Professional Development for 2023-24

TWO THINGS

April 2023

Support for Student Learning

Priority	2021-22	Updates for April 2023	What does success look like in 2026?
Implement a three year professional development and coaching plan to support Envision 308.	Utilize new K-8 coaches to improve core instruction. Produce a full year professional development plan annually. Continue to use Expectations for Engagement to design professional development.	- This year's training events - A staff survey was given to identify staff needs for next year. - Three year plan has been updated. - Almost 2000 classrooms were visited during district led classroom walkthroughs.	Have an annual, as well as three year plan, for professional development based on feedback from staff and use of data to identify needs. Staff trainings would model the SD308 Expectations for Engagement

Beliefs around Professional Development in SD308
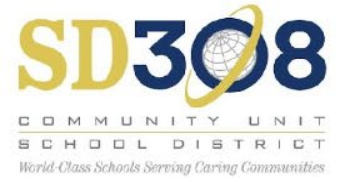
- Responsibility of all leaders
- Trainings should model the type of instruction we expect in our classrooms
- Training should be ongoing and be monitored through classroom walk-throughs, staff and student survey data, and student achievement data
- Each staff member has role in their own advancement of knowledge and skills

#1- NEW SIS

#2- Further Implementation of Climate for Learning Framework

Climate for Learning Framework

	Explicit SEL instruction	SEL standards are taught and reinforced. Students have consistent opportunities to practice, and reflect on social and emotional competencies.
	Explicit instruction on common expectations for behavior	Common expectations for behavior are created with students, shared, taught, and reinforced at the classroom and school level.
	SEL integrated with academic instruction	SEL learning targets are shared with students and integrated into instructional content and teaching strategies in all classrooms.
	Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
	Supportive school and classroom climates	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community. Instruction is engaging, relevant and accessible to all. SD308 Engagement expectations
	Staff SEL	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.
	Supportive discipline	Discipline policies and practices are instructive, restorative, supportive of growth, and equitably applied.

Model for Managing Complex Change

Vision	Skills	Incentives	Resources	Action Plan	=	Success
Vision	Skills	Incentives	Resources	Missing	=	False Starts
Vision	Skills	Incentives	Missing	Action Plan	=	Frustration
Vision	Skills	Missing	Resources	Action Plan	=	Resistance
Vision	Missing	Incentives	Resources	Action Plan	=	Anxiety
Missing	Skills	Incentives	Resources	Action Plan	=	Confusion

Adapted from Knoster, T. (1991) Presentation in TASH Conference. Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd.

Climate for Learning Framework

SD308

Green= established
Yellow = in progress

	Explicit SEL instruction	SEL standards are taught and reinforced. Students have consistent opportunities to practice, and reflect on social and emotional competencies.	Vision	✓ (green)
	Explicit instruction on common expectations for behavior	Common expectations for behavior are created with students, shared, taught, and reinforced at the classroom and school level.	Vision	✓ (green)
	SEL integrated with academic instruction	SEL learning targets are shared with students and integrated into instructional content and teaching strategies in all classrooms.	Vision	✓ (yellow)
	Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.	Vision	✓ (green)
	Supportive school and classroom climates	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community. Instruction is engaging, relevant and accessible to all. SD308 Engagement expectations	Vision	✓ (green)
	Staff SEL	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.	Vision	✓ (green)
	Supportive discipline	Discipline policies and practices are instructive, restorative, supportive of growth, and equitably applied.	Vision	✓ (yellow)

Component 5 - Supportive School and Classroom Climates

Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community. Instruction is engaging, relevant and accessible to all. SD308 Engagement expectations

