The Glenbard Professional Development Plan offers a wide range of professional growth opportunities for licensed staff. The program is designed for teachers’ personal and professional growth as they seek to continually improve student learning. The Danielson Framework for Teaching is the district’s model to define good teaching. The following district-wide programs provide support in high leverage Danielson components.
### Danielson Framework Alignment “Heat Map”

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#### 1. Primary Growth Areas

- a. Demonstrating Knowledge of Content and Pedagogy
- b. Demonstrating Knowledge of Students
- c. Setting Instructional Goals
- d. Demonstrating Knowledge of Resources
- e. Designing Coherent Instruction
- f. Designing Student Assessments

#### 2. Also Helps With

- a. Creating an Environment of Respect and Rapport
- b. Establishing a Culture of Learning
- c. Managing Classroom Procedures
- d. Managing Student Behavior
- e. Organizing Physical Space

#### 3. Primary Growth Areas

- a. Communicating with Students
- b. Using Questioning and Discussion Techniques
- c. Engaging Students in Learning
- d. Using Assessments in Instruction
- e. Demonstrating Flexibility and Responsiveness

#### 4. Also Helps With

- a. Reflecting on Teaching
- b. Maintaining Accurate Records
- c. Communicating with Families
- d. Participating in the Professional Community
- e. Growing and Developing Professionally
- f. Showing Professionalism
# Glenbard Professional Growth Programs
## Multi-Year Planning Tool

<table>
<thead>
<tr>
<th>Professional Growth Program Strand</th>
<th>Suggesting Planning</th>
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<tbody>
<tr>
<td><strong>Equity Strand</strong></td>
<td>Complete one (1) Equity Strand activity between August 1, 2015 and June 1, 2020.</td>
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<tr>
<td>Belonging, Equity &amp; Diversity</td>
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<tr>
<td><strong>Deep Learning Strand</strong></td>
<td>Complete two (2) Deep Learning Strand activities between August 1, 2015 and June 1, 2020.</td>
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<td>Assessment Literacy &amp; The Art of Unit Design</td>
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<td>Innovators 1.0, 2.0 &amp; 3.0</td>
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<td>Present at or actively attend 87 Fest</td>
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<tr>
<td><strong>Instructional Practice Strand</strong></td>
<td>Keeping Domain 4 in mind and your two-year evaluation cycle, licensed staff should use their evaluations, self-reflections and collaboration with PLCs and school leadership to guide their selection of programs in this strand.</td>
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<td>Other Danielson-Aligned Programs</td>
<td>All new teacher teams in a co-taught teaching assignment will complete the Co-Teaching program prior to or during their first year in this type of teaching assignment.</td>
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<td>Co-Teaching</td>
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<td>Effective PLCs</td>
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<td>Using Student SAT Suite Data to Inform Learning</td>
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Reminder: Licensed staff have a variety of instructional supports to help with their professional growth, including instructional tech specialists and/or instructional coaches.
Glenbard Township District 87
Institute Day Agenda

Tuesday October 9, 2018 - Glenbard North High School

7:00-7:30  Continental Breakfast
7:30-9:00  Keynote on Deeper Learning (ALL) - Kaleb Rashad
9:00-9:15  Break
9:15-1:00  Breakout Sessions (Staff members select one 4-hour session or four 1-hour sessions)

Staff members will have the choice to attend multiple breakout sessions. One pathway features Glenbard 87 PD sessions where staff selects a single 4-hour session. Some of these extended sessions meet the requirements for our Glenbard PD Strands. The second pathway features staff-led PD sessions on a variety of topics. Participants in this strand will select four 1-hour sessions to attend.

Kaleb Rashad

Dr. Kaleb Rashad is a creative director at High Tech High. High Tech High is first and foremost an equity project and an expression of human and civil rights. We see school as an opportunity to do real, sophisticated, and creative work. Kaleb’s belief in human-centered design is deeply rooted in his dissertation research on relational trust. He believes in spreading LOVE + JUSTICE with the dreamers and disruptors at High Tech High Graduate School of Education, School Retool (at Stanford University's d.School), Real World Scholars, Leadership + Design, and WildFire Education. Before High Tech High, Kaleb taught mathematics and science in a traditional Title 1 school and served as a site administrator for two middle schools and two elementary schools. Kaleb served in the US Marine Corps at Camp Pendleton, CA. He lives with his wife, two boys, and their little Shih-Tzu named Ozzie in San Diego, CA. Kaleb holds a BA in Human Development, two Master’s Degrees in Education and Leadership, and a Doctorate in Educational Leadership from Azusa Pacific University.

