

Personalized Learning **Student Examples**



Grade 6 Mathematics: Party Plan

Summary	<p>You will plan a party using skills you have acquired throughout the year. You will look at the prices of items you need in different stores to determine the better buy based on your needs. You will also need to determine how much of each item is needed depending on how many people you invite using recipes using proportions. Putting these finding together, you will come up with a budget for your party based on your needs. Lastly, you will make an invitation advertising your party and reflect on the project with written prompts.</p>
CORE Standards	<ul style="list-style-type: none"> ▪ CORE.6.RP.2: Understand the concept of a unit rate a/b associated with a ration $a:b$ with b not equal to 0, and use rate language in the context of a ratio relationship. ▪ CORE.6.RP.3: Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about table of equivalent ratios, tape diagrams, double number line diagrams, or equations. ▪ CORE.6.NS.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
Program Placement	<p>Students will complete this project in the middle of the 4th quarter after the PSSA testing window.</p>
MBA Learning Goals	<ul style="list-style-type: none"> ▪ Pursue individual passion through exploration skill development and/or service. ▪ Deliberately use language (written, verbal, numerical, symbolic) to create expression and communicate feeling. ▪ Analyze one's own work to determine strengths and weaknesses based on established and determine steps for improvement. ▪ Use prior knowledge to explore authentic problems that require critical and/or creative thinking.

Algebra I: Franchise Opportunity

Summary	<p>You have the opportunity to invest in a new franchise. Take one particular franchise that you are excited about from the list provided (focus only on the number of franchises in the United States).</p> <ul style="list-style-type: none">▪ Predict how many will there be when you are 20 years old, 30 years old, and 40 years old.▪ Is that growth sustainable based on your predictions?▪ From the graph, estimate what year will it be when there are twice as many franchises as there are today.▪ Based on projected growth in the United States population, calculate the number of possible customers per franchise 10, 20, 30, 40, and 40 years from now. Plot those values to produce a function that predicts your possible future customer base. <p>Use your projections to decide whether it is a good investment and explain your reasoning.</p>
CORE Standards	<ul style="list-style-type: none">▪ CORE.PA.2.2.HS.C.1: Use the concept and notation of functions to interpret and apply them in terms of their context.▪ CORE.PA.2.2.HS.C.3: Write functions or sequences that model relationships between two quantities.▪ CORE.PA.2.2.HS.C.5: Construct and compare linear, quadratic and exponential models to solve problems.▪ CORE.PA.2.2.HS.6: Interpret functions in terms of the situation they model.
Program Placement	<p>This task will be completed following Unit 2 of Algebra I.</p>
MBA Learning Goals	<ul style="list-style-type: none">▪ Use prior knowledge to explore authentic problems that require critical and/or creative thinking.▪ Use technology tools efficiently and effectively to seek information, problem-solve, collaborate, and communicate.

Mathematical Reasoning Rubric

Criteria	Conceptual Understanding	Strategies and Reasoning	Computation and Execution	Communication	Insights
4	Clarifies the problem's meaning by uncovering implied information, choosing procedures that would lead to a solution and demonstrating an understanding of precise terminology.	Chooses insightful and effective strategies for solving the problem and proves the approach was valid and solution correct through examples/ counterexamples.	Flawlessly executes computations and visual representations with clear support for one's work.	Explains concisely and/or elegantly one's reasoning, representations and solution. Uses mathematics terminology concisely and correctly.	Creates a general rule for solving real world problems and efficiently explains where it is applicable.
3	Clarifies the problem's meaning by using given information, choosing procedures that solve the problem and demonstrating an understanding of correct terminology.	Chooses appropriate strategies for solving the problem and justifies work that should lead to a complete, correct solution	Executes computations and visual representations and supports one's work.	Explains one's reasoning, representations and solutions in a logical format. Uses mathematics terminology correctly.	Connects individual solutions to form a pattern that can be used to solve multiple problems and real world applications and explains where it is applicable.
2	Demonstrates a basic attempt to represent the problem which leads to a partially correct solution and displays partial understanding of terminology.	Oversimplifies the problem and/or makes leaps in logic by only using some representations of the problem that leads to a partially complete solution.	Executes basic computations with minor errors, incomplete representations, and/or inefficient procedures.	Explains one's reasoning, representations, and solutions with gaps in logic and/or redundancy. Uses some mathematics terminology correctly.	Connects some patterns and relationships to multiple solutions or possible applications.
1	Demonstrates limited understanding of the problem using incorrect information, procedures, and/or terminology.	Chooses a strategy with no apparent logic and demonstrates minimal reasoning.	Demonstrates limited computation ability through errors, representation, and/or labeling.	Attempts to explain, but major gaps in logic, clarity of thinking, and information did not make sense to the audience. Uses mathematics terminology correctly with significant assistance.	Displays limited recognition of patterns and relationships and finds no relevance in possible applications.

**Note: If a student does not meet the level 1 criterion but has made an attempt, he/ she does not receive a score of zero. Instead, the work should be returned for revision and resubmission.*

