

NARRATIVE SECTION
Florida Standards Professional Development Action Projects

Project Design-Narrative

Please describe a Florida Standards Professional Development Action Project (PDAP) for use of these funds to: (1) support teacher professional development in teaching the Florida Mathematics and English Language Arts standards and (2) facilitate student learning of the Florida Mathematics and English Language Arts standards. Please address the following questions below:

Introduction:

The School District of Clay County’s Professional Development Action Plan to support teacher professional development with the implementation of Florida Standards will provide opportunities for teachers to collaborate around intentional teaching of the standards through the introduction of a district instructional framework, explore new resources to enrich the implementation of the K-5 150 minute literacy block, utilize new district developed Florida Standards aligned curriculum maps, and continue conversations around the three district initiatives of Writing in all content areas, utilizing Engagement strategies, and strengthening our Professional Learning Communities. Our goals for this Professional Development Action Plan are to ensure successful implementation of the Florida Standards. Because the majority of the trainings supported by the PDAP will be facilitated by district curriculum specialists who have previous attended the state’s common core trainings, Clay County will be able to continue to provide on-going support to improve practice as well deepen understanding of the Florida Standards.

DATE	EVENT	PARTICIPANTS	Facilitator(s)	GOALS
June 9,10 June 28,29	Literacy Design Collaborative Training	35 junior high teachers	LDC Consultant	Overview of Florida ELA Standards/ Unpack Standards and how the LDC model can support the movement to a standards based instructional approach/ LDC expectations and Module development

How will this Florida Standards PDAP be embedded in your revised school district’s professional development system?

This training will include four full days of training for teams of 5 from each of the Clay County School District Junior High Schools. These teams are comprised of reading/language arts teachers, a secondary reading coach and one administrator. This training will introduce and train teachers on the use of the Florida ELA standards to guide planning for instruction as well as how to utilize the Literacy Design Collaborative Frameworks. It will assist teachers in their movement away from textbook, page -by -page teaching to more workshop/project based teaching. Standards-based teaching is a focus in our PD system. Our high schools have been redesigned into Wall-to-Wall Academies beginning with the 9th grade cohort for 2014-15. This LDC training will ensure students have opportunities to engage in collaborative learning opportunities before entering high school. Our Secondary Curriculum Specialist will continue to work with these teams as well as the secondary literacy coach each month throughout the next year.

June 11-12, 16	K-5 ELA Florida Standards Training	150 K-5 teachers at each 2-day session	District Curriculum Specialists	Overview of new Florida Standards aligned curriculum maps, resources to support these maps, and introduce the new district framework for intentional teaching.
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How will this Florida Standards PDAP be embedded in your revised school district’s professional development system?

A full day of training for 75 teachers. One session for each grade level K-5. This training will include the following components: Overview and unpacking of the Florida ELA Standards, an overview of our framework for intentional teaching, how to utilize the ELA standards driven curriculum maps for planning; the 150 minute literacy block, and resources to support implementation. This training will provide continuity of teaching and learning across the district as well as across grade levels. In addition to training, teachers will receive resources and books for classroom libraries. District curriculum specialists will be assigned a grade level to facilitate follow-up quarterly sessions for teachers to share reflections on implementation, student work samples, and engage in collaborative planning. Quarterly formative assessments for each grade level will be

given and school based data meetings will be held to analyze effectiveness of implementation of the standards as well as impact on student achievement.

July 22-23	Model Schools Coaches Boot Camp	5 Model School Coaches	Developmental Studies Center Consultant/District Curriculum Specialist	Overview of Florida ELA Standards/ Unpack Standards and how the coaches can support teachers with the movement to a standards based instructional approach/ Overview of the Roles and Responsibilities of a Collaborative Classroom Coach Overview of Adult Learning Theory Introduce strategies for coaching the shifts to a standards based approach to literacy. Implementing PLCs at model schools
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How will this Florida Standards PDAP be embedded in your revised school district's professional development system?

