity of Area, district and Instructional Leaders to operationalize the use (instruction and measurement) of the DoDEA CCR Standards for Mathematics?
2. What non-negotiable "must have information" should we include, specific information, for all Pre-K - grade 5 teachers during a full day introduction to DoDEA CCR Standards?
3. What training content should be linked between the orientation day at the end of the school year, and the two days early return at the start of the ensuing school year?
4. What do you think teachers must learn in three days (orientation + 2 days early return) to be using the DoDEA CCR Standards for Mathematics during instruction on day 1 school year 2015-2016?
5. On-going job embedded training will continue alongside the use of the DoDEA CCR standards for mathematics during SY 15-16. What do you anticipate will be needed to motivate, sustain and develop instructional practice with our teachers during this freshman year experience (4 sessions)?
6. What strategies, inspirations, models, gaps, can HQ provide/create to systematize regular intervals of teacher learning (weekly/bi-weekly) throughout the SY 15-16 to increase collaborative learning and shared understanding of the DoDEA CCR standards? Horizontal & vertical by grade levels?

**Outcomes:**

By the end of the session, participants will have...

- Debriefed *Slicing the Layers of Learning* in order to process the differences between “traditional and reform-oriented professional development.”
- Heard, and be able to articulate the key features of, the proposed Professional Learning Plan for the DoDEA CCR Standards for Mathematics over 16 months (February 2015 – June 2016).
- Provided support for at least one component, or offer a creative solution, for the proposed Professional Learning Plan for the DoDEA CCR Standards for Mathematics over 16 months (February 2015 – June 2016).
- Recommended and shared considerations, thoughts, and modifications to the components of the initial DoDEA CCR Standards for Mathematics Professional Learning Plan.

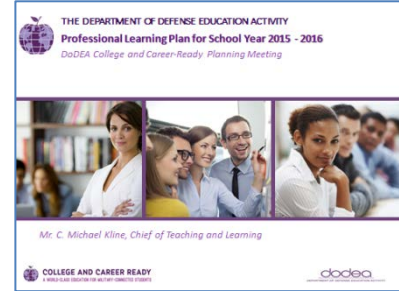
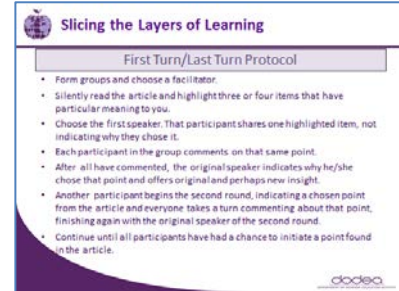

**Provisioning/Materials:**

Per Breakout Group	
<ul style="list-style-type: none"> <li>• Whiteboards per breakout group</li> <li>• PowerPoint</li> <li>• Group facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Article <i>Slicing the Layers of Learning</i></li> <li>• First Turn/Last Turn protocol</li> <li>• Count down timer</li> </ul>


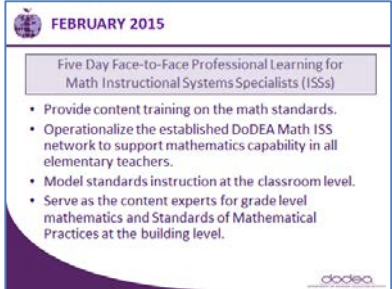
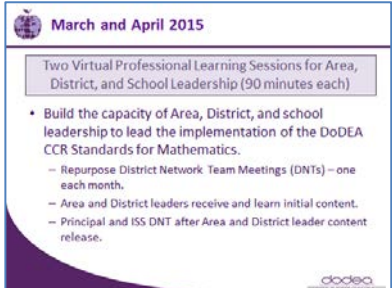
**Trainers:**





Date/Time	Trainers	Support
Thursday, 15 January	Michael Kline, Melanie Henson, Paul Salatto	Dawn Corley

