

Memphis City Schools - Academic Affairs
Margie Katz, Academic Coordinator for Staff Development
PDSCCs' Proposed Professional Learning

Overview from National Staff Development Council's Standards for Staff Development Revised

“Staff development is the means by which educators acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students. For many educators, staff development has traditionally been synonymous with workshops, courses, and presentations by ‘experts’. But today we know that professional learning can take many forms and draws on the perspectives, talents, and contributions of K-12 educators, higher education personnel, and individuals who serve in various other roles.

NSDC’s standards for Staff Development recognize that sustained, intellectually rigorous staff development is essential for everyone who affects student learning. This not only means teachers and principals, but also includes board of education members, district administrators, and support staff. Likewise, these standards recognize that staff development is no longer the exclusive domain of someone who carries the title ‘staff developer’ but is a significant responsibility of all educational leaders.”

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Date	Time	Location	PDSCC Group	Professional Learning Focus	Standards	Outcomes	Resources
07/30-31/07	8:00-4:00	TLA	Makeup PDSCC Group	Differentiated Instruction	Context Standard: RESOURCES Process Standards: DESIGN RESEARCH-BASED	<ul style="list-style-type: none"> Define and discover characteristics of differentiated instruction. Learn formal and informal pre-assessment tools for developing lesson plans for the diverse needs of students. Explore how the brain learns and retains information. Investigate adjusting lessons, compacting instruction, and using flexible grouping. Examine the effective uses of centers, projects, agendas, contracts, and problem-based learning as curriculum approaches. 	Carolyn Chapman: One Size Does Not Fit All
8/17/07	8:00-3:30	TLA	All PDSCCs	NCLB Compliance/PDP	Content Standards: EQUITY QUALITY TEACHING	Prepare for Federal and State Monitoring	
8/24/07	8:00-3:30	TLA	All PDSCCs	NCLB Compliance/PDP	Content Standards: EQUITY QUALITY TEACHING	Prepare for Federal and State Monitoring	
8/27-31/07	8:00-3:30	TLA	Group 1	Coaches Training: Lea Arnau	Context Standard: RESOURCES	Explores the complex, multi-faceted roles played by school-based coaches as well as examining district and school expectations, hiring practices, and deployment of these educators.	Joellen Killion and Cindy Harrison: Taking the Lead
9/10-14/07	8:00-3:30	TLA	Group 2	Coaches Training: Heather Clifton	Context Standard: RESOURCES	Explores the complex, multi-faceted roles played by school-based coaches as well as examining district and school expectations, hiring practices, and deployment of these educators.	Joellen Killion and Cindy Harrison: Taking the Lead

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9/13/07	8:00-3:30	TLA	New PDSCCs and Mentors for PDSCCs	NCLB Compliance	Content Standards: EQUITY QUALITY TEACHING	Prepare for Federal and State Monitoring	NCLB Supervisors
9/24-28/07	8:00-3:30	TLA	Groups 3 & 4	Coaches Training: Heather Clifton and Kathryn Tallerico	Context Standard: RESOURCES	Explores the complex, multi-faceted roles played by school-based coaches as well as examining district and school expectations, hiring practices, and deployment of these educators.	Joellen Killion and Cindy Harrison: Taking the Lead
9/27/07	8:00-3:00	TLA	PDSCCs not in coaches training	Concurrent Sessions: Voyager and Explicit, Systematic Instruction - Phonics for Elementary PDSCCs, Learning Village, Science for Middle/High PDSCCs, Data teams and Stanford Math for all	Context Standard: RESOURCES Process Standard: DATA-DRIVEN Content Standard: QUALITY TEACHING	<ul style="list-style-type: none"> • Use Voyager Passport as an intervention • Present explicit, systematic instruction to deepen phonics content knowledge • Explore Learning Village and its capabilities for lesson planning • Use Stanford Math as an intervention. • Create data streams for SDIS • Discuss "Look fors" in a science classroom. 	Presenters: Terri Arnett, Femetres Gray, Brenda Harris, Brenda Mathews, Sandra McKnight, Jason Ogle, Margie Katz, Margaret Smith, Shirley Cox, Kemmashela Smith, Jason Parrish, Cindy Putnam, Terry Brown, Ruthie Kolb - EPGY Stanford Math, Janet Jones, Cathy Gulas, and Kimberly Greenwald
10/01-04/07	8:00-5:00	TLA	Literacy Leaders and Exceptional Children and Make-up for some PDSCCs	Coaches Training: Lea Arnau	Context Standards: RESOURCES	Explores the complex, multi-faceted roles played by school-based coaches as well as examining district and school expectations, hiring practices, and deployment of these educators.	Joellen Killion and Cindy Harrison: Taking the Lead