Vision for Instructional Practices

SD308 Expectations for Designing for Engagement

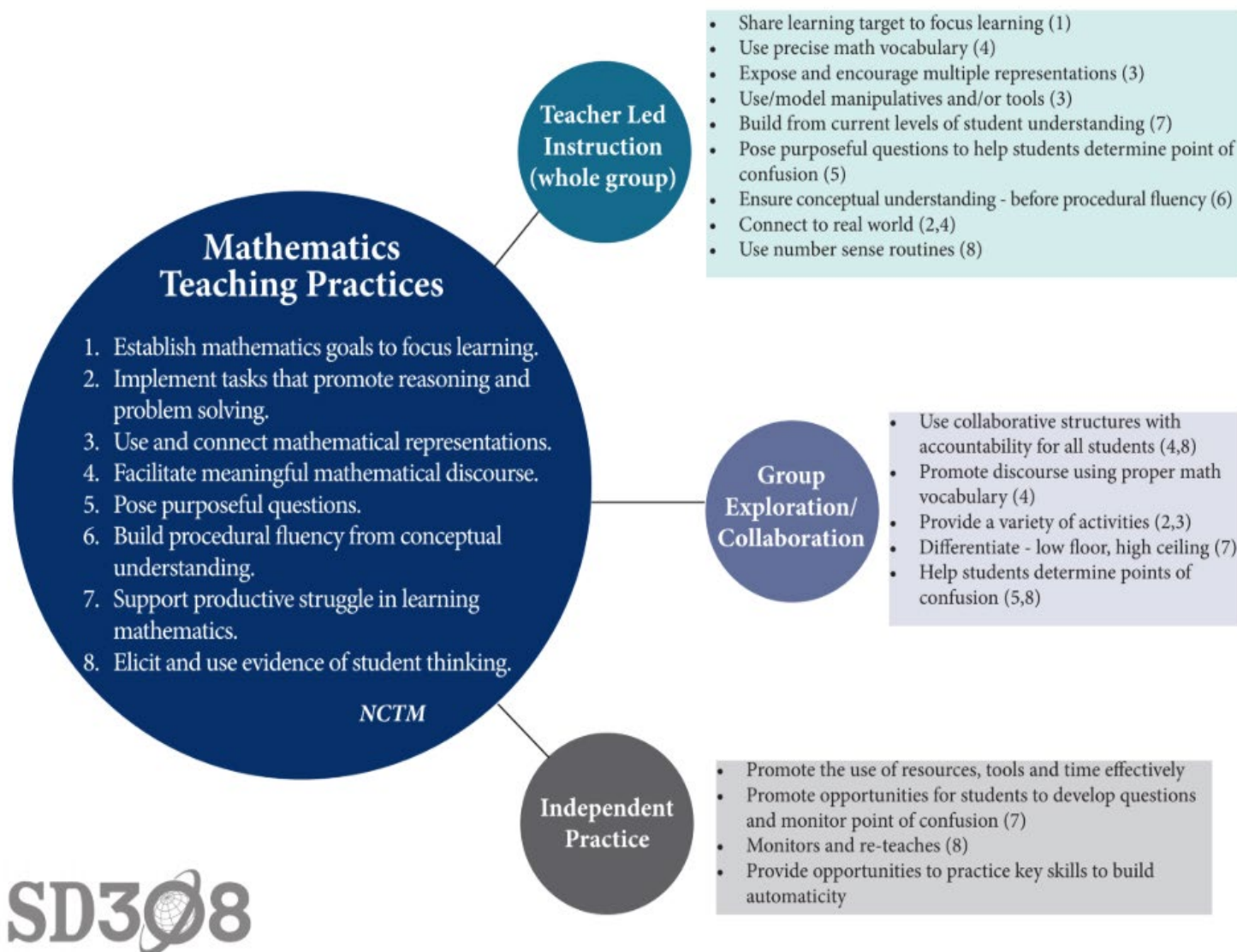|	Students	Teachers	Building Administrators	District Administrators
Incorporate student autonomy in the learning environment	Students make choices and take ownership in their own and other's learning demonstrating flexibility and creativity.	Design classrooms that amplify and respond to student voice, allowing for flexibility and creativity.	Incorporate teacher-led or personalized professional development activities, allowing for flexibility and creativity.	Incorporate principal led or personalized meeting activities, allowing for flexibility and creativity.
Incorporate collaborative structures	All students participate.	Use collaborative structures to ensure all students are actively engaged in the content.	Use and model collaborative structures to ensure all staff are actively engaged in the content.	Use and model collaborative structures to ensure all staff are actively engaged in the content.
Instruction of Organized Learning	Students develop and apply tools for organizing their thoughts and questions for future use.	Provide learning targets, explicit instruction and scaffolding for the evolution of learning. Examples: notes, graphic organizers, mind maps, backwards planning, planner.	Provide learning targets, explicit instruction and scaffolding for the evolution of learning. Examples: notes, graphic organizers, mind maps, backwards planning, planner.	Provide learning targets, explicit instruction and scaffolding for the evolution of learning. Examples: notes, graphic organizers, mind maps, backwards planning, planner.
Inquiry	Pose/create, identify, and react to different types of questions.	Design tasks for students to gather, process, and apply learning. Pose, identify, and react to different types of questions.	Design tasks for teachers to gather, process, and apply learning. Pose, identify, and react to different types of questions.	Design tasks for administrators to gather, process, and apply learning. Pose, identify, and react to different types of questions.
Inclusion	Respect and add to a level of trust and safety between members of the class.	Establish a level of trust and safety between members of the class.	Establish a level of trust and safety between members of the team.	Establish a level of trust and safety between members of the team.

Vision for Literacy Instruction

K-8 Literacy Framework

SD308 COMMUNITY UNIT SCHOOL DISTRICT

	Reading- comprehension, fluency, word study (phonemic awareness, phonics, vocabulary) (K- concepts of print)				Foundational Skills/ Word Study	Writing- focus, organization, development, conventions, language/vocabulary			
	Modeled	Shared	Guided/Flexible Grouping	Independent	⟷	Mini Lesson	Shared	Guided/Flexible Grouping	Independent
Purpose	To model metacognitive skills, reinforce the use of academic language, and demonstrate fluency in reading	To teach students to collaboratively discuss text to target specific skills and strategies while building fluency	To explicitly instruct skills and strategies with scaffolded support (as needed)	To provide students time to independently practice previously taught skills to develop stamina, perserverence, and a love of reading	To investigate and understand the patterns in words and to build word knowledge that can be applied to both reading and writing	To teach a topic/skill by modeling the writing process		To reinforce, re-teach, or extend previously taught skills	To develop and organize thoughts and ideas while using the structure of language to convey meaning, and a love of writing
Looks Like	Teacher reads aloud and models thinking and fluent reading. Students listen and think. "I read, you listen and think."	Teacher reads, students read along with the teacher. We both mark the text.	We read. Teacher assists and confers to assist in teaching and practice of strategic behaviors with text.	Students read. Students reflect. We notice skills/strategies used.	Teacher introduces. Students explore, interact, and apply.	Teacher writes or notices, students watch and think.	We write together.	Students write, reflect, revise, and edit. Teacher observes, guides, confers and supports. Students share writing.	
Group	Whole Group	Whole and Small Group	Small Group	Individual	Varies	Whole or Small		Temporary individual or small groups	Individual or partner
Text	Whole Group	At or Above Grade Level Text (fiction / non-fiction); Students have access to the text	Matching text to students' individual reading levels, needs, and/or interests; Students have own copy of the text	Student Choice with Teacher Guidance	Vocabulary, Word Study, Differentiated Spelling/dictation, Greek and Latin Roots, Grammar	Use a variety of exemplars/mentor texts (both professional and teacher/student-created)		Student-created text	

Diversity statement: We will embrace diverse backgrounds, values, and points of view to build a strong inclusive learning community because children's literature that shares the experiences, contributions, and perspectives of various cultural groups can help children develop a sense of belonging and identity. Reading and writing are mirrors in which children can see themselves reflected and also windows through which children can explore the world around them.

Differentiation statement: We will observe and understand the differences and similarities among students and use this information to plan instruction. We will continually strive to know and to respond to each students' diverse needs and varied interests.