Grade 8 English Language Arts: This I Believe

Summary	<p>By the end of this unit you will write an essay which will help you discover a little bit more about yourself and what is important to you. What is important to you today may change over time, so we are going to focus on your feelings and thoughts right now. This is part of a radio project called <i>This I Believe</i>, and for over 50 years, people all over America have written their thoughts on things that are important to them. By the end of the project you will have a written reminder for years to come about how you felt at this time in your life. Some of you may even have the chance to read them on the radio.</p> <p>Here are some guidelines to remember when you begin writing your essay. These may be different than what you usually are asked to do in writing class, but this is a different kind of essay.</p> <ul style="list-style-type: none"> ▪ It's all about you – Write about you and your thoughts. Tell us your story in the first person, and try to avoid sentences like “We feel this way.” ▪ Keep it personal – Don't try to use words or phrases you wouldn't normally say. Remember, if you wouldn't be comfortable saying the words out loud, it is probably too formal. ▪ Timing is everything – Make sure that you read your finished essay out loud. It shouldn't be more than three minutes long when read at a normal speaking rate. ▪ Say what you <i>do</i> believe, not what you <i>don't</i> – Write about what you think, but not at the expense of others. Keep the focus on you, and what you believe, not what you disagree with. ▪ Have fun! How many times are you allowed to be 100% free with your choice of topic, and what you want to say about it? This is your chance to write about your personal philosophy of life, so don't be shy—let it out!
CORE Standards	<ul style="list-style-type: none"> ▪ CORE.PA.1.2.8.C: Analyze how a text makes connections among and distinctions between individuals, ideas, or events. ▪ CORE.PA.1.2.8.E: Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. ▪ CORE.PA.1.2.8.D: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. ▪ CORE.PA.1.2.8.F: Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone. ▪ CORE.PA.1.4.8.M: Write narratives to develop real or imagined experiences or events. ▪ CORE.PA.1.4.8.N: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. ▪ CORE.PA.1.4.8.P: Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. ▪ CORE.PA.1.4.8.Q: Write with an awareness of the stylistic aspects of writing. ▪ CORE.PA.1.4.8.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Program Placement	<p>This task will be completed throughout Unit 5.</p>
MBA Learning Goals	<ul style="list-style-type: none"> ▪ Use prior knowledge to explore authentic problems that require critical and/or creative thinking. ▪ Use technology tools efficiently and effectively to seek information, problem-solve, collaborate, and communicate.

Anatomy and Physiology: Patient Case Study

Summary	<p>You have just begun your career as a physician at Eleventh Street Family Health Services of Drexel University on North 11th Street, Philadelphia. As a physician at a walk-in clinic, you must be prepared to deal with patients that have undocumented health histories. Additionally, most of your patients do not have health insurance so you must be prudent in testing and treatment options.</p> <p>You receive a new patient. During your initial visit, you go over his/her medical and family history. You also ask pertinent questions about why this patient is visiting the clinic. All of this information is documented in your Patient Case Study.</p> <p>Using the Patient Case Study, you need to research possible disorders or diseases that are causing symptoms in your patient. All of your sources need proper documentation using www.citationmachine.net, so be sure to keep track of all websites you gather information from (Google, Wikipedia, Ask, etc. are not appropriate). Your goal is to develop a diagnosis and an appropriate course of action, or treatment. This will be written using appropriate medical terminology and sent as a professional document to a colleague.</p> <p>You will partner with another physician to serve as a consult on another case. You will review the case to confirm the diagnosis or offer another diagnosis. This may require additional research. This will be written using appropriate medical terminology and sent as a professional document to a colleague.</p>
CORE Standards	<ul style="list-style-type: none"> ▪ CC.3.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ▪ CC.3.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ▪ CC.3.6.11-12.F: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ▪ CC.3.6.11-12.G: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. ▪ CC.3.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.
Program Placement	Conclusion of Unit 9 or 10
MBA Learning Goals	<ul style="list-style-type: none"> ▪ Use prior knowledge to explore authentic problems that require critical and/or creative thinking. ▪ Deliberately use language (written, verbal, numerical, and symbolic) to create expression and communicate feeling. ▪ Successfully complete college-level work upon graduation.

World Geography: International Action Plan

Summary	<p>You will choose a country with which you are unfamiliar and research that country using the CIA World Fact Book. From that website, you will identify a major issue or conflict within your selected country to examine further. You will use your research to identify the potential effects your issue has on various aspects of your country by completing the PERSIA graphic organizer used throughout the course. You will brainstorm possible solutions and create an action plan. The action plan will propose the process and resources needed to solve the problem, as well as recognize possible shortcomings of, or complications to, your proposed solutions. You will create a PowerPoint presentation illustrating the problem and proposed solution and present your action plan to prospective investors (classmates). Student investors decide where they would like to invest their money based on the strength of the presentation and the likelihood of action plan's success.</p>
CORE Standards	<ul style="list-style-type: none"> ▪ CORE.PA.8.5: Reading Informational Text: Students read understand and respond to informational text – with emphasis on comprehension making connections among ideas and between texts with focus on textual evidence. ▪ CORE.PA.8.6: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
Program Placement	<p>This task will be completed in World Geography as an end-of-semester assessment.</p>
MBA Learning Goals	<ul style="list-style-type: none"> ▪ Use prior knowledge to explore authentic problems that require critical and/or creative thinking. ▪ Deliberately use language (written, verbal, numerical, and symbolic) to create expression and communicate feeling. ▪ Use technology tools efficiently and effectively to seek information problem-solve collaborate and communicate.

High school theater class ditches classics to perform play about life in Kensington

January 14, 2013

By Kevin McCorry

When most people think of high-school-theater productions, they tend to think of the classics: something written long ago, set somewhere far away, performed by teenagers trying desperately to come off as adults.

But for the drama class at Mariana Bracetti Academy High School in Kensington, that model just isn't cutting it anymore.

Instead, students there are tapping into their own lives to tell stories about growing up in some of the most crime-ridden sections of Philadelphia.

For many at Bracetti, it's almost impossible to be a stranger to what's happening on the worst of Philadelphia's streets.

Seventeen-year-old senior Khiah Warren sees it all a few blocks from the school.

"Drug dealers and crackheads and prostitutes walking around on Somerset and stuff," she said. "My mom doesn't even want me to pass there."

Fourteen year-old freshman Tatiana Espada would rather stay inside all day than test playing outside in her North Philly neighborhood.

"I live in a ghetto sort of, so it's like really bad up there," Espada. "A lot of bad things happening."