You can follow Kaleb at @kalebrashad or visit his website kalebrashad.com.
Seventh Annual 87 Fest

Seventh Annual 87 Fest - Wednesday April 17th @ The Morton Arboretum - Lisle, IL

AM SESSION - 7:45 am-11:00 am - Breakfast Provided
PM SESSION - 11:15 am - 2:30 pm - Lunch Provided

2019 87 Fest Keynote Dr. Art Markman author of Smart Thinking, Smart Change, and Brain Briefs.

Our SEVENTH ANNUAL 87 FEST of teaching and learning is at the Morton Arboretum on Wednesday, April 17th. 87 Fest is an “uncommon” professional learning experience curated by the district’s instructional coaches to showcase the collaborative work of faculty around assessment literacy, MTSS (formerly RtI), cooperative learning, instructional technology, math & literacy interventions, instructional coaching, as well as our featured speaker.

Art Markman, PhD is the Anabel Irion Worsham Centennial Professor of Psychology and Marketing at the University of Texas at Austin and Founding Director of the Program in the Human Dimensions of Organizations. He has written over 150 papers on topics including reasoning, decision making, and motivation. Art brings insights from cognitive science to a broader audience through his blogs at Psychology Today and Fast Company as well as his radio show and podcast. He has written several books including Smart Thinking, Smart Change, and Brain Briefs.

After receiving a B.S. in Cognitive Science from Brown University in 1988, Art went on to graduate school in the Psychology Department at the University of Illinois, where he got his PhD in 1992. He then spent five years as an Assistant Professor in the Psychology Department at Columbia University. His research has focused on four main areas. Art currently is the director of the program in the Human Dimensions of Organizations at the University of Texas. This program aims to provide education in the humanities and the social and behavioral sciences to people in business, nonprofits, government, and the military. The aim is to teach leaders about how people, groups, and cultures influence the workplace.

He blogs for several outlets and has written a number of books bringing cognitive science to a broader audience. You can get more information about this work at smartthinkingbook.com. In addition, he does a radio show and podcast called Two Guys on Your Head produced by WKUT. When Art isn't working or spending time with his family, he can be found playing the saxophone in a ska band.
Equity Strand

Complete learning objectives and additional resources for each learning experience can be accessed at http://bit.ly/2O3HFjJ. A majority of these events will be hosted at the 87 Center (the remodeled basement of District Office). Please remember to check Frontline for updated locations and times.

2 Day Workshop   SPACE IS LIMITED, REGISTER THROUGH YOUR BUILDING ADMIN

Belonging, Equity And Diversity | September 17 & 18, 2018 or February 6 & 7, 2019

Designed for licensed faculty who wish to enhance students’ sense of belonging in their classrooms and to reflect on the value of diversity.

Danielson Component Growth Areas:
Primary Growth Areas: 1b, 2a, 2b, 2d, 3a, 3c, 4e
Also Helps With: 1a, 1d, 3e, 4a, 4c, 4f

Overview: This is a workshop in which educators can develop the knowledge and requisite skills for engaging, sustaining, and deepening Courageous Conversation about the impact of race and racism on instruction and learning within schools. This workshop enables leaders to dialogue about race in a safe and authentic way. Through this workshop, participants will be positioned to develop their knowledge, will, skill, and capacity to effectively address the impact of the social constructions of race in the instruction and learning process.

1 Day Workshop   REGISTER VIA FRONTLINE APP.FRONTLINEEDUCATION.COM

SEL in the Curriculum | October 16, 2018 or November 13, 2018

Designed for licensed faculty who are looking to increase their understandings of Social Emotional Learning (SEL) and instructional strategies to improve student engagement and well-being.