*Sessions:*

Time	Process	Content	Slides/Material
8:10 – 8:55	<p>Protocol: Small Group Discussion</p> <p>Whole Group: sharing</p>	<p>Opening – Anticipatory Set</p> <p>Participants will work in groups (number of groups depend on size) to use the First Turn/Last Turn protocol to process <i>Slicing the Layers of Learning</i>. After groups have worked through the protocol, one person from each group will share summarizing thoughts.</p> <p>Facilitator Note: Groups should be ready to share at 8:45</p> <p><i>The purpose of this debrief is to form a common goal for how DoDEA should analyze, design, develop, and evaluate professional learning for the College and Career Ready Standards. It provides research to guide participants' thinking as they give input to our current professional learning plan later in the session.</i></p>	<p>S:</p>    <p>HO:</p> <ol style="list-style-type: none"> <li>1. <i>Slicing the Layers of Learning</i></li> <li>2. First Turn/Last Turn protocol</li> </ol>


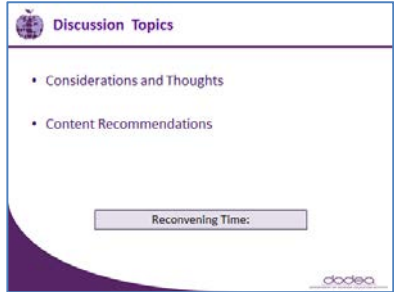

<p><b>8:55 – 9:00</b></p>	<p>Whole Group</p>	<p>Share Enduring Understanding, Essential Questions, and Outcomes</p>	<p>S:</p> <div data-bbox="1472 245 1866 532"> <p><b>Enduring Understanding</b></p> <p>DoDEA will thoughtfully provide macro &amp; micro professional learning when implementing DoDEA's College and Career Ready Standards.</p> <ul style="list-style-type: none"> <li>We will:                             <ul style="list-style-type: none"> <li>– Work to have the professional learning deepen content knowledge and pedagogy.</li> <li>– Link teacher learning to teacher practice and student learning.</li> <li>– Provide support to transfer learning to practice, and measure success through student achievement results for students.</li> </ul> </li> <li>Professional learning will occur at school as often as possible, over a sustained period of time, and in collaborative teams in which members share learning goals.</li> </ul> </div> <div data-bbox="1472 570 1866 857"> <p><b>Learner Outcomes</b></p> <p>By the end of this session, participants will have:</p> <ul style="list-style-type: none"> <li>• Debriefed <i>Slicing the Layers of Learning</i> in order to process the differences between "traditional and reform-oriented professional development."</li> <li>• Heard, and be able to articulate the key features of, the proposed Professional Learning Plan for the DoDEA CCR Standards for Mathematics over 16 months (February 2015 – June 2016).</li> <li>• Provided support for at least one component, or offered a creative solution, for the proposed Professional Learning Plan for the DoDEA CCR Standards for Mathematics over 16 months (February 2015 – June 2016).</li> <li>• Recommended and shared considerations, thoughts, and modifications to the components of the initial DoDEA CCR Standards for Mathematics Professional Learning Plan.</li> </ul> </div> <div data-bbox="1472 894 1866 1182"> <p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1) How do we build the capacity of Area, District and Instructional Leaders to operationalize the use (instruction and measurement) of the DoDEA CCR Standards for Mathematics?</li> <li>2) What nonnegotiable "must have information" should we include, specific information, for all Pre-K - grade 5 teachers during a full day introduction to DoDEA CCR Standards?</li> <li>3) What training content should be limited between the orientation day and the end of the school year, and the two days early return at the start of the ensuing school year?</li> <li>4) What do you think teachers must learn in three days (orientation + 2 days early return) to be using the DoDEA CCR Standards for Mathematics during instruction on day 1 school year 2015-2016?</li> <li>5) What do you anticipate will be needed to monitor, sustain and develop instructional practice with our teachers during this freshman year experience (4 sessions)? (In-going job-embedded training will continue alongside the use of the DoDEA CCR standards for mathematics during SY 15-16.)</li> <li>6) What strategies, inspirations, models, gaps, can HQ provide/create to systematize regular intervals of teacher learning (weekly/bi-weekly) throughout the SY 15-16 to increase collaborative learning and shared understanding of the DoDEA CCR standards? (Horizontal &amp; vertical by grade levels?)</li> </ol> </div> <p>HO: PowerPoint packet</p>