Senior Marlenne Cruz, 18, is still haunted after being jumped on her way home from school a few years back.

"I actually walk around with pepper spray," Cruz said. "I just feel scared walking. I don't feel safe."

A new model

Hearing these kinds of stories led Bracetti's drama teacher, Kathleen Gaynor, to reimagine the typical high-school theater experience. Forget "Oklahoma" and "South Pacific," she says, let the kids act out their own works.

"I wanna give my kids a voice. Especially in the neighborhood that I teach in, I think it's important to empower them," Gaynor said. "And I don't think necessarily doing a musical is something that gives them their voice."

The program, called "Of Mythic Proportions," is made possible through a partnership with the Barrymore Award-winning "B. Someday Productions."

The Fishtown-based company cobbles together \$10,000 in grant money to help Gaynor's class produce and stage two free public performances per year.

Exercise in empathy

Each semester, a B. Someday teaching artist guides Bracetti's drama class as they turn their intimate journal entries into a full-fledged narrative. After the play is written, the students divvy up the parts and begin memorizing their lines.

Typically, the students don't act out the lines that they themselves have written.

To Samary Malave, the process of performing the writing of others is one big exercise in empathy.

"I moved on from it, and somebody else is reading it, somebody else is experiencing what I did just by reading what I wrote," said Malave, 18.

B. Someday's artistic director, Michelle Pauls, couldn't agree more.

"I'm put into this position where I have to get to know these people and I have to learn to rely on them, and they have to rely on me," Pauls says, getting into the students' heads.

"And now they're not just these kinds of nameless, faceless people who pass me by, but they're people, real people, who I know and who have troubles and challenges just like me," she says.

Kensington themes

This semester's play features some themes familiar to most teens: the struggle for identity, self-worth, and love, but also themes unique to neighborhoods such as Kensington.

Cruz wrote about the time she witnessed one of her uncles put a gun up to her aunt's head.

She says she "just happened to be the person around at the moment."

Typically a quiet, reserved student, her account of the family altercation is perhaps the play's most intense scene.

In the production, it's performed by classmate Julissa Valentin.

"He stood there pointing a gun at her while she cried and cried. I was frozen," Valentin says, reading Cruz's writing during a rehearsal. "I had to decide -- should I call the cops and take the chance of my uncle being deported, or in jail for attempted murder, while having to deal with the thought that my cousins will be growing up without their father around?"

When Cruz talks about the incident now, she speaks with an air of world-worn cynicism. A neighbor actually ended up calling the cops, but when they arrived, the uncle had hidden the gun and the officers didn't charge him.

To her, it's just another of the things she has to carry on the way to making a better life for herself.

Someday, Cruz hopes to become a psychologist. In the meantime, on top of school, she works 25 hours a week at a fast-food restaurant to help her family pay bills. When she's not doing that, she's trying to keep her two middle-school-aged brothers on the right track.

The potential of doing better

"Our generation of my family, like my cousins and everybody, just wants to prove that we could do better," Cruz says.

"We could get out of this thing, we could graduate, be successful. We could make money, like we don't have to live like my family members live. Like I have uncles who live, like off the government on welfare and selling drugs and stuff like that," she says. "It shouldn't be that way."

While Cruz struggles toward that goal, she says the act of writing about her life has made getting by a bit easier.

"It helped me in a way to let things out, personal things out," said Cruz. "Writing it down taught me that just writing itself makes a difference.

"You'll be surprised, but you'll feel better afterwards just because you let it out, like you let it out your system."

The work done by Cruz and her classmates culminated with a public performance on Monday at the Walking Fish Theater on Frankford Avenue.

Personalized Learning Staff Member Examples



Intent to Return 2011



To close the gap between our school learning goals and current levels of student achievement, we would like to provide differentiated professional development opportunities that met all teachers' needs. Please indicate your interest level in the following topics so we can plan accordingly.

	Not interested	Somewhat interested	Very interested	Response Count
Classroom Management	29.8% (25)	47.6% (40)	22.6% (19)	84
Teaching for Acquisition, Meaning, and Transfer	16.7% (14)	39.3% (33)	44.0% (37)	84
Formative Assessment and Effective Feedback	16.7% (14)	52.4% (44)	31.0% (26)	84
Differentiation	19.0% (16)	42.9% (36)	38.1% (32)	84
Reading Strategies	28.6% (24)	38.1% (32)	33.3% (28)	84
Vocabulary Development	25.0% (21)	40.5% (34)	34.5% (29)	84
Cooperative Learning (team formations)	45.2% (38)	41.7% (35)	13.1% (11)	84
Cooperative Learning (general structures)	36.9% (31)	45.2% (38)	17.9% (15)	84
Cooperative Learning (content-specific structures)	31.0% (26)	38.1% (32)	31.0% (26)	84
SPED/ELL Modifications and Accommodations	21.4% (18)	44.0% (37)	34.5% (29)	84
ELL "Can Do" Descriptors and Overlays	39.3% (33)	45.2% (38)	15.5% (13)	84
Effective Co-Teaching	36.9% (31)	40.5% (34)	22.6% (19)	84
Graphic Organizers for ELLs	36.9% (31)	39.3% (33)	23.8% (20)	84
SPED Progress Monitoring	40.5% (34)	42.9% (36)	16.7% (14)	84
Re-Establishing Goals, Systems, and Procedures	29.8% (25)	45.2% (38)	25.0% (21)	84

Other (please specify)

8



Mission

All students draw upon their passion, motivation and life experience to become independent, adaptive problem solvers, powerful thinkers, effective communicators and meaningful contributors to the larger community. Our school community is committed to leveraging every resource to ensure all students are prepared for college and career success.