Vision for Math Instruction

Teacher Led Instruction (whole group)
- Share learning target to focus learning (1)
- Use precise math vocabulary (4)
- Expose and encourage multiple representations (3)
- Use/model manipulatives and/or tools (3)
- Build from current levels of student understanding (7)
- Pose purposeful questions to help students determine point of confusion (5)
- Ensure conceptual understanding - before procedural fluency (6)
- Connect to real world (2,4)
- Use number sense routines (8)

Mathematics Teaching Practices
1. Establish mathematics goals to focus learning.
2. Implement tasks that promote reasoning and problem solving.
3. Use and connect mathematical representations.
4. Facilitate meaningful mathematical discourse.
5. Pose purposeful questions.
6. Build procedural fluency from conceptual understanding.
7. Support productive struggle in learning mathematics.
8. Elicit and use evidence of student thinking.

NCTM

Group Exploration/ Collaboration
- Use collaborative structures with accountability for all students (4,8)
- Promote discourse using proper math vocabulary (4)
- Provide a variety of activities (2,3)
- Differentiate - low floor, high ceiling (7)
- Help students determine points of confusion (5,8)

Independent Practice
- Promote the use of resources, tools and time effectively
- Promote opportunities for students to develop questions and monitor point of confusion (7)
- Monitors and re-teaches (8)
- Provide opportunities to practice key skills to build automaticity

SD308

Continued Vision Work for 2023-24

Integration of SEL

Restorative Practices

Model for Managing Complex Change

Vision	Skills	Incentives	Resources	Action Plan	=	Success
Vision	Skills	Incentives	Resources	Missing	=	False Starts
Vision	Skills	Incentives	Missing	Action Plan	=	Frustration
Vision	Skills	Missing	Resources	Action Plan	=	Resistance
Vision	Missing	Incentives	Resources	Action Plan	=	Anxiety
Missing	Skills	Incentives	Resources	Action Plan	=	Confusion

Explicit SEL Instruction

	Skills (Professional Development Topics)	Incentives (Why)	Resources	Action Plan
Work in 2021-22	How to use new SEL curriculum materials	Creation of Student Survey to have data	Purchase of new SEL materials	Sharing of expectations/training schedule
Work for 2022-23	**EC-8 Refining use of SEL materials** **HS- New approach to SEL**	**Use of student survey data**	**HS - New time/structure**	**Sharing of plans for improvement based on student and staff survey data**
Work for 2023-24	EC-12 Refining use of SEL materials	Use of student survey data		Sharing of plans for improvement based on student and staff survey data
Work for 24-25	EC-12 Refining use of SEL materials	Use of student survey data		Sharing of plans for improvement based on student and staff survey data

New Staff will be trained on all areas from previous years

Results from Staff Survey

In what areas of social emotional learning would you like professional development? (check all that apply)
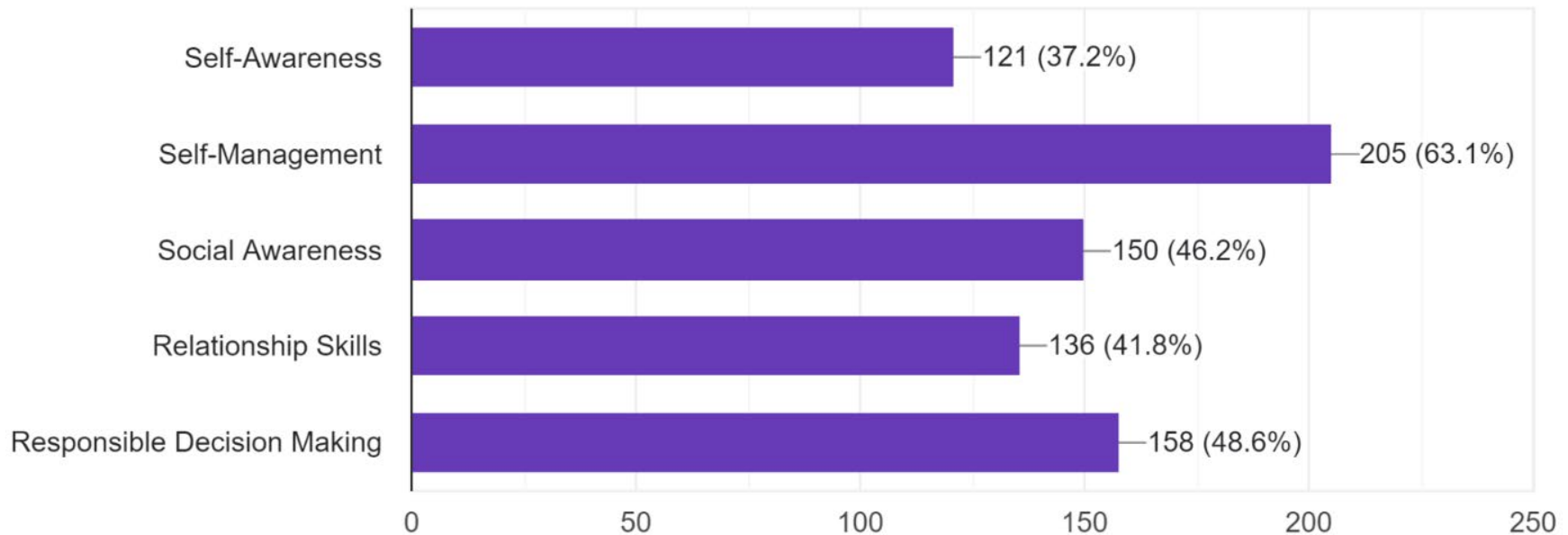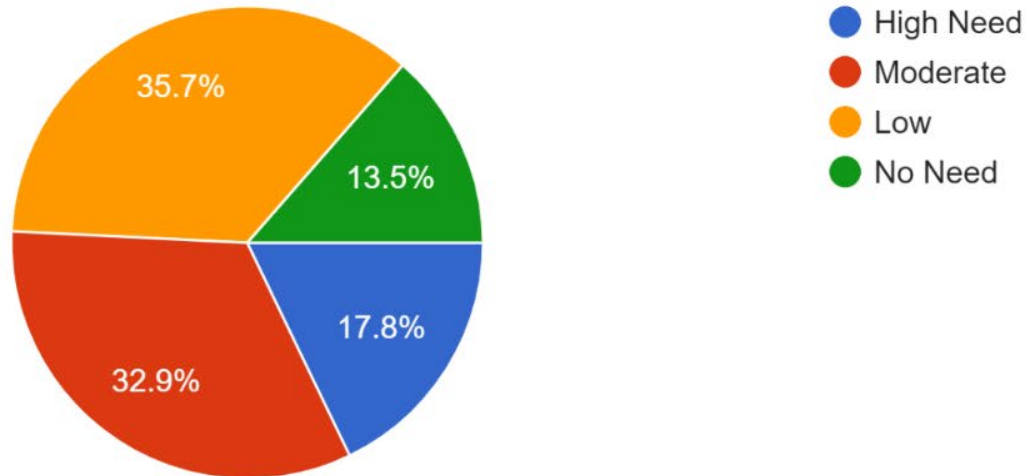
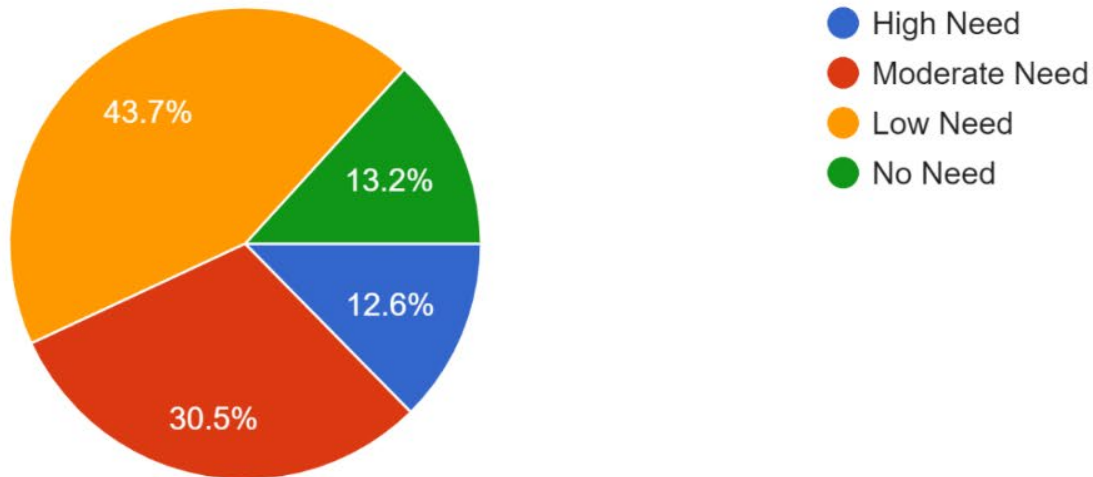325 responses