Danielson Component Growth Areas:
Primary Growth Areas: 1b, 2a, 2d, 3c, 3e, 4e
Also Helps With: 1e, 2c, 3a

Overview: Participants will improve their understanding in the social emotional development of students in their class. This understanding will better enable each participant to design intentional practices to support development in this area classroom-wide and for students who struggle. Mary Tavegia the Co-Director of the C.L.A.S.S. Leadership Coaching Program at CEC will be presenting. Mary has 37 years of educational experience in schools both a special education teacher and a general education teacher. Mary was a gubernatorial appointment to the Executive Board of the Illinois Children’s Mental Health Partnership and co-chaired the School Policies and Standards Sub-Committee for six years. She served on the committee that wrote the Illinois Learning Standards for Social and Emotional Learning.
Evaluating And Improving Classroom Practices Around Equity
October Institute 2018 or March 13, 2019

**Danielson Component Growth Areas:**
Primary Growth Areas: 1b, 2a, 3c, 3e
Also Helps With: 1d, 1e, 1f, 2c, 3b, 3d, 4c, 4e, 4f

**Overview:** Pedro Noguera suggests that we “We must teach the way students learn, rather than expecting them to learn the way we teach.” For that reason, this learning experience will assist you with developing a shared definition of cultural awareness among students and leveraging that cultural capital in the classroom to maximize student engagement. Various strategies and techniques will be introduced that will assist you in promoting an environment that supports equity and inclusion by integrating material that is relevant to students’ interests and affirms student identities.

1 Day Workshop
**Growth Mindset 1** | October Institute 2018 or February 13, 2019

**Designed for** licensed faculty who want to explore what growth mindset is, why it is important for people to possess it, and how to foster it in their students.

**Danielson Component Growth Areas:**
Primary Growth Areas: 1b, 2a, 2b, 3a, 3c, 3e
Also Helps With: 1d, 1e, 4f

**Overview:** This learning experience workshop will help you discover what a growth mindset is and how you can incorporate one in your classroom. You will experience various structures and ideas that will assist you in developing an environment that supports a growth mindset.

1 Day Workshop
**Growth Mindset 2** | February 19, 2019

**Designed for** licensed faculty who have completed Growth Mindset 1 training and want to expand their growth mindset repertoire.

**Danielson Component Growth Areas:**
Primary Growth Areas: 1b, 2a, 2b, 3a, 3c, 3e
Also Helps With: 1d, 1e, 4f

**Overview:** This professional development was created for individuals who have already participated in Mindset I training. Based on the research and work of Jon Saphier's High Expectations Teaching, this professional development experience will expand your knowledge base on practical mindset strategies to enhance your practices to include student agency, effective effort, and choice.
Deep Learning Strand

Complete learning objectives and additional resources for each learning experience can be accessed at http://bit.ly/2O3HFjJ. A majority of these events will be hosted at the 87 Center (the remodeled basement of District Office). Please remember to check Frontline for updated locations and times.

Assessment Literacy & The Art Of Unit Design | September 13th & October 31, 2018 or March 6 & May 1, 2019

**Designed for** licensed faculty who want to rethink how they design units with a focus on curiosity, deeper learning, and authentic assessment.

**Danielson Component Growth Areas:**
- Primary Growth Areas: 1c, 1d, 1e, 1f, 2b, 3a, 3c, 3d, 4a, 4e
- Also Helps With: 1b, 3b, 3e, 4b

**Overview:** This is the next phase of our assessment literacy training that focuses on unit design and summative assessments. This program will explore how to develop and utilize unit design and essential questions to cultivate deeper student learning and engagement. It will help participants examine how to align assessments with learning objectives.

1 Day Workshop REGISTER VIA FRONTLINE APP.FRONTLINEEDUCATION.COM

Deep Learning And The 4Cs | March 7, 2019

**Designed for** licensed faculty who want to better understand and incorporate the 21st Century Skills of critical thinking, communication, collaboration, and creativity into their classrooms.

**Danielson Component Growth Areas:**
- Primary Growth Areas: 1d, 1e, 1f, 2b, 3c, 3d, 4e
- Also Helps With: 1c, 3a, 3b, 3e, 4a

**Overview:** Participants will explore how to create lessons that use critical thinking, communication, collaboration and creativity to engage students and provide deep learning experiences. In this hands-on workshop, participants will discover ways to specifically embed the 4Cs into their classroom using the power of the iPad. We will also delve into 4Cs rubrics for evaluating student progress in these areas.
Developing Authentic Performance Tasks | February 12, 2019 and March 19, 2019

**Designed for** licensed faculty who would like assistance in designing engaging and authentic learning experiences and assessments for students.