Overview

Mariana Bracetti Academy recognizes that effective professional learning is “intensive and sustained, directly relevant to the needs of teachers and students, and provides opportunities for application, practice, reflection, and reinforcement.”¹ To support teachers in continuously increasing their effectiveness, administrators conduct observations and engage teachers in structured conversations multiple times throughout the year, which encourage teachers to reflect on student achievement gaps and professional progress. Administrators provide vital coaching assistance to each teacher multiple times throughout the year. While the teacher leads these conversations and highlights areas of strength and growth opportunities as they seek to reach high levels of performance, administrators also provide honest feedback in an effort to accelerate the learning process.

Curriculum Teams

To facilitate peer collaboration, each teacher is a member of a curriculum team and grade-level village. Curriculum teams meet once per week for thirty-five minutes and utilize this time to tune unit plans, evaluate and refine the quality of assessments and rubrics, examine student work, analyze data to improve student learning, discuss professional readings, and participate in professional development.

Grade-Level Villages

Villages meet once per week for thirty-five minutes and utilize this time to support teachers’ development in mobilizing parents/guardians, designing classroom procedures, communicating high expectations for behavior, and identifying achievement gaps. Agendas focus on the review of student data (achievement, attendance, and behavioral) and parent/guardian contacts.

Additional Learning Experiences

To increase teachers’ access to learning experiences, further their ability to persist through challenges, and promote a culture of inquiry and improvement, the Mariana Bracetti Academy academic calendar is structured to provide early dismissal and flexible professional development days for continued learning.

Early Dismissal Days

Every other Wednesday, students are dismissed at 1:00 pm and teachers have 1.5 hours of professional and collaboration time with their full curriculum team (grades 6-12). The goals of this professional and collaboration time are as follows:

- Improve curriculum quality and alignment.
- Analyze results and student work.
- Enhance instructional and assessment practices.
- Increase professional conversations and the level of inquiry amongst faculty members.
- Better implement school improvement initiatives through collaboration.

¹ Reeves, D.B. (2010). Transforming professional developing into student results. Alexandria, VA: Association for Supervision and Curriculum Development. p.23.

Peer Review

At least once per quarter, curriculum cohorts use this time to engage in a peer review of a team member's unit plan. The purpose of these peer reviews is to provide feedback to designers to enable them to improve their designs, share and design curriculum and assessment designs with colleagues, and provide powerful professional development conversations focused at the heart of teaching and learning.

Teachers ask:

- What is worth understanding in this given unit?
- What counts as evidence that students really understand and can use what we are teaching?
- What knowledge and skills must we teach to enable students to achieve and apply their understanding in meaningful ways?
- How coherent is this from a learner's perspective across units?

The designer(s) meets with his/her curriculum coordinator at least one week prior to the peer review to review the unit's goals and assessment criteria. During the peer review, a hybrid protocol² is used to enable teams to provide feedback and guidance on assessment quality and alignment, connection of assessments to curricular mission, and assessment presentation. Special education and ESL teachers participate in these peer reviews to provide feedback and guidance on the variety of assessments as well as facilitate the design of a differentiation plan for each unit that is reviewed. Following the peer review, the designer(s) emails his/her supervisor the revised formative and summative assessments as well as corresponding learning plan components to complete a final check for quality and alignment.

Required Professional Development Workshops

At multiple points throughout the year, it is necessary to engage full curriculum teams in required professional development workshops that are critical to the success of particular programs, assessments, and initiatives aligned to our school improvement goals. Such workshop topics include Study Island, Achieve 3000, special education, ESL, Pennsylvania System of School Assessment (PSSA), Keystone Exams, Pennsylvania Value-Added Assessment System (PVAAS), WIDA ACCESS, etc. The content of these workshops/trainings cannot be adequately addressed during the thirty or forty-five minute scheduled curriculum team time, and as such, teacher task time on Tuesdays and early dismissal days on Wednesdays are selectively utilized for these purposes as necessary.

² Easton, L.B. (2009). *Protocols for professional learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

McTighe, J. and Wiggins, G. (2004). *The understanding by design professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Flexible Professional Development Days

To provide teachers with access to learning experiences that are intensive, sustained, and directly relevant to their individual needs, the Mariana Bracetti Academy professional development model includes flex days. Teachers self-select and participate in at least one professional learning community and two professional development workshops throughout the year. Professional learning communities meet in a variety of different formats (group/online, evenings/Saturdays) and total nine to twelve hours of professional development. Professional development workshops are designed in one-part (3-hour) or two-part (1.5-hour) modules. Teachers who complete *at least eight hours* of professional development *before winter break* have earned the first scheduled flex day and need not report on Wednesday, January 2, 2014. Teachers who complete *at least eighteen hours* of professional development *before spring break* have earned the second scheduled flex day and need not report on Monday, April 21, 2014. Teachers who have not completed the required professional development hours by these dates are required to report to school and participate in the one-day professional learning community offered that day.

Professional Learning Communities

During beginning of the year meetings, teachers and administrators co-identify the professional learning community that best aligns to the teacher's professional growth areas. Professional learning communities are facilitated by administrators and external consultants and focus on the following topics:

- Classroom Management (12 hours)
- Common Core Implementation (12 hours)
- Brain-Based Learning (12 hours)
- Formative Assessment and Effective Feedback (12 hours)
- Differentiation (12 hours)
- Exploring Race, Culture, and Class (12 hours)
- Kagan Cooperative Learning, Day 3 (9 hours)
- Pennsylvania Department of Education Opportunity(s) TBD (9-12 hours)
- Read Right (12 hours)

Each professional learning community is aligned to one or more of our school learning principles and selected teacher development targets. The learning principle(s), teacher development targets, format, schedule, session topics, and resources for each professional learning community are outlined in a separate document. Teachers are encouraged to review this information thoroughly before selecting a professional learning community given that attendance at *all* sessions is required.