Results of Staff Survey

Restorative practices

325 responses

- High Need
- Moderate
- Low
- No Need

Pie chart values: 35.7%, 13.5%, 17.8%, 32.9%

Results of Staff Survey

Suicide prevention/intervention

325 responses

- High Need — 12.6%
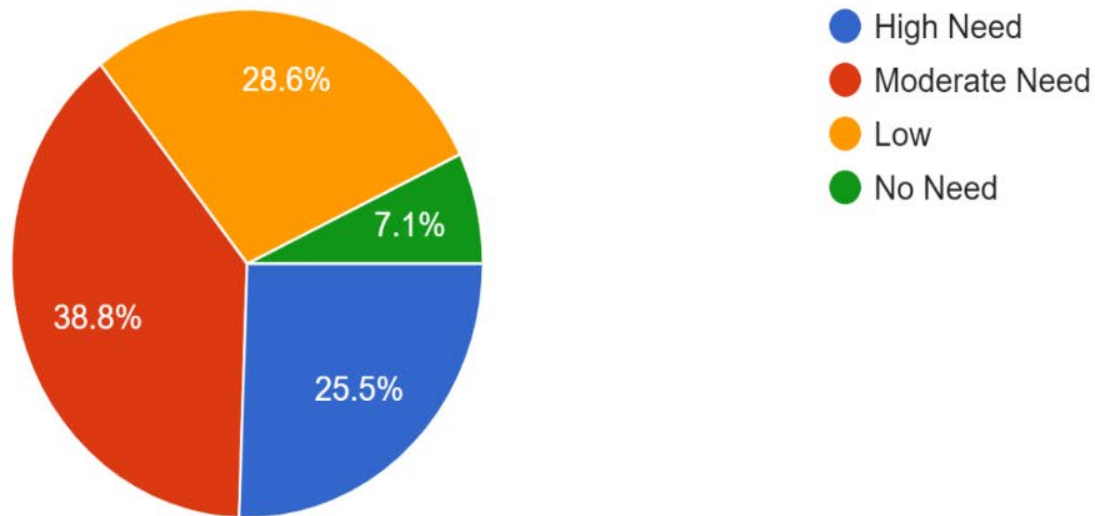- Moderate Need — 30.5%
- Low Need — 43.7%
- No Need — 13.2%

Explicit Instruction on Common Expectations for Behavior

	Skills (Professional Development Topics)	Incentives (Why)	Resources	Action Plan
Work in 2021-22	K-8 - Emphasis on School Wide expectations and Classroom Procedures HS - Create school wide expectations	Began work on data collection	Time on Institute Day at start of year and team time to monitor	Share expectations and training schedule
Work for 2022-23	K-12 - Emphasis on School Wide expectations and Classroom Procedures How to use data to monitor effectiveness	HS - Training on importance Establish use of data to monitor effectiveness	Time on Institute Day at start of year and team time to monitor	Sharing of plans for improvement based on data
Work for 2023-24	**K-12 - Emphasis on School Wide expectations and Classroom Procedures** **How to use data to monitor effectiveness**	**Data**	**Time on Institute Day at start of year and team time to monitor**	**Sharing of plans for improvement based on data**
Work for 24-25 New Staff v	How to use data to monitor effectiveness	Data	Time on Institute Day at start of year and team time to monitor	Sharing of plans for improvement based on data