**Danielson Component Growth Areas:**
- **Primary Growth Areas:** 1d, 1e, 1f, 2b, 3d, 4e
- **Also Helps With:** 1c, 3a, 3b, 3e, 4a

**Overview:** Participants will learn to create goal-focused performance tasks which ask students to develop authentic performances and products, including best uses of technology. Based on the work of Jay McTighe, this program will look at ways to create authentic contexts for student learning at levels 3 and 4 of the Depth of Knowledge framework. Participants will develop their own performance task and rubric on day one and then share their lesson with the group on day two.

Exploring SAMR | February 21, 2019, 8am-11am

**Designed for** licensed faculty to better understand and utilize the SAMR model with the assistance of technology coaches.

**Danielson Component Growth Areas:**
- **Primary Growth Areas:** 1d, 3c, 3d, 4b, 4e
- **Also Helps With:** 1f, 2c, 2d, 2e, 3b

**Overview:** Explore Dr. Ruben Puentedura’s SAMR theory for integrating technology into the classroom with student-centered activities and a focus on the 4Cs: communication, collaboration, critical thinking and creativity. Participants will assess sample SAMR lessons and discuss ways to enhance these lessons.

Innovators: Transforming Instruction | September 12th, 2018, November 1st, 2018, January 16th, 2019, February 26th, 2019, and April 25, 2019

**Designed for** licensed faculty who would like assistance from technology coaches and colleagues embedding technology into their curriculum.

**Danielson Component Growth Areas:**
- **Primary Growth Areas:** 1d, 1e, 2e, 3c, 3d, 4b, 4e
- **Also Helps With:** 1f, 2c, 2d, 2e, 3b, 3e, 4a

**Overview:** Through a cycle of instruction, modeling, design, practice, and reflection, faculty will have the time and opportunity to develop student-centered learning experiences that integrate technology into the curriculum. Teachers in this cohort will participate in sample learning experiences using established best practices, and then work with other teachers in their content areas to apply these frameworks. Teachers will view technology integration through the SAMR lens and focus on how to develop the 4Cs (critical thinking, communication, collaboration and creativity), essential twenty-first century skills for all students.
Continuing the SAMR Journey

**Innovators 2.0** | September 20th, 2018, November 8th, 2018, January 24, 2019, and March 14, 2019

**Danielson Component Growth Areas:**
- Primary Growth Areas: 1d, 1e, 2e, 3c, 3d, 4b, 4e
- Also Helps With: 1f, 2c, 2d, 2e, 3b, 3e, 4a

**Overview:** This cohort will continue to explore Dr. Puenteuda's SAMR theory, focusing on using technology to modify and redefine teaching and learning. Through a cycle of instruction, modeling, design, practice, and reflection, teachers will have the time and opportunity to develop student-centered learning experiences that integrate the 4Cs and technology. Teachers in this cohort will also look at incorporating aspects of design thinking, personalization, global connections and project-based learning into their classrooms.

**Designed for** licensed faculty, who completed INNOVATORS 1.0, and would like continued assistance from technology coaches and colleagues with embedding technology into their curriculum.

**3 1/2 Day Workshop**
- Space is limited. For returning Innovators. Register through your building tech coach.

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**Innovators 3.0** | October 18th, 2018, January 30th, 2019, and April 5, 2019

**Danielson Component Growth Areas:**
- Primary Growth Areas: 1d, 1e, 2e, 3c, 3d, 4b, 4e
- Also Helps With: 1f, 2c, 2d, 2e, 3b, 3e, 4a

**Overview:** Innovators 3.0 is for teachers who are already familiar with creating modification and redefinition learning experiences for their students and are looking to deepen their teaching practice. Innovators 3.0 participants will work closely with their instructional technology specialist to set goals and create an individualized Launch plan. Participants will reflect on progress throughout the year and share their experiences with the group.

**Designed for** licensed faculty, who completed INNOVATORS 1.0 & 2.0, and would like continued assistance from technology coaches and colleagues with embedding technology into their curriculum.

**3 Day Workshop**
- Register through your building tech coach.
Instructional Practice Strand

Complete learning objectives and additional resources for each learning experience can be accessed at http://bit.ly/2O3HFjJ. A majority of these events will be hosted at the 87 Center (the remodeled basement of District Office). Please remember to check Frontline for updated locations and times.