Professional Development Workshops

A variety of one-part and two-part professional development workshops are offered throughout the year to provide a differentiated menu of learning experiences. Teachers self-select at least two professional development workshop modules (three hours each) that are best aligned to their individual growth plan goals. Topics for professional development workshops include:

- Goal-Setting and Student Investment
- Unit and Lesson Planning
- Literacy
- Classroom Management
- English Language Learners
- Special Education
- Reflective Practice

Workshops are facilitated by administrators, teachers, and external consultants as appropriate. Each professional development workshop is aligned to one or more teacher development targets. The teacher development target(s), format, schedule, and resources for each professional development workshop are outlined in a separate document. Teachers are encouraged to review this information thoroughly before selecting their workshops. If a workshop is offered in a two-part module (i.e., two 1.5-hour sessions), teachers are required to attend both parts for credit.

Note for Workshop Presenters

We may request that a curriculum coordinator or village lead plan and facilitate a professional development workshop. In these cases, facilitators will receive professional development credit for both preparation and presentation time (i.e., 3 hours each or 6 hours total) as long as the workshop has not been presented previously.

Modeling Professional Learning

As a learning organization, it is the expectation of Mariana Bracetti Academy that school leaders model constant learning for students and staff members. Therefore, in addition to the 18 hours of professional development required of teachers and their Act 45 Pennsylvania Inspired Leadership (PILs) requirements, achievement team members participate in state/district required and recommended professional development opportunities throughout the year.

Application, Practice, Reflection, and Reinforcement

To increase effectiveness, all professional learning communities and professional development workshops include components to support application, practice, reflection, and reinforcement. These components may include required readings and video screenings with notes, action plans, and post-session reflections. To receive session credit, teachers must complete all required components as outlined in the professional learning community and professional development workshop documents.

Act 48 Continuing Professional Education Credits

All professional learning communities and professional development workshops have been designed in such a way for teachers to earn Act 48 professional education credits in addition to flex day hours. Teachers who complete the required session components will automatically receive appropriate Act 48 credits. Should teachers or leaders exceed their required 18 hours, Act 48 credits will still be awarded.

Mariana Bracetti Academy Charter School

Professional Development Workshops, 2012-2013

Overview of Topics and Schedule



	July	August	September	October	November	December	January	February	March
Goal-Setting and Student Investment				Rigorous Expectations 10/22, 3:30-6:30			Re-Establishing Goals and Re-Investing Students 1/8, 4:00-7:00		Never Work Harder Than Your Students 3/11, 3:30-6:30
Unit and Lesson Planning	<i>The School Collective</i> as a Teacher Collaboration Tool 7/10, 1:00-4:00 SMART Board Notebook Training 7/17, 1:00-4:00 SMART Board Intermediate Training 7/26, 9:00-3:30		Creating Objective-Driven Assessments and Learning Plans 9/13, 4:00-7:00	PDE's Standards Aligned System (SAS) Introduction 10/2, 4:00-5:30 10/16, 4:00-5:30 Microsoft Excel for the Classroom 10/29, 3:30-6:30			SMART Board Refresher 1/28, 3:30-4:30		Web-Based Teaching Tools 3/19, 4:00-7:00
Literacy	Content Area Literacy 7/18, 1:00-4:00			Reading Strategies, Session 1 10/18, 4:00-5:30	Reading Strategies, Session 2 11/15, 4:00-5:30	Achieve 3000 for Content Area Teachers 12/10, 3:30-6:30		Vocabulary Development, Session 1 2/19, 4:00-5:30	Vocabulary Development, Session 2 3/12, 4:00-5:30
Classroom Management			Developing Systems, Routines, and Procedures 9/11, 4:00-7:00				Refining Systems, Routines, and Procedures 1/15, 4:00-7:00		
English Language Learners					Making Content Comprehensible to ELLs 11/19, 3:30-6:30				Practice, Homework, and Feedback for ELLs 3/4, 3:30-6:30
Special Education			Behavior Assessment and Management 9/24, 3:30-6:30	Progress Monitoring Using IXL and Earobics Reach 10/25, 4:00-7:00	Unit Planning for Co-Teachers 11/6, 4:00-7:00				
Cooperative Learning				Kagan Cooperative Learning, Day 2 10/13, 9:00-3:30		Kagan Cooperative Learning, Day 4 12/1, 9:00-3:30			
Reflective Practice	Data Analysis for Read Right Tutors 7/11, 9:00-12:00 7/11, 1:00-4:00	Covey's <i>Speed of Trust</i> 8/14, 9:00-3:30 8/15, 9:00-3:30				Data Analysis 12/4, 4:00-7:00		Mindfulness in the Classroom, Session 1 2/28, 4:00-5:30 pm	Mindfulness in the Classroom, Session 2 3/21, 4:00-5:30 pm