Results of Staff Survey
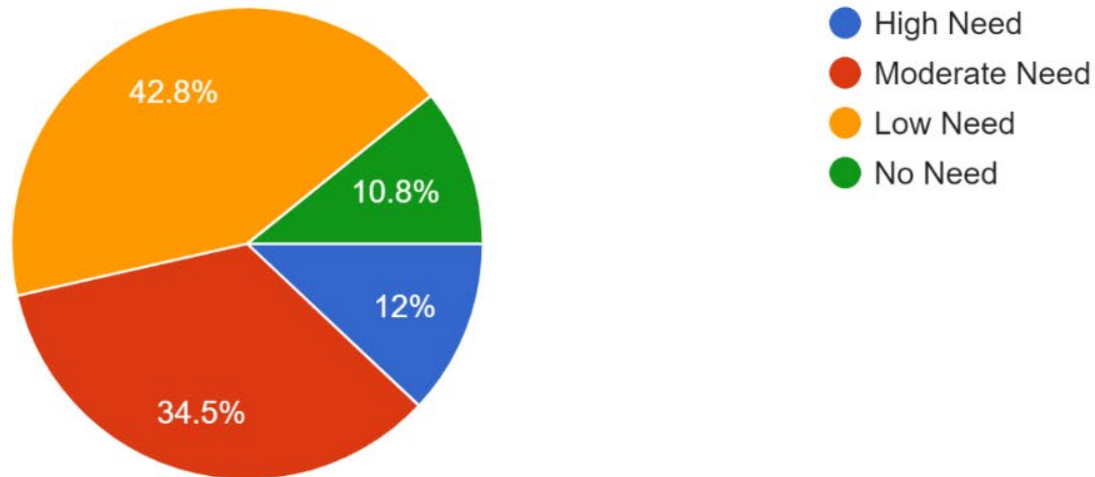
Behavior de-escalation and disengagement

325 responses

- High Need
- Moderate Need
- Low
- No Need

28.6%
7.1%
38.8%
25.5%

Results from Staff Survey

Bullying

325 responses

Legend:
- High Need (blue)
- Moderate Need (red)
- Low Need (orange)
- No Need (green)

- 42.8%
- 10.8%
- 12%
- 34.5%

SEL Integrated with Academic Instruction

	Skills (Professional Development Topics)	Incentives (Why)	Resources	Action Plan
Work in 2021-22	SEL Core Competencies	Creation of Student Survey to have data		Sharing of expectations and training schedule
Work for 2022-23	SEL Integration with new K-5 Social Studies Curriculum	Use of student survey data	Document showing connections with curriculum	Sharing of plans for improvement based on student and staff survey data
Work for 2023-24	**Work with High Schools to integrate SEL standards within departments**	**Use of student survey data**	**Document showing connections with curriculum**	**Sharing of plans for improvement based on student and staff survey data**
Work for 24-25	Integration with ELA Curriculum	Use of student survey data	Document showing connections with curriculum	Sharing of plans for improvement based on student and staff survey data

New Staff will be trained on all areas from previous years

Youth Voice and Engagement

	Skills (Professional Development Topics)	Incentives (Why)	Resources	Action Plan
Work in 2021-22	Training on Expectations for Designing for Engagement K-8 training on Independent reading component of Literacy Framework Implementation of inquiry-based JH science curriculum Continued DEI training	Training on types of skills students need Use of NGSS (Science) standards	Purchase of Diverse literature to support student choice during Independent Reading	Sharing and modeling of expectations for students, teachers, administrators
Work for 2022-23	**Implementation of Inquiry-based K-8 Social Studies Curriculum** **Continued DEI training**	**Use of Illinois C3 (Social Studies) framework**	**New K-5 Social Studies Materials**	**Timelines for training and implementation of new materials**
Work for 2023-24	**Implementation of new Inquiry-based 9-12 Social Studies Curriculum** **Continued DEI training**	**Use of Illinois C3**	**New 9-12 Social Studies Materials**	**Timelines for training and implementation of new materials**
Work for 2024-25	Restorative Practices Student Led Instructional Practices	Alignment with Future of Instruction		Timelines for training and implementation

New Staff will be trained on all areas from previous years

Staff PD Survey - Inquiry Approach

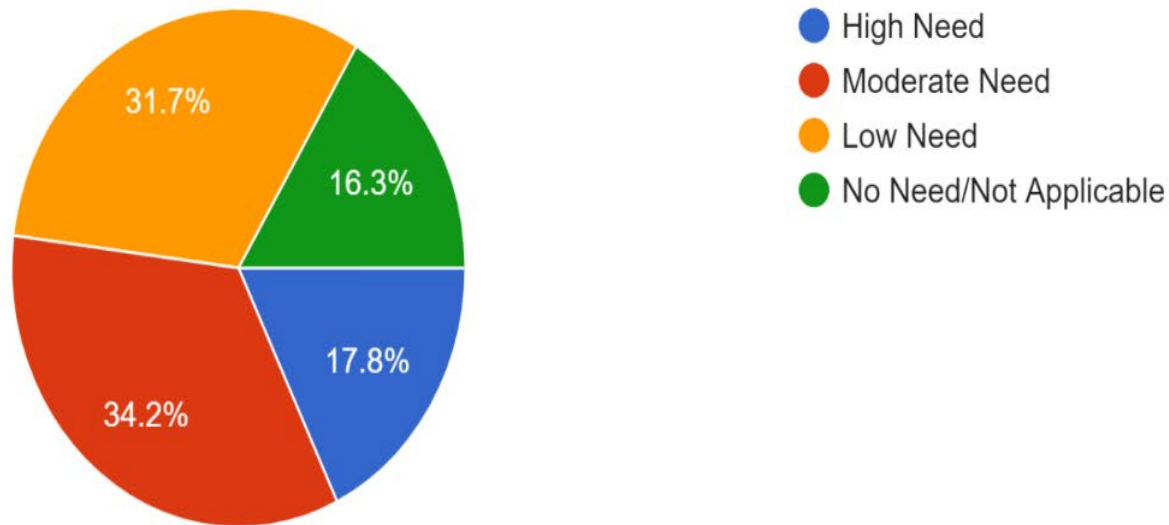Utilizing an inquiry approach to increase engagement and critical thinking