Co-teaching | August 2nd  Additional August and September dates will be added

**Designed for** new or existing co-teachers who are looking for better co-teaching practices and insights to enhance student outcomes.

**Danielson Component Growth Areas:**
- Primary Growth Areas: 1a, 1b, 1c, 1d, 1e, 3d, 3e
- Also Helps With: 1f, 2b, 3b, 4a

**Overview:** Embedded professional development for certified staff in co-teaching situations (e.g. general education and special education teachers). This professional development is designed to improve knowledge of co-teaching styles, planning approaches, and accommodations and modifications to support a wide array of student needs. In-class observation and non-evaluative feedback by the trainer and other co-teaching professionals will be included to improve professional practice at each school.

Discussion and Questioning | October Institute 2018 or April 23, 2019

**Designed for** licensed faculty who are looking for strategies to increase student participation and peer to peer interaction in their classrooms.

**Danielson Component Growth Areas:**
- Primary Growth Areas: 1e, 2b, 3a, 3b, 3c, 4e
- Also Helps With: 3e

**Overview:** Participants will explore questioning and discussion techniques that support student agency and critical thinking. Questioning and discussion techniques are great ways to engage students with the curriculum, develop speaking and listening skills, and assist with knowledge construction. This session will cover criteria vital for creating a successful student-centered discussion, including a variety of discussion structures.

REGISTER VIA FRONTLINE APP.FRONTLINEEDUCATION.COM
Glenbard Coaching Project | September 19, 2018

**Designed for** teachers who would like to work collaboratively with an instructional coach around a specific instructional challenge, practice, tool, or project.

**Danielson Component Growth Areas:**
- Primary Growth Areas: 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3b, 3c, 3d, 4e
- Also Helps With: 3a, 4b, 4c

**Overview:** The kickoff will explore the coaching cycle and highlight coaching projects that teachers have developed in the past. During this event, teachers will brainstorm their own project ideas with the coaching team. The kickoff is followed by building meetings. In those sessions the instructional coaches will ...

- use data to help the teacher define a project focus
- develop strategies to help meet the teacher’s goal for improvement
- demonstrate how to implement these strategies.
- assist the teacher to evaluate the effectiveness of these interventions.

**NOTE:** Teachers can still work with a deep coaching cycle if one does not attend.

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Schoology Basics | September 5, 2018 or October Institute

**Designed for** licensed faculty who are newer to the 1:1 environment or need a refresher on how students can use the iPad to access course materials, turn in digital assignments, and take online quizzes.

**Danielson Component Growth Areas:**
- Primary Growth Areas: 1d, 3c, 3d, 4b, 4e
- Also Helps With: 1f, 2c, 2d, 2e, 3b

**Overview:** This course is an introduction to organizing digital resources in Schoology, creating Schoology materials, and Notability/Schoology workflow.
Kagan Cooperative Learning | See Below for Dates

**Designed for** licensed faculty who want to learn and practice cooperative learning strategies.

**Danielson Component Growth Areas:**
- Primary Growth Areas: 1e, 2a, 2b, 2c, 2e, 3b, 3c, 4e
- Also Helps With: 1b, 2d, 3d

**Overview:** Kagan Professional Development offers Kagan Structures that boost engagement and learning for all students including: active engagement, cooperative learning, multiple intelligences, win-win discipline, brain-friendly instruction, thinking skills, character development, emotional intelligence, English learners.

- Day 1 and Day 2 Training (used to be called Level I) - both days required - September 6 & October 4
- Day 1 and Day 2 Refresher October 9
- Day 3 and Day 4 Training (used to be called Level II) - both days required - November 29 & January 31 (available for Day 1 & 2 alumni)
- Days 1-5 Refresher January 17
- CLU Club: December 13, February 14 (a district wide PLC for Days 1 & 2 alumni)
- Day 5 Training - March 5 (available for Days 1-4 alumni)

SIOP | September 25-26 & October 15-16

**Designed for** licensed faculty who wish to increase their understanding of second language acquisition and sheltered instructional strategies for English Language Learners (ELLs).

**Danielson Component Growth Areas:**
- Primary Growth Areas: 1b, 2a, 2b, 3a, 3c, 3e
- Also Helps With: 1d, 1e, 4f

**Overview:** This learning experience workshop will learn the Sheltered Instruction Observation Protocol (SIOP) Model. The model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.
Using Student SAT Suite Data to Inform Instruction | See Below for Various Dates

**Designed for** licensed faculty who want to better understand and utilize data on various sub-tests of the PSAT 8/9, NMSQT, and SAT to foster student growth.