Mariana Bracetti Academy Charter School

Professional Learning Communities, 2013-2014

Overview of Topics and Schedule



	August	September	October	November	December	January	February	March	April
Classroom Management <i>2F, 3A, 3C, 3D</i>	Session 1 8/26, 1:00-2:30 +1.5 hr. post-work	Session 2 9/13-10/1 online	Session 3 10/2-10/18 online Session 4 10/21-11/5 online	Session 5 11/6-11/22 online Session 6 11/25-12/13 online	Session 6 11/25-12/13 online		Session 7 2/3 - 2/19 online Session 8 2/20-3/7 online	Session 8 2/20-3/7 online	
Common Core Implementation <i>1A, 1B, 2B, 2C, 2D, 3A</i>		Session 1 9/30, 3:45-6:15		Session 2 11/4, 3:45-6:15	Session 3 12/9, 3:45-6:15	Session 4 1/13, 3:45-6:15			
Brain-Based Learning <i>2B, 2C, 2D</i>			Session 1 10/9, 4:00-6:00	Session 2 11/6, 4:00-6:00	Session 3 12/11, 4:00-6:00	Session 4 1/15, 4:00-6:00	Session 5 2/12, 4:00-6:00	Session 6 3/12, 4:00-6:00	
Formative Assessment and Effective Feedback <i>2A, 2B, 3B, 4A</i>			Session 1 10/8, 4:00-6:00	Session 2 11/5, 4:00-6:00	Session 3 12/10, 4:00-6:00	Session 4 1/14, 4:00-6:00	Session 5 2/11, 4:00-6:00	Session 6 3/11, 4:00-6:00	
Differentiation <i>2E</i>				Session 1 10/5, 9:00-1:00 +2 hr. pre/post-work		Session 2 1/11, 9:00-1:00 +2 hr. pre/post-work			
Exploring Race, Culture, and Class <i>1A, 2A, 4A</i>			Session 1 10/10, 4:00-5:30 +1/2 hr. pre-work	Session 2 11/7, 4:00-5:30 +1/2 hr. pre-work	Session 3 12/12, 4:00-5:30 +1/2 hr. pre-work	Session 4 1/16, 4:00-5:30 +1/2 hr. pre-work	Session 5 2/13, 4:00-5:30 +1/2 hr. pre-work	Session 6 3/13, 4:00-5:30 +1/2 hr. pre-work	
Kagan Cooperative Learning, Day 3 <i>2D, 2E</i>						Full-Day PLC 1/2, 7:45-3:45			
Pennsylvania Department of Education Opportunities TBD <i>TBD</i>									Full-Day PLC 4/21, 7:45-3:45



Summary

This professional learning community is a more in-depth analysis of three interrelated goals – transfer, meaning, and acquisition – and how they function throughout all three stages of the *Understanding by Design* template.

Transfer: Students are expected to take what they have learned in one way or context and use it another way without cues or scaffolding.

Meaning: Students use essential questions to develop and test out generalizations.

Acquisition: Students are responsible for key knowledge and skills that are core building blocks for later meaning making and transfer.

Related Learning Principles

- Learning is an active process that requires regular reflection and adjustment as learners **connect big ideas to facts, skills, and experiences.**
- Learning requires fluent and flexible transfer of prior knowledge to new situations.
- Learners push beyond their current comfort level to gain expertise, consider alternate points of view, and deepen knowledge.

Overarching Teacher Development Targets

- 4C: Access Learning Experiences
- 4D: Persist through Challenges
- 4E: Promote Culture of Inquiry and Improvement

PLC-Specific Teacher Development Targets

- 1A: Share Goals
- 2A: Review Student Data and Curricular Goals
- 2B: Establish Measures of Proficiency and Feedback Plan
- 3B: Monitor Student Learning
- 4B: Reflect on Professional Progress

Format

- Four 3-hour evening sessions

Pre-Requisites

- *Developing or proficient* performance on teacher development targets 2F, 3A, 3C, and 3D is a prerequisite for participation in this professional learning community.
- Strong familiarity with the *Understanding by Design* template and readiness to move into the alignment between “evidence” (cornerstone and summative assessments) and “learning plan” (instructional activities) is a prerequisite for participation in this professional learning community.

Session 1: How the Brain Learns

Monday, October 1, 3:30-6:30 pm

Summary

Teachers will learn brain compatible strategies to incentivize short-term and long-term memory, inference-making, and application.

Essential Question

How do I use my working knowledge of the brain to design effective learning experiences?

Pre-Reading

- 📖 Willis, J. (2006). Chapter 1: Memory, learning, and test-taking success. In *Research-based strategies to ignite student learning: Insights from a neurologist and classroom teacher*. Alexandria, VA: ASCD.
[http://www.ascd.org/publications/books/107006/chapters/Memory, Learning, and Test-Taking Success.aspx](http://www.ascd.org/publications/books/107006/chapters/Memory,_Learning,_and_Test-Taking_Success.aspx).

Session Resources

- 🎥 Medina, J. (2010). *Brain rules*. <http://www.brainrules.net/brain-rules-video>.
- 📖 Willis, J. (2009). How to teach students about the brain. In *Educational leadership*. December 2009/January 2010, v67, n4. <http://www.ascd.org/publications/educational-leadership/dec09/vol67/num04/How-to-Teach-Students-About-the-Brain.aspx>.
- 📖 Willis, J. (2009). What you should know about your brain. In *Educational leadership*. December 2009/January 2010, v67, n4. <http://www.radteach.com/page1/page8/page45/page45.html>.
- 🎥 Willis, J. (2010). *Brains can change: A talk with Judy Willis*. <http://www.ascd.org/ascd-express/vol6/606-video.aspx>.

Recommended Resources

- 📖 Medina, J. (2010). *Brain rules*. Seattle: Pear Press.

Expectations between Sessions

- Teachers will draft summary of session #1 using visual images.
- Teachers will conduct “learner metaphor” exercise with students.
- Teachers will reflect on multi-tasking and its impact on focus.

Session 2: The Elements of Transfer, Meaning, and Acquisition

Monday, November 5, 3:30-6:30 pm

Summary

Teachers will explore the interrelated goals and instructional roles of acquisition, meaning, and transfer.

Essential Question

To what extent am I engaging students in “doing” the subject? How do I frame it in a way that inspires their thinking?

Session Resources

- ✂ Unit examples from previous PLC participants
- 📖 Wiggins, G. and McTighe, J. (2011). Module B: The UbD template. In *The understanding by design guide to creating high-quality units forms and FAQs*. Alexandria, VA: ASCD.
- 📖 Wiggins, G. and McTighe, J. (2011). Module H: Learning for understanding. In *The understanding by design guide to creating high-quality units*. Alexandria, VA: ASCD.