325 responses

- High Need
- Moderate Need
- Low Need
- No Need/Not Applicable
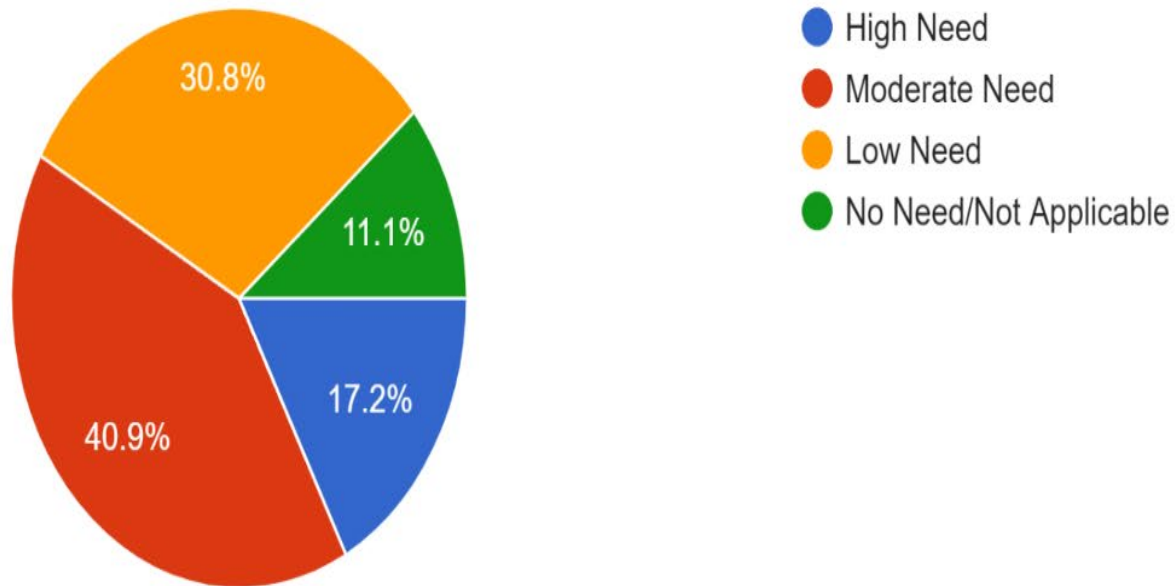
Staff PD and Student Survey - Student Choice

Giving students' choice in materials and/or assessment to increase engagement

325 responses

Legend:
- High Need
- Moderate Need
- Low Need
- No Need/Not Applicable

Pie chart values: 31.7%, 16.3%, 17.8%, 34.2%

Supportive School and Classroom Climates - GENERAL

	Skills (Professional Development Topics)	Incentives (Why)	Resources	Action Plan
Work in 2021-22	Training on Expectations for Designing for Engagement Continued DEI training	Analysis of academic achievement data by demographic groups	New K-8 Assessment System Instructional Coaches, Time for teams	Sharing and modeling of expectations for students, teachers, administrators
Work for 2022-23	Continued DEI training	Analysis of academic achievement data by demographic groups	Instructional Coaches, Time for teams 9-12 Assessments	Timelines for teams to review data and create action plans
Work for 2023-24	**Continued DEI training**	**Analysis of academic achievement data by demographic groups**	**Instructional Coaches, Time for teams**	**Timelines for teams to review data and create action plans**
Work for 24-25	Continued DEI training	Analysis of academic achievement data by demographic groups	Instructional Coaches, Time for teams	Timelines for teams to review data and create action plans

New Staff will be trained on all areas from previous years

Staff PD Survey- Culturally Responsive Teaching

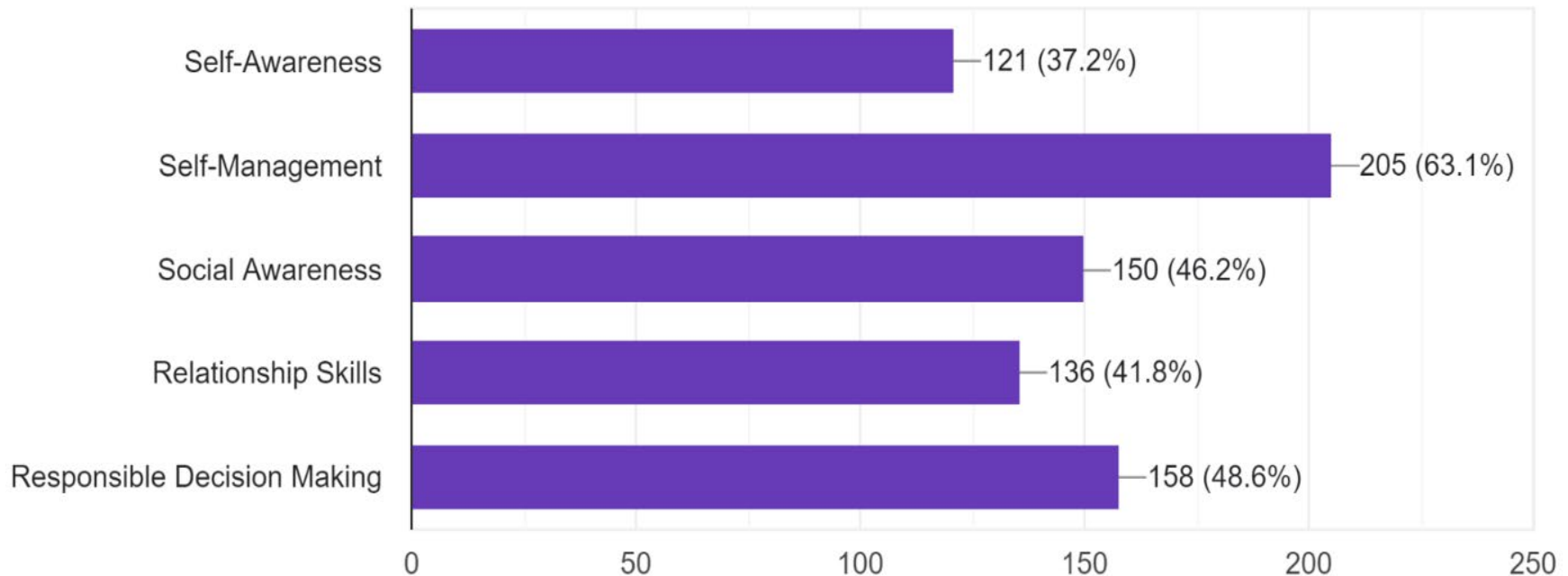Implementing culturally responsive teaching to better meet the needs of all students