The Clay County School District is creating five Collaborative Classroom Model Schools for the 2014-2015 school year. The Collaborative Classroom Model schools will have a model classroom at each grade level from K-5. Additionally, schools are provided with a Model School Coach. These coaches will work side-by-side with the classroom teachers using the gradual release of responsibility to create model literacy classrooms that demonstrate effective implementation of the Florida ELA Standards that other teachers can visit. Two full days of collaboration to build capacity for the Model School Coaches will be held in July along with weekly PLC meetings throughout next year to collaborate and build on their understanding of the implementation of the ELA standards and transformational coaching.

July 30, 2014	Document-Based Questioning Training	50 High School Teachers	DBQ Consultant District Curriculum Specialist	Overview of Florida ELA Standards/ Unpack Standards and how the use of DBQs can support teachers with the movement to a standards based instructional approach/ Overview of how to utilize DBQ with the implementation of the Florida ELA Standards
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How will this Florida Standards PDAP be embedded in your revised school district's professional development system?

One full day of training on "Momma" DBQ's for 50 US History, American Government, Humanities, World History and Economics teachers. This will include a full day of training with a representative from the DBQ project. The DBQ Project (Document Based Question) was founded in 2000 and encapsulates the historical thinking and writing skills that teachers value most: close analysis and interrogation of documents, deep reading for understanding, and powerful evidence-based, argumentative writing. Follow-up sessions will be offered throughout the upcoming year by the district Social Studies/ELA Curriculum Specialists to share reflections on implementation, student work samples, and engage in collaborative planning for future units.

July 31, 2014	Document-Based Question Training	56 Elem/Jr. High Teachers	DBQ Consultant District Curr Specialist	Overview of Florida ELA Standards/ Unpack Standards and how the use of DBQs can support teachers with the movement to a standards based instructional approach/ Overview of how to utilize DBQ with the implementation of the Florida ELA Standards
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How will this Florida Standards PDAP be embedded in your revised school district’s professional development system?

One full day of training on “Mini-Qs” in American History and World History for 56 Sixth Grade World History, Seventh Grade Civics and Eighth Grade American History teachers. This will include a full day of training with a representative from the DBQ project. The DBQ Project (Document Based Question) was founded in 2000 and encapsulates the historical thinking and writing skills that teachers value most: close analysis and interrogation of documents, deep reading for understanding, and powerful evidence-based, argumentative writing. . Follow-up sessions will be offered throughout the upcoming year by the district Social Studies/ELA Curriculum Specialists to share quarterly ELA formative assessment data, reflections on implementation, student work samples, and engage in collaborative planning for future units.

The professional development supported by the PDAP will be the first of several opportunities to develop an understanding of the implementation of the Florida Standards. Beginning in the summer of 2014, the Clay County School District will roll out the 2014-2015 Professional Development Catalogue. The Catalogue will encompass adult learning coordinated at the district level for 2014-2015. Included in the catalogue are tracks of training to provide systematic collaborative sessions for teachers to continue working on the implementation of the Florida Standards as well as strategies gained in the summer trainings provided by the PDAP.

How will this Florida Standards PDAP positively impact all Mathematics and English Language Arts teachers?

With the implementation of the new Florida Standards, teachers will have a clear understanding of what students are expected to know and be able to do. Clay County’s Curriculum Specialists have spent time this spring developing new ELA/Math curriculum maps that align to the Florida Standards. Along with these standards based maps, Clay County will be implementing a common instructional model to help teachers make the shift to a more student-centered, collaborative approach to instruction. The Framework for Intentional Teaching developed by Doug Fisher will be introduced in all of the summer PDAP trainings and utilized in both district trainings as well as the weekly PLCs at each school site. The Framework for Intentional Teaching that will be utilized is as follows:

Establish Purpose	Focuses on student learning rather than a task activity or assignment. It must be interesting and relevant
Modeling Thinking	Using “I statements” to explain thinking while demonstrating the task or strategy. Teacher may alert learners about errors to avoid, or show them how to apply new thinking.
Guided Instruction	Teacher questions, prompts, cues students, facilitates. Only if those don’t work, go to direct explanation.
Collaborative Learning	Students consolidate their understanding of the content and explore opportunities to problem solve, discuss, and negotiate thinking through productive tasks with their peers.
Independent Learning	Addresses the most important goal of good instruction-provide students with practice in applying skills and information in new ways independently.