Expectations between Sessions

- Teachers will identify a unit and code its elements as acquisition, meaning making, and transfer.
- Teachers will identify an upcoming unit and accompanying assessments, learning activities, and/or resources to refine in session 3.

Session 3: Using the Elements to Design/Revise Assessments and Learning Plan

Monday, December 3, 3:30-6:30 pm

Summary

Teachers will apply their learning to develop a series of assessments and learning plan for a given unit.

Essential Question

How do I train students to become independent, adaptive problem solvers, powerful thinkers, effective communicators, and meaningful contributors to the larger community?

Session Resources

- 📖 Wiggins, G. and McTighe, J. (2011). Module B: The UbD template. In *The understanding by design guide to creating high-quality units forms and FAQs*. Alexandria, VA: ASCD.
- 📖 Wiggins, G. and McTighe, J. (2011). Module H: Learning for understanding. In *The understanding by design guide to creating high-quality units*. Alexandria, VA: ASCD.

Expectations between Sessions

- Teachers will execute all (or part) of unit plan design.

Summary

Teachers will revise their assessments and learning plan based on student and peer feedback. If time permits, teachers will design a second series of assessments and learning plan.

Essential Question

How do I train students to become independent, adaptive problem solvers, powerful thinkers, effective communicators, and meaningful contributors to the larger community?

Session Resources

-  Wiggins, G. and McTighe, J. (2011). Module B: The UbD template. In *The understanding by design guide to creating high-quality units forms and FAQs*. Alexandria, VA: Association for Supervision and Curriculum Development.
-  Wiggins, G. and McTighe, J. (2011). Module H: Learning for understanding. In *The understanding by design guide to creating high-quality units*. Alexandria, VA: Association for Supervision and Curriculum Development.

Expectation Following Session

- Teachers will execute all of unit plan design.



Summary

This professional learning community examines the varied ways in which teachers can check for student understanding. Participants will explore tools to improve the alignment of summative and formative assessments and view exemplars of written and oral feedback to help them refine the quality and quantity of their feedback. Throughout the PLC, time will be given to discuss how to help students self-assess as well as use peer and teacher feedback to set learning goals.

Related Learning Principles

- Learning is an active process that requires **regular reflection and adjustment** as learners connect big ideas to facts, skills, and experiences.
- Learners require regular, timely, and meaningful feedback based on established criteria with opportunities for revision and improvement to produce quality work.

Overarching Teacher Development Targets

- 4C: Access Learning Experiences
- 4D: Persist through Challenges
- 4E: Promote Culture of Inquiry and Improvement

PLC-Specific Teacher Development Targets

- 2A: Review Student Data and Curricular Goals
- 2B: Establish Measures of Proficiency and Feedback Plan
- 3B: Monitor Student Learning
- 4A: Identify Achievement Gaps

Format

- Six 2-hour evening sessions

Pre-Requisite

- *Developing* or *proficient* performance on teacher development targets 2F, 3A, 3C, and 3D is a prerequisite for participation in this professional learning community.

Summary

Teachers will understand the role of formative assessment and its impact on student learning.

Essential Question

What counts as formative assessment?

Session Resources

- ✂ Assessment Training Institute. (2003). Excerpt from Activity 7: Auditing classroom assessments for quality. In *Assessment for learning: Thinking about assessment*. Portland, OR: Pearson.
- ✂ Brookhart, S.M. (2009). Figure 3: Pre-assessment questionnaire. In *PLC series: Exploring formative assessment*. Alexandria, VA: ASCD.
- ✂ Brookhart, S.M. (2009). Worksheet 1.4: Classroom connections – Formative assessment (Experienced level). In *PLC series: Exploring formative assessment*. Alexandria, VA: ASCD.
- 📖 Brookhart, S.M. (2010). Chapter 1: General principles for assessing higher-order thinking. In *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.
[http://www.ascd.org/publications/books/109111/chapters/General Principles for Assessing Higher-Order Thinking.aspx](http://www.ascd.org/publications/books/109111/chapters/General_Principles_for_Assessing_Higher-Order_Thinking.aspx).

Recommended Resources

- 📖 Iowa Department of Education Characteristics of Effective Instruction (CORE): Assessment for Learning (Formative Assessment) Information Brief.
- 📖 Popham, W.J. (2008). Chapter 1: Formative assessment - Why, what, and whether. In *Transformative assessment*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108018/chapters/Formative-Assessment@-Why,-What,-and-Whether.aspx>.

Expectations between Sessions

- Teachers will read Brookhart, S.M. (2010). Chapter 1: General principles for assessing higher-order thinking. In *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.
[http://www.ascd.org/publications/books/109111/chapters/General Principles for Assessing Higher-Order Thinking.aspx](http://www.ascd.org/publications/books/109111/chapters/General_Principles_for_Assessing_Higher-Order_Thinking.aspx) (if not completed during Session 1).

Session 2: Designing Checks for Understanding

Thursday, November 1, 4:00-6:00 pm

Summary

Teachers will develop oral, written, and visual prompts for monitoring student learning.

Essential Question

How do I know if students “get” it?

Session Resources

- ✂ Blank assessment blueprint
- ✂ Brookhart, S.M. (2010). Figure 1.1: Blueprint for a high school assessment on the English colonies, 1607-1750. In *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.
[http://www.ascd.org/publications/books/109111/chapters/General Principles for Assessing Higher-Order Thinking.aspx](http://www.ascd.org/publications/books/109111/chapters/General_Principles_for_Assessing_Higher-Order_Thinking.aspx).
- ✂ Brookhart, S.M. (2010). Figure A.1: Specific strategies for assessing higher-order thinking. In *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.
<http://www.ascd.org/publications/books/109111/chapters/Afterword.aspx>.