325 responses

- 🔵 High Need
- 🔴 Moderate Need
- 🟠 Low Need
- 🟢 No Need/Not Applicable
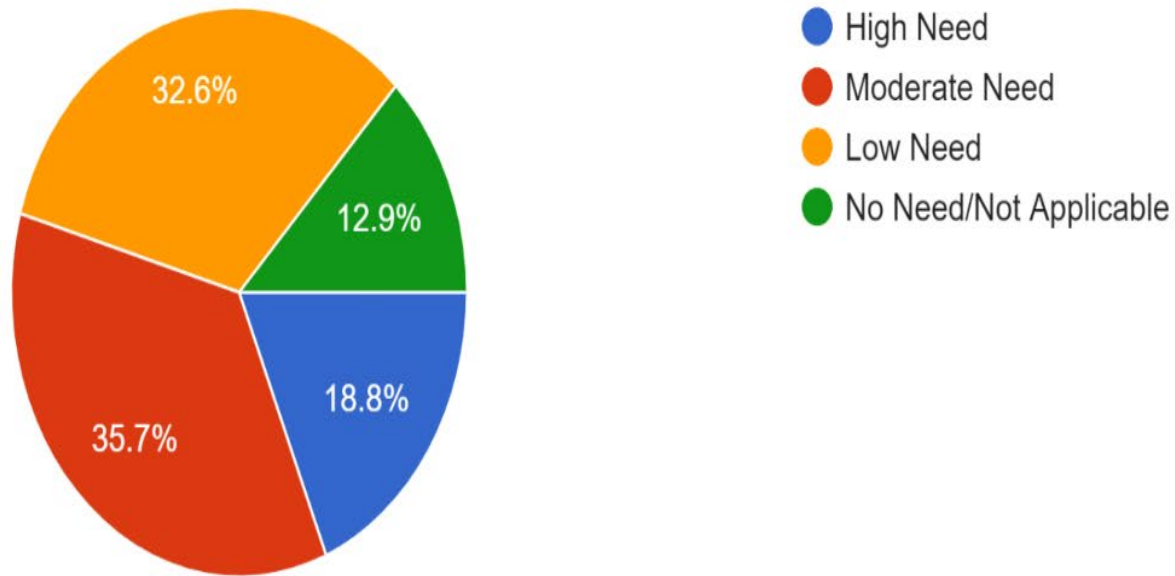
Staff Survey Results

In what areas of social emotional learning would you like professional development? (check all that apply)
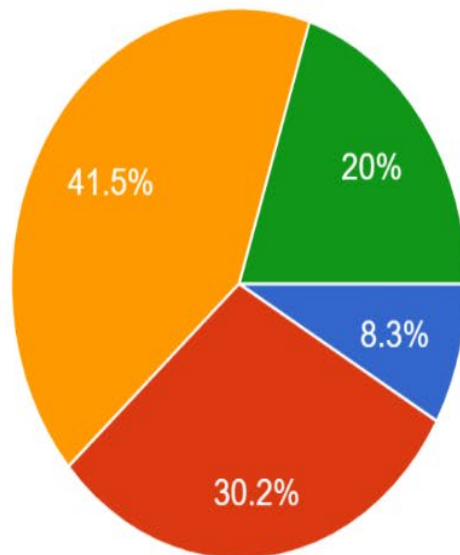
325 responses

Staff PD Survey - Analyzing Data

Analyzing data to improve your instruction

325 responses

Legend:
- High Need
- Moderate Need
- Low Need
- No Need/Not Applicable

41.5% — Low Need
20% — No Need/Not Applicable
8.3% — High Need
30.2% — Moderate Need

Supportive School and Classroom Climates - K-8 Literacy

	Skills (Professional Development Topics)	Incentives (Why)	Resources	Action Plan
Work in 2021-22	K-5- Independent and Shared Reading 6-8 Shared and Independent Reading Analysis of data	Analysis of academic data	New books for student choice (emphasis on diversity) New assessments for grades 2-5	Timeline for trainings and expectations during walkthroughs
Work for 2022-23	Further training on K-8 Guided Reading,	Analysis of academic data	1	Timeline for trainings and expectations during walkthroughs
Work for 2023-24	**Pliot K-8 ELA Materials and SD308 Literacy Framework** **Begin work on writing portions of framework** **Areas identified by walkthroughs and analysis of achievement data**	**Analysis of academic data**	**New K-5 ELA Materials**	**Timeline for trainings and expectations during walkthroughs**
Work for 24-25 New Staff	Areas identified by walkthroughs and analysis of achievement data	Analysis of academic data		Timeline for trainings and expectations during walkthroughs