**It is important to understand that this framework is not linear. Teachers and Students move back and forth among each of the components as they master skills, strategies, and learning standards.

(Adapted from Fisher, D. 2014)

All of the PDAP trainings this summer contain strategies specifically designed to help further understanding of the collaborative learning piece of the framework. The goal for the summer trainings as well as our professional development system for next year is to change the focus to student centered learning. Teachers will utilize the standards based maps and the framework in their weekly PLCs to guide their conversations around the following:

What do we want students to know and understand?

What instructional strategies will we use to facilitate their understanding?

How will students independently demonstrate their understanding?

With the PDAP trainings this summer on the Florida Standards, the new standards based maps and the framework for intentional teaching, teachers will further their understanding in what they are to teach, how they are to teach it, and how to formatively assess student understanding to drive further instructional decisions.

How will this Florida Standards PDAP positively impact all students?

Increasing student achievement across 41 schools in a district is no easy task. One of the critical components for district improvement is alignment. Another is focus. With the emphasis on disciplinary literacy in the standards as well as in the 21st century workplace, Clay County decided to focus this funding for face-to-face trainings in the area of literacy. With the focus of the trainings being on building capacity to support teachers with furthering their understanding on the alignment of the standards, curriculum maps, and framework, as well as the weekly collaboration in school-based PLCs next year, we will positively impact student achievement across the district.

How do you plan to leverage and align your resources (including past participants and facilitators) from previous professional development and training provided by the FDOE (specific to the Florida Standards) and have them work together in moving forward with this Florida Standards PDAP?

This plan is comprehensive in nature and utilizes all available resources and personnel. District curriculum specialists as well as teacher leaders who have attended previous FDOE summer trainings on the standards will be utilized to facilitate the PDAP funded trainings. The Literacy Design Collaborative training this summer will be supported with funding received through a grant for training throughout the next year. The literacy coach boot camp will be the first opportunity for our new model school coaches to begin building a learning community together. Throughout the upcoming year, these coaches will meet with a curriculum specialist weekly to engage in conversations around adult learning and supporting the transition to the collaborative classroom. The literacy boot camp is the first of a series of trainings and webinars planned to support the utilization of the literacy block as well as the instructional framework to implement the standards using authentic reading and writing opportunities. All of the work done this summer will be supported through the implementation of the school-based PLCs that will meet weekly at each school site.

In this section, please also include a description of your previous district-based Florida Mathematics and English Language Arts standards professional development activities as well as future plans for achieving teacher and student success as it relates to the implementation of Florida's new standards.

The 2013-2014 Professional Development plan called for a variety of topics and learning presentation models including Face-to-face workshops, webinars, Blackboard communities, professional learning communities, walkthroughs, and PD 360 online learning sessions. Clay County has focused on 3 initiatives this year when it comes to training for both leaders and teachers: Writing in all Content Areas, Engagement Strategies and Strengthening our PLCs at the school sites by providing a district log as well as training with leaders on how to provide feedback to the log. Teacher representatives from each grade/course have worked with our district math specialists on how to utilize resources to support the shift to the new standards.

Leaders have met monthly to engage in conversations around the 3 initiatives and have also participated in a PLC around the question of "What distinguishes a Highly Effective teacher from an Effective one?" With these leadership PLC meetings, articles around standards based instruction have been read, videos around standards based instruction have been viewed, and data has been analyzed to measure progress of implementation of the standards.

Each elementary school designated a primary and upper elementary teacher leader to be trained as well as train their school in the implementation of our new writing program called Being a Writer. They participated in modified lesson study days in both the fall and spring. Leaders met to do walkthroughs in classrooms to observe the program in action.

These are just a few of the opportunities that have been provided to support the shift to the new standards.