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10/11/2007	8:00-3:00	TLA	All PDSCCs	Concurrent Sessions: Voyager and Phonics for Elementary PDSCCs, Learning Village, Science for Middle/High PDSCCs, Data teams and Stanford Math for all Additional Sessions on: Inclusive Practice, Turnleadf, Sharing Session, ?	Context Standard: RESOURCES Process Standard: DATA-DRIVEN Content Standard: QUALITY TEACHING	<ul style="list-style-type: none"> • Provide guidance in the implementation of the Voyager Passport reading intervention so that it meets the needs of students in Tiers II & III. • Build and create inclusive schools. • Explore Learning Village and its capabilities for lesson planning. • Provide guidance in the implementation of Stanford Math as an intervention. • Create data streams for SDIS. • Review upcoming Social Studies Curriculum. • Provide support for the upcoming Federal Audit. • Provide instruction to school-based coaches to assist teachers in raising student achievement in writing. • Inform about Formative Assessment Reports available and usage. • Explore ten elements of quality work. • Differentiate between accommodations and modifications for students with disabilities and reasons for inclusive practice. • Locate and understand how to utilize MCS on-line resources as a means of facilitating a gradual release of responsibility. • Build capacity to lead professional development in the area of explicit, systematic instruction in phonics. 	Presenters: Gulas and Janet Jones, Terry Brown and team, Rita Moore and team, Dr. Linda Kennard and Team, and Computer Techs, and Academic Coordinators and Research Team

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Date	Time	Location	PDSCC Group	Professional Learning Focus	Standards	Outcomes	Resources
11/05-09/07 Make-up days for PDSCCs	8:00-3:30	TLA	Literacy, Math, & Graduation Coaches	Coaches Training: Heather Clifton	Context Standard: RESOURCES	Explores the complex, multi-faceted roles played teacher leaders and by school-based coaches as well as examining district and school expectations, hiring practices, and deployment of these educators	Joellen Killion and Cindy Harrison: Taking the Lead
11/8/2007	8:00-3:30	TLA	All PDSCCs	Marcia Tate	Process Standard: DESIGN	Techniques for Managing a Brain-Compatible Classroom that include fantastic ideas in a non-threatening manner.	Marcia Tate: Shouting Won't Grow Dendrites
11/14-15/07	8:00-4:00	TLA	Groups 1 & 2	Diversity Training: Pam Noli, Ed Porter, and Margie Katz	Content Standard: EQUITY	<ul style="list-style-type: none"> • To begin the process of creating stronger relationships through the creation of a new learning community • To gain the communication skills necessary to engage in honest, direct and productive dialogue around the institutionalized barriers that perpetuate the achievement gaps • To understand how relationships, respect, responsibilities and results are basic to equitable student achievement 	Courageous Conversations About Race By: Glenn E. Singleton and Curtis Linton

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Date	Time	Location	PDSCC Group	Professional Learning Focus	Standards	Outcomes	Resources
11/16,19/07	8:00-4:00	TLA	Groups 3 & 4	Diversity Training: Pam Noli, Ed Porter, and Margie Katz	Content Standard: EQUITY	<ul style="list-style-type: none"> To begin the process of creating stronger relationships through the creation of a new learning community To gain the communication skills necessary to engage in honest, direct and productive dialogue around the institutionalized barriers that perpetuate the achievement gaps To understand how relationships, respect, responsibilities and results are basic to equitable student achievement 	Courageous Conversations About Race By: Glenn E. Singleton and Curtis Linton
12/13/07	8:00-3:30	TLA	All PDSCCs	Concurrent Sessions: Writing Assessment, Literacy, PLCs, Quality Work, and Culturally Responsive Classroom	Content Standard: EQUITY	<p>Respecting the cultures and experiences of various groups and then use these as resources for teaching and learning.</p> <p>Appreciate the existing strengths and accomplishments of all students and develop them further in instruction.</p>	Literacy Staff Margie Katz TLA Professional Development Staff
1/09-10/08 ½ days	8:00-3:30	TLA	All PDSCCs	Adult Learning and Presentation Styles	Context Standard: RESOURCES Process Standard: RESEARCH-BASED	Draw upon their reservoir of experiences for learning.	Lea Arnau, consultant with NSDC
2/14/08	8:00-3:30	TLA	All PDSCCs	Concurrent Sessions: PLCs, Literacy, Interventions/STAR, Test Prep/ Gateway & TCAP, Testing Tips, Test Motivation and Calendar, and Exceptional Children	Context Standard: PROFESSIONAL LEARNING COMMUNITIES Process Standard: DATA-DRIVEN Content Standard: QUALITY TEACHING	<p>Alignment and implementation of interventions</p> <p>Maintaining data streams</p> <p>Standardized test preparation</p>	REA Exceptional Children Staff Academic Coordinators TLA Professional Development Staff