**Danielson Component Growth Areas:**
- Primary Growth Areas: 1a, 1b, 1c, 1e, 1f
- Also Helps With: 2b, 3a, 3d, 4c, 4d, 4e, and 4f

**Overview:** Led by Effie Rouse (Director K12 Services) from College Board and staff from Khan academy, these sessions will empower participants to use their specific students' data from the PSAT 8/9, NMSQT, and SAT to inform their instruction and meet student learning needs.

**Time Commitment & Dates:**
- **October 3, 2018** - 8:00-2:30 with a Math / Science focus
- **October 9, 2018** - During October Institute, 4 one hour breakout sessions will be offered (one each on ELA, MATH, Science, and Social Studies)
- **October 30, 2018** - 8:00-2:30 on ELA / Social Studies
- **March 1, 2019** - During Countywide Institute, 8:00-1:00 on for all content areas
Danielson Component Growth Areas: All with an emphasis on Domains 2 and 3
Primary Growth Areas: 1c, 1f, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e
Also Helps With: 1a, 1b, 1d, 1e, 1f, 4a, 4b, 4c, 4d, 4f

Overview: First year teachers in District 87 will participate in a monthly cohort, meet regularly with a curriculum mentor within their department, and will be paired with an Instructional Coach.

Time Commitment & Dates:
- August 1 - iPad pick up and training
- August 8, 9, 10 - New Teacher Induction
- August 22 - Home school after school
- September 6 - Full day Kagan @ District Office
- September 10 - Afterschool West @ District office (4:00 - 6:15 dinner provided & board meeting @7 pm)
- September 26 - East After School
- October 4 - All day Kagan @ District Office
- October 17 - South Afterschool (3:00 - 5:15)
- November 7 - North After School
- April 17 - 87 Fest

Cohort Meetings:
- September 13 (West)
- September 27 (East)
- October 18 (South)
- February 1 (All Day-District)
- February 21 (North)
- Periodic meetings at home school (see New Teacher letter)

One 1/2 day workshop and at least three meetings with an instructional coach during your plan period throughout the year• register through your instructional coach
Glenbard Instructional & Tech Coaches

District Instructional and Technology Coaches support teachers in their exploration of the professional development strands. They are able to help faculty members dive deeper into the material covered at professional development opportunities or implement what they learned at them into their individual classes. Additionally, coaches support teachers in other self-identified areas where they are interested in developing their practice. Coaches can be used for one-time consultations or long-term collaborations over the semester or year. Coaching is always confidential and customized to meet teachers’ needs.

2018-2019 Instructional and Tech Coaches

Glenbard North
- Bridget Meyers
- Mike Roethler
- Eric Sundquist

Glenbard South
- Keely McCuistion
- Cindy McManus
- Nora Rizo
- Collin Voigt
- Stephanie Wallace

Glenbard East
- Sheri Alonso
- James Hultgren
- R.J. Kasicki

Glenbard West
- Stef Geeve
- Nessa Slowinski
- Matt Stacy

Instructional Coaches pictured left to right: James Hultgren, Ryan Goble, Cindy McManus, Sheri Alonso, Nora Rizo, Mike Roethler, Stefanie Geeve, Nessa Slowinski, Bridget Meyers (Not Pictured - Collin Voigt, Keely McCuistion)

Instructional Tech Coaches pictured left to right: Melissa Creech, Director of Technology, R.J Kasicki, Eric Sundquist, Matt Stacy, and Stephanie Wallace.
GPS Speakers Related to Teacher Professional Growth
(see the full list of speakers at www.glenbardgps.org)

Wed., August 22
Tim O’Brien, author, “The Things They Carried”
GPS Community Read
7pm @ Glenbard West

Tues., September 11
Dr. Michael Duggan, First Class Support for Students on the Autism Spectrum
7pm @ Glenbard South

Tues., September 25
Dr. Tina Payne Bryson, Cultivating Curiosity, Independence and Resilience in your Teen
7pm @ Glenbard South