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<p><b>9:00 – 9:30</b></p>	<p>Whole Group</p>	<p>Share current professional learning plan</p> <p>February Math ISS Training</p> <p>March/April District Network Team Meetings</p> <p>May Orientation Training</p> <p>July/August Two-Day Early Return Training</p> <p>Quarterly Professional Learning</p> <p>Focused Collaboration</p> <p>Focus is on sharing HQ's current thinking. Time will be given for input during breakout sessions. Questions should focus on clarification.</p>	<p>S:</p>   
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			<div>  <b>May 2015</b> </div> <div> <p>Face-to-face Introduction to DoDEA CCR Standards in Mathematics for all Elementary Teachers</p> <ul style="list-style-type: none"> <li>• One-day professional learning session</li> <li>• Outcomes include:                             <ul style="list-style-type: none"> <li>– understand the rationale for the standards,</li> <li>– know the instructional shifts associated with the standards, and</li> <li>– Comprehend how the standards relate to what teachers already have in place.</li> </ul> </li> </ul> </div> <div>  <b>July and August 2015</b> </div> <div> <p>Face-to-face Professional Learning for all Elementary Teachers</p> <ul style="list-style-type: none"> <li>• Two full days of early return professional learning.</li> <li>• DoDEA CCR Standards for Mathematics content knowledge delivered by contracted vendor.</li> <li>• Teacher teams collaboratively apply learning to daily work by preparing their scope and sequence for their initial unit of instruction.</li> </ul> </div> <div>  <b>Quarterly Professional Learning</b> </div> <div> <p>Four Full Days of Application Learning Scheduled Quarterly During the School Year</p> <ul style="list-style-type: none"> <li>• Teachers reflect on past unit delivery and data to make stronger instructional decisions to improve practice.</li> <li>• Teachers work in teams and collaboratively prepare their scope and sequence for upcoming units of instruction.</li> <li>• Teachers review the learning pathway or progressions represented by the standards and think through how to best distribute and prioritize instructional time across various standards within the unit.</li> <li>• Teachers map out specific lessons, projects, assignments, and formative assessment plans that will help advance students toward intended learning outcomes.</li> </ul> </div> <div>  <b>Collaboration Time for Learning</b> </div> <div> <p>Teachers Utilize Focused Collaboration Time in Grade-level or Content-specific Teams</p> <ul style="list-style-type: none"> <li>• On a weekly basis throughout the school year, or at least 2-3 times a month.</li> <li>• During the duty day.</li> <li>• Guided by DoDEA staff and includes a process or protocol that helps teachers think through critical questions for improving teaching and learning.</li> <li>• Teachers study and refine their teaching of selected priority standards.</li> </ul> </div>
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9:30 – 9:45

Break

<p><b>9:45 – 10:30</b></p>	<p>Breakout Groups</p>	<p>Breakout Sessions</p> <p>Group One (Breakout Room 1) – February Math ISS Training and March/April District Network Team Meetings (Facilitator: Michael)</p> <p>Group Two (Breakout Room 2) – May Orientation Training and Two-Day Early Return Training (Facilitator: Melanie)</p> <p>Group Three (Breakout Room 3) – Quarterly Professional Learning and Focused Collaboration Time (Facilitator: Paul)</p> <p>Participants will count by 3s to determine which group they are in.</p> <p>Groups will go to their breakout rooms and use whiteboards to chart responses to:</p> <p><b>Considerations and Thoughts</b></p> <p><b>Content Recommendations</b></p> <p><i>Facilitators should select a presenter from each group</i></p>	<p>S:</p>   <p>HO: Chart paper</p>
<p><b>10:30 – 11:00</b></p>	<p>Whole Group</p>	<p>Each group is given 10 minutes to share their responses with the full group. The whiteboards per breakout room will be maintained and used as we work on these developments in the future.</p>	<p>S:</p>  <p>HO: Completed Charts</p>