With 5 new model schools being implemented this upcoming year as well as an extensive training plan aligned to the standards, our new curriculum maps, and the new framework, teachers will be able to continue to work on their understanding of the standards to ensure success for students.

Here is a link to our new summer course catalog that outlines other trainings that will be held to support the implementation of the Florida Standards as well as best practices in instruction.

http://issuu.com/lindaschrivier/docs/2014_oneclay_u_summer_catalog?e=11962476/8113337

Reporting Outcomes

Describe methods/strategies to be used to report outcomes and/or the status of Florida Standards PDAP activities (due with application).

PDAP Activity	Method/Strategies Used To Report Outcomes
Literacy Design Collaborative Training	LDC Framework Module developed that aligns to the FL ELA Standards –July 2014 Sign in Sheets to track participation Survey on effectiveness of training Classroom walkthrough data-Sept/Nov/Jan/Mar/May will be shared with all administrators Quarterly ELA assessments
K-5 Literacy Block Training	Sign in Sheets to track participation Survey on effectiveness of training Teacher Action Plan outlining next steps Classroom walkthrough data-Sept/Nov/Jan/Mar/May will be shared with all administrators Quarterly ELA assessments
Literacy Coach Boot Camp	Sign in Sheets to track participation Survey on effectiveness of training Coaching plan on how to build relationships in their model school Classroom walkthrough data-Sept/Nov/Jan/Mar/May will be shared with all administrators Quarterly ELA assessments
DBQ Training	Sign in Sheets to track participation Survey on effectiveness of training Teacher Action Plan outlining next steps Classroom walkthrough data-Sept/Nov/Jan/Mar/May will be shared with all administrators Quarterly ELA assessments

Evaluation Plan and Tools for Evidence of Increases in Participant Learning

Please provide your plan to evaluate teachers on their mastery of the Florida Standards PDAP objectives (due with application). With our district initiative continuing in the area of Writing, we will ask participants to begin and end with a quick write in all of the PDAP funded trainings as well as all trainings for the upcoming year.

At the beginning of each training, teachers will do a Quick Write on the following:

How comfortable are you when it comes to teaching the new Florida Standards in your classrooms? What challenges do you face? What successes have you had?

At the end of each of these trainings, teachers will do a Quick Write on the following:

What strategies learned today will help you with the challenges that you wrote down at the beginning of the training? What did you learn today that would help you further your understanding when it comes to implementing the Florida Standards next year?

Please include a description of follow-up activities that will be planned to support your Florida Standards PDAP throughout the school year (due with application).

With each of the trainings supported by the PDAP, follow-up support sessions throughout next year will be offered both through district trainings as well as PLCs at each school site. These sessions will include reflection on implementation and planning for future implementation. Our PD catalog provides a systematic way for teachers to continue the collaborative conversations. Fall due dates for follow up documentation will allow for teachers participating in these trainings to design standards based lessons, implement lessons, collaborative look at student work, and reflect on future teachings. The link to our catalog is:

http://issuu.com/lindaschrivier/docs/2014_oneclay_u_summer_catalog?e=11962476/8113337

Each week, teams of teachers are expected to meet to collaborate and design standards based lessons as well as formative assessments using the knowledge gained from both summer trainings and job embedded PD throughout the year. These lessons will be implemented and teams will meet the following week to discuss implementation, analyze assessment results, look at student work, and plan for future instruction. This weekly, job embedded collaboration time will ensure understanding and implementation of the Florida ELA standards.

Deliverables (in your application include your planned deliverables and a timeline for submission with final products due no later than September 1, 2014):

Training	Deliverables will all be Submitted by August 15 th .
DBQ Training	Powerpoint presentations of the training Student work samples Tracking spreadsheet for final essays
Literacy Boot Camp	PowerPoint presentations Handouts utilized in training Copy of teacher action plans
Literacy Coach Boot Camp	PowerPoint presentations Handouts utilized in training Copy of coach's action plan
LDC	Student Work Samples Teacher created lesson plans based on training

These materials will be posted online for all districts and teachers in order to support further professional development, training, and support of the Florida Standards.