Wed., September 26
Dr. Tina Payne Bryson, The Whole Brain Child Cultivating Curiosity, Independence and Resilience in your Teen
9:30am @ Marquardt Administration Center
12pm @ Marquardt Administration Center

Mon., October 1
Patrick Donohue, FAFSA Completion Assistance
Five Things Successful Students Do
6pm @ Glenbard North Computer Lab
7pm @ Glenbard North

Sat., October 13
Effie Rouse, Dr. Jeff Feucht and Dr. Ryan Goble, The SAT Test and Beyond, FAFSA Completion Assistance
10:30am @ Glenbard East

Wed., October 17
Dr. John Medina, Surprising Brain Principles to Thrive and Survive at Work, School and Home
*A Community Conversation will follow this discussion
Health Expo @ 6:15 pm
7:00 pm @ Glenbard North

Wed., November 14
Ned Johnson and Dr. William Stixrud, Self-Driven: The Science of Giving Your Kids More Confidence, Purpose and Control
12:00 pm @ Marquardt Administration
7:00 pm @ Glenbard West

Wed., December 5
Dr. Peter Hall, Self-Care to Foster Resilience in Yourself and Others
7:00 pm @ Glenbard East

Tues., December 11
Todd Fink, Inner Calm: The Science of Mindfulness
12:00 pm @ CCSD93 Administrative Center

Tues., January 15
Jodi Norgaard, Persistence, Passion, Grit: Finding Your Unique Talent
12:00 pm @ CCSD93 Administrative Center

Tues., January 29
Rachel Simmons, Enough as They Are: Helping Teens Move Beyond the Impossible Standards of Success
7:00 pm @ College of DuPage McAninch Arts Center

Fri., February 8
Dr. Jason Washburn, Beyond the Blues: Understanding Teen Depression
12:00 pm @ CCSD 93 Administration Center

Tues., February 12
Katherine Reynolds Lewis, Why Won’t Kids Do What You Want?
7:00 pm @ Glenbard West

Wed., February 20
Manny Scott, Live Life Well Week Speaker
Even on Your Worst Day You Can Be Somebody’s Best Hope
7:00 pm @ Glenbard East

Thurs., February 28
Jessica Minahan, Stop Shouting and Start Understanding Children Who Challenge Us
7:00 pm @ Glenbard South

Wed., March 13
A Day with Katie Hurley, Author of No More Mean Girls: The Secret to Raising Strong, Confident and Compassionate Girls
The Happy Kid Handbook: Joyful Teens and Tweens in Stressful Times
12:00 pm @ Marquardt Administration Center
7:00 pm @ Glenbard North

Thurs., April 4
Panel with Robert Berlin, DuPage County State’s Attorney, Matt Quinn, Rosecrans Treatment Center, Tim Ryan, Former Addict turned Hope Dealer, Dr. Aaron Weiner, Director of Addictions, Linden Oaks
High Society: Community Conversation on Drug Abuse and What to Do About It
7:00 pm @ Glenbard East

Wed., April 17
Dr. Art Markman, The Brain Science and Problem Solving Strategies to Handle High Stakes Testing
7:00 pm @ Glenbard South

Thurs., May 2
Dr. Jill Walsh, The Good, The Bad and the Confusing: Today’s Teen Social Media Landscape
7:00 pm @ Glenbard South
Registration

Some programs have limited availability and require you to reach out to administration for a spot. A majority of the PD is housed in Frontline. To register go to http://app.frontlineeducation.com and login to Frontline Professional Growth with your Frontline account.

From the main “Learning Plan” screen, you can:

**Browse the District Catalog/Calendar and Register for PD:**

- Click the icon to access the District Catalog
- Browse the district offerings and click the title of an activity you are interested in participating in.
- Click the button to request approval/sign up for the activity. Select Submit.
- You will need to indicate if you need a sub for the activity. Select the YES Sub Needed button (by default it is set to NO). You can then add in the specific times you would like a sub and your request will automatically be submitted to Absence Management (Aesop). Select Submit again.
- Your request will go to your Department Chair and then Assistant Principals for approval.
- The activity will appear on your “My Requests” section in the center of your screen
- If you register for a class yourself, Frontline will request a sub for you. If you are pre-enrolled in a class, you must request your own sub.

For further details on using this and other functions of Frontline Professional Growth, access tutorials, how-to’s, and other resources in the Help Section (located on the top right corner of all Frontline screens.)