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Date	Time	Location	PDSCC Group	Professional Learning Focus	Standards	Outcomes	Resources
03/12-13/08	8:00-4:00	TLA	Groups 1 & 2	Diversity Training: Pam Noli, Ed Porter, and Margie Katz	Content Standard: EQUITY	<ul style="list-style-type: none"> To begin the process of creating stronger relationships through the creation of a new learning community To gain the communication skills necessary to engage in honest, direct and productive dialogue around the institutionalized barriers that perpetuate the achievement gaps To understand how relationships, respect, responsibilities and results are basic to equitable student achievement 	Courageous Conversations About Race By: Glenn E. Singleton and Curtis Linton
03/27-28/07	8:00-4:00	TLA	Groups 3 & 4	Diversity Training: Pam Noli, Ed Porter, and Margie Katz	Content Standard: EQUITY	<ul style="list-style-type: none"> To begin the process of creating stronger relationships through the creation of a new learning community To gain the communication skills necessary to engage in honest, direct and productive dialogue around the institutionalized barriers that perpetuate the achievement gaps To understand how relationships, respect, responsibilities and results are basic to equitable student achievement 	Courageous Conversations About Race By: Glenn E. Singleton and Curtis Linton
12/04-06/07 02/07/08 04/14-18/07 05/06-08/08			All Schools All Schools All Schools All Schools	GATEWAY TESTING Writing Assessment TCAP GATEWAY TESTING			

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Date	Time	Location	PDSCC Group	Professional Learning Focus	Standards	Outcomes	Resources
4/24/07	8:00-3:30	TLA	All PDSCCs	PLC Sessions on Inclusive Practices, Differentiated Instruction, Core Content, and Quality Work	NSCD Context Standards: LEARNING COMMUNITIES RESOURCES NSCD Process Standard: RESEARCH-BASED NSCD Content Standard: EQUITY	Quality Teaching	Exceptional Children Staff Selected Principals Content Specialists Induction Staff Selected PDSCC Group
5/15/07	8:00-3:30	TLA	All PDSCCs	Concurrent Sessions:			
06-07/08	8:00-3:30	TLA	All PDSCCs	Summer Institute: The Skillful Teacher	Content Standard: QUALITY TEACHING	QUALITY TEACHING	Research for Better Teaching with Dr. Jon Saphier, Maxine Minkoff, and Dr. Sandra Spooner

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NATIONAL STAFF DEVELOPMENT COUNCIL STANDARDS

NSDC CONTEXT STANDARDS

- **LEARNING COMMUNITIES:** Staff development that improves the learning of all students organizes into learning communities whose goals are aligned with those of the school and district.
- **LEADERSHIP:** Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.
- **RESOURCES:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

NSDC PROCESS STANDARDS

- **DATA-DRIVEN:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- **EVALUATION:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.
- **RESEARCH-BASED:** Staff development that improves the learning of all students prepares educators to apply research to decision making.
- **DESIGN:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.
- **LEARNING:** Staff development that improves the learning of all students applies knowledge about human learning and change.
- **COLLABORATION:** Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

NSDC CONTENT STANDARDS

- **EQUITY:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
- **QUALITY TEACHING:** Staff Development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- **FAMILY TEACHING:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

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Memphis City Schools Five Year Comprehensive Professional Development Plan

Our Vision: Memphis City Schools will be an internationally competitive urban school system that produces well-rounded, high achieving students

District's Mission: Academic Achievement: #1
"Every Child. Every Day. College Bound."

Goal #1 [Student Achievement](#)

- [% Achievement Gap in Mathematics between White and African-American Students](#)
- [% Achievement Gap in Reading/Language Arts between White and African-American Students](#)
- [% Advanced Level in Mathematics](#)
- [% Advanced Level in Reading/Language Arts](#)
- [% Below Proficient in Mathematics](#)
- [% Below Proficient in Reading/Language Arts](#)

Goal #2 [Accountability](#)

Goal #3 [Parent & Community Involvement](#)

Goal # 4 [Healthy Youth Development](#)

Goal #5 [Safety](#)

Goal #6 [Diversity](#)

Create a school community that is sensitive and responsive to the needs of an increasing diverse population; to create academically challenging, safe, supportive and effective learning environments.

Think RED!

Research for Better Teaching

- Recognition of Effective Teaching and Learning
- Development of Teaching Excellence – Instructional Leadership
- Teacher Observation Protocol
- Walk-Through Process
- Supervision & Evaluation
- Quality Teaching in Core Content

Efficacy Principles

- Keys to Effective Effort
- Adult Proficiency Leads to Student Proficiency
- Leadership

Data

- Professional Learning Communities
- SDIS (Self-Directed Improvement System)
- Reading and Interpreting Data
- Differentiated Instruction

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