

[DRAFT] Year-long PD Driving Question: How do we provide PD that places portfolio/defense at the center of our work?

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER/DECEMBER	JANUARY
Learning Targets (what can a teacher do at the end)			<ul style="list-style-type: none"> -What are we currently asking students to know and do? -What does their thinking tell us about their awareness of the skills they are practicing? -What does their work tell us they are on the verge of understanding? -How does this inform our next moves for teaching and learning? 		
PD Focus	<p>Portfolio Defense at the Center</p> <p>What is our portfolio defense?</p> <ul style="list-style-type: none"> • Video • Testimonials • Seeing a whole portfolio (artifacts & reflections) <p>Mapping backwards from ES grad profile</p> <p>What is PBL? Planning strong projects that yield portfolio artifacts</p>	<p>Looking at Teacher Work</p> <p>Creating/Revising/Tuning Aligned Performance Tasks 1</p> <p>Breaking down the rubrics & lesson study for the skills of competences</p> <p>1st Semester Project/Exhibition Planning</p> <p>Reflection: What is it? And why reflect? (conceptual)</p>	<p>Looking at Student Work</p> <p>What are the competencies? How do I know if students have mastered them as evident in their work? (Mapping to competencies)</p> <p>PD Resources</p> <p>Protocols with various teacher configurations</p> <ul style="list-style-type: none"> • Discipline • Across content • Grade level <p>Reflections: What makes a high-quality reflection?</p> <p>Strategies for quick feedback cycles. Could take the form of:</p> <ul style="list-style-type: none"> • proposed presentations • Projector revision • SGI <p>Observations of PA-aligned classrooms</p>	<p>Looking at Student Work</p> <p>Coaching/organizing revisions efficiently & effectively</p> <ul style="list-style-type: none"> • Artifacts • Reflections <p>Connections</p> <ul style="list-style-type: none"> • How do we teach for real? • Quality criteria <p>Defense Thesis</p> <ul style="list-style-type: none"> • Quality criteria • Development 	<p>Looking at Teacher Work</p> <p>Creating/Revising/Tuning Aligned Performance Tasks 2</p> <p>Breaking down the rubrics & lesson study for the skills of competences</p> <p>1st Semester Project/Exhibition Reflection</p> <p>2nd Semester Project/ Exhibition Planning</p> <p>Video Calibration</p>
Materials/ Protocols	<ul style="list-style-type: none"> • Sticky map curriculum planning • PA & unit planning on a calendar. Check for: <ul style="list-style-type: none"> ○ Competency [??? ○ Opps for revision ○ Deadline [??? 				

Advisory Focus	How to Be an Advisor 101 <ul style="list-style-type: none"> ● Building relationships ● Setting the scene ● Advisor vs Teacher ● Tools ● Structure of the week, objectives, overview of curriculum 	Leadership Skills <ul style="list-style-type: none"> ● How do they show up everywhere? ● What do they mean? ● Strengths/Weaknesses 	<ul style="list-style-type: none"> ● Student Led Conferences ● How do students talk about their work? Have them defend one artifact. ● Growth Mindset ● Presentation skills ● Interventions 	<ul style="list-style-type: none"> ● Certification progress best practices (tracking, communication) ● Reflection ● Evidence of LS growth in your work 	<ul style="list-style-type: none"> ● Artifact selection ● Motivating struggling students ● Goal setting ● Setting up peer systems
Leadership Support	Do we have adequate hrs of Portfolio-Defense PD to impact teacher & student learning? (calculate hrs & days to get at least 50 hrs) Propose PD Calendar based on this general plan <ul style="list-style-type: none"> ● What days and general topics from this plan as they relate to your school needs? ● What are you adding/deleting & why? 		Coaching for teachers & advisors	Coaching for teachers & advisors Train student leader as coaches & panel	
Perhaps school leaders could find a way to incorporate student voice at least once a month in PDs. This could come in the form of reporting out student responses to surveys, questions, a small focus group of students (sig pops, grades, WLE) to hear how they are experiencing the portfolio defense process. Or showing short excerpts of exhibitions/defenses/reflections, OR even have a student share some of their thinking/reflection live in real time.					
Middle Grades					
Other			How to teach public speaking skills explicitly?		

	FEBRUARY	MARCH	APRIL	MAY	JUNE
PD Focus	Certification Getting to Certification <ul style="list-style-type: none"> Best Practices 	Supporting Strong Defense Experiences Video Calibration Questioning 101 <ul style="list-style-type: none"> How do teachers ask good questions on panels? How do students ask good questions? Motivating struggling students	Defense Calibration Live Calibration & Panel Deliberation Defense Logistics <ul style="list-style-type: none"> How to run a room How to facilitate a panel deliberation 	BP & CSP Defenses	Reflection on 2017-18 Plan for 2018-19
Materials					
Advisory Focus	<ul style="list-style-type: none"> Certification Revision Presentation Skills Best practices in Interventions 	Best practices in advising/coaching students in: <ul style="list-style-type: none"> Defense Thesis Development Slideshow Rehearsals Best practices in Interventions		•	•
Leadership Support					
Middle Grades					