Staff PD Survey and Student Survey Differentiation Instruction

Differentiating instruction to meet academic needs

325 responses

- High Need
- Moderate Need
- Low Need
- No Need/Not Applicable

38.8%
15.7%
13.8%
31.7%
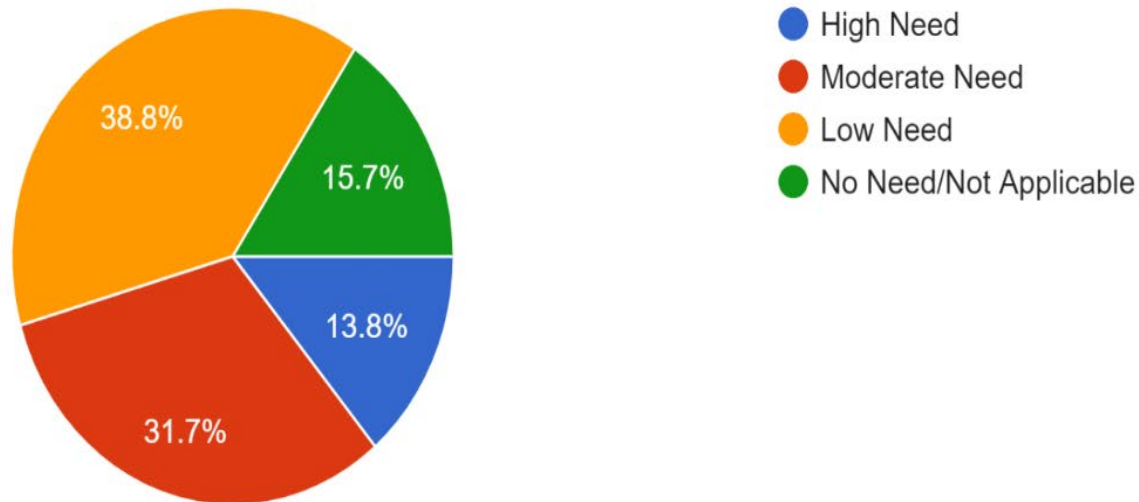
Supportive School and Classroom Climates - K-8 Math

	Skills (Professional Development Topics)	Incentives (Why)	Resources	Action Plan
Work in 2021-22	Training on Expectations for Designing for Engagement Analysis of data Precise math vocabulary and Collaborative Structures	Analysis of academic achievement by demographic groups	Instructional Coaches, Time for teams,	Sharing and modeling of expectations for students, teachers, administrators
Work for 2022-23	JH - New math materials Conceptual Understanding Analysis of data Precise math vocabulary and collaborative structures Differentiation	Analysis of academic achievement by demographic groups	New JH math materials Refined vocabulary lists by grade level	Timelines for training and team meetings to review data
Work for 2023-24	**Use of data to drive instruction** **Differentiation** **Areas identified by walkthroughs and analysis of achievement data**	**Analysis of academic achievement by demographic groups**	**Registration for math training on number sense**	**Timelines for training and team meetings to review data**
Work for 2024-25 New	Areas identified by walkthroughs and analysis of achievement data	Same		Same

Classroom walkthrough focus for next year

	Climate for Learning Framework	Literacy Framework	Math Framework
Elementary	Inquiry projects/ high level questions Collaborative structures that require accountability for all	Evidence of implementation and differentiation during all three reading instruction components of the literacy framework: 15 minutes of independent reading, small group instruction, and whole group instruction Oct- Evidence of daily independent writing opportunities Jan- Mini writing lessons (5-10 minutes) focused on a specific skill (2-3 times a week)	Use explicit instruction and collaborative **structures** to ensure individual accountability and the use of precise math terms. Implement tasks that promote reasoning and problem solving. Group Exploration/ Collaboration: • Use collaborative structures w accountability for all students • Promote discourse using prop vocabulary (4) • Provide a variety of activities • Differentiate - low floor, high • Help students determine point confusion (5,8)

Junior High	Learning Targets posted. Students pose and react to different types of questions. Use collaborative structures to ensure all students are actively engaged in the content	10 minutes of daily independent reading time Evidence of guided/flexible grouping reading instruction Evidence of daily independent writing opportunities for students Jan- Mini writing lessons (5-10 minutes) focused on a specific skill (2-3 times a week)	<table><tr><td>Group Exploration/ Collaboration</td><td>Use collaborative structures wi accountability for all students (Promote discourse using prope vocabulary (4) Provide a variety of activities (Differentiate - low floor, high c Help students determine point confusion (5,8)</td></tr></table> Evidence of collaborative structures. Math dept has committed to using collaborative structures 3x per week. Evidence of facilitation of student conversations using precise math vocabulary

Classroom walkthrough focus for next year

High School	Share learning targets Use collaborative structures to ensure all students are actively engaged in the content.

Staff SEL

	Skills (Professional Development Topics)	Incentives (Why)	Resources	Action Plan
Work in 2021-22	Core Competencies			
Work for 2022-23	**Core Competencies**	**Save staff time Provide Teacher Autonomy Share and spread success**	**Time**	**Determine expectations and implementation**
Work for 2023-24	ICEL and Problem Solving Sharing from teams across district	Peer Collaboration	Time	Dates for team meetings and district wide sharing
Work for 2024-25	ICEL and Problem Solving Sharing from teams across district	Peer Collaboration	Time	Dates for team meetings and district wide sharing

New Staff will be trained on all areas from previous years

Support for Student Learning

Priority	Indicators of Success by April 2024	What does success look like in 2026?
Implement a three year professional development and coaching plan to support Envision 308.	1. Vision Component Completed for all seven areas of the Climate for Learning Framework • Supportive Discipline • SEL Integration with Academics 2. Establish system for data collection and analysis for effectiveness on student behavior 3. Three year plan aligned with next steps needed for improvement in curriculum and instruction as identified by student achievement data and classroom walkthrough data, and aligned with needs identified in staff and student surveys	Have an annual, as well as three year plan, for professional development based on feedback from staff and use of data to identify needs. Staff trainings would model the SD308 Expectations for Engagement

Administrative Recommendation for Professional Development Progress

ENVISION 308 ANNUAL PROGRESS REPORTS

Making Great Progress-Attainment	Making Progress	Holding Constant	Regressing	NO DATA AVAILABLE