- ✂ Brookhart, S.M. (2010). Afterword figure A.1: Checking for understanding strategy grid. In *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.
- 📖 Fisher, D. and Frey, N. (2007). Chapter 2: Using oral language to check for understanding. In *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/107023/chapters/Using-Oral-Language-to-Check-for-Understanding.aspx>.
- 📖 Fisher, D. and Frey, N. (2007). Chapter 3: Using questions to check for understanding. In *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/107023/chapters/Using-Questions-to-Check-for-Understanding.aspx>.
- 📖 Fisher, D. and Frey, N. (2007). Chapter 4: Using writing to check for understanding. In *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/107023/chapters/Using-Writing-to-Check-for-Understanding.aspx>.
- ✂ Sample assessment blueprint from previous PLC participant
- ✂ Sample summative and formative assessment alignment guide
- ✂ Blank summative and formative assessment alignment guide

Expectations between Sessions

- Teachers will complete the assessment blueprint and/or alignment guide begun during Session 2.
- Teachers will bring at least one class set of graded formative assessments to Session 3 to be analyzed.

Session 3: Using Real-Time Data to Make Adjustments

Thursday, December 6, 4:00-6:00 pm

Summary

Teachers will use real-time data from formative assessments to make adjustments to their learning plan.

Essential Question

Given my checks for understanding, what modifications do I need to make?

Session Resources

- 📖 Brookhart, S.M. (2008). Chapter 2: Types of feedback and their purposes. In *How to give effective feedback to your students*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108019/chapters/Types-of-Feedback-and-Their-Purposes.aspx>.
- ✂ Data tracking tools
- ✂ Formative assessment data sets from participants (graded, but not yet analyzed)
- 📖 Popham, W.J. (2008). Chapter 3: Level 1 formative assessment – Teachers’ instructional adjustments. In *Transformative assessment*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108018/chapters/Level-1-Formative-Assessment@-Teachers'-Instructional-Adjustments.aspx>.

Expectations between Sessions

- Teachers will bring at least one class set of ungraded formative assessments to Session 4. It will be most beneficial to bring a set of open-ended responses or a mix of open-ended and selected responses.

Summary

Teachers will understand how to use common rubrics and key phrases as a basis for written feedback that is clear, specific, and uses appropriate tone and word choice.

Essential Question

How do I give effective feedback to improve learning?

Session Resources

-  Brookhart, S.M. (2008). Chapter 3: How to give effective written feedback. In *How to give effective feedback to your students*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108019/chapters/How-to-Give-Effective-Written-Feedback.aspx>.
-  Fisher, D. and Frey, N. (2009). Feed up, back, forward. In *Educational leadership*. November 2009, v69, n3. <http://www.ascd.org/publications/educational-leadership/nov09/vol67/num03/Feed-Up,-Back,-Forward.aspx>.
- ✂ Formative assessment from participants (ungraded)

Expectation between Sessions

- Teachers will videotape themselves providing oral feedback to students or take notes on key phrases they use in their oral feedback and be prepared to share with the group during Session 5.

Summary

Teachers will learn how to provide “quick and quiet” feedback, facilitate in-class and out-of-class conferences, and make connections between prior and new learning.

Essential Question

How do I give effective feedback to improve learning?

Session Resources

- ✂ Assessment training institute. (2003). Activity 13: Using feedback to set goals. In *Assessment for learning: Thinking about assessment*.
-  Brookhart, S.M. (2008). Chapter 4: How to give effective oral feedback. In *How to give effective feedback to your students*. Alexandria, VA: Association for Supervision and Curriculum Development. <http://www.ascd.org/publications/books/108019/chapters/How-to-Give-Effective-Oral-Feedback.aspx>.
-  Brookhart, S.M. (2009). Disc 2: Seven key factors to ensure effective feedback. In *Giving effective feedback to your students DVD series*. Alexandria, VA: ASCD.
-   Oral feedback videos and notes from participants
- ✂ Sample oral feedback talking points from previous PLC participant
- ✂ Video note-taking guide

Summary

Teachers will learn how to provide action-oriented steps that students can execute to improve individual learning.

Essential Question

How do I give effective feedback to improve learning?

Session Resources

- ✂ Assessment Training Institute. (2003). Resource 2: Student survey to study assessment *for* learning practices in the classroom. In *Assessment for learning: Thinking about assessment*.
- ✂ Assessment Training Institute. (2003). Resource 3: Using test results to self-assess and set goals. In *Assessment for learning: Thinking about assessment*.
- ✂ Assessment Training Institute. (2003). Resource 4: Student self-assessment and goal-setting activities. In *Assessment for learning: Thinking about assessment*.
- 📖 Brookhart, S.M. (2008). Chapter 5: How to help students use feedback. In *How to give effective feedback to your students*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108019/chapters/How-to-Help-Students-Use-Feedback.aspx>.
- ✂ Brookhart, S.M. (2009). Worksheet 3.2: Reflection on reading – Listening to students. In *PLC series: Exploring formative assessment*. Alexandria, VA: ASCD.
- ✂ Brookhart, S.M. (2009). Figure 4: Post-assessment questionnaire. In *PLC series: Exploring formative assessment*. Alexandria, VA: ASCD.
- ✂ Brookhart, S.M. (2009). Figure 5: Pre- and post-assessment comparison. In *PLC series: Exploring formative assessment*. Alexandria, VA: ASCD.
- ✂ Formative assessment action plan options
- 📖 Wormeli, R. (2011). Redos and retakes done right. In *Education leadership: Effective grading practices*. November 2011. Alexandria, VA: ASCD.
- ✂ Sample during and post-assessment reflection from previous PLC participant

Recommended Resources

- 📖 Chappuis, J. (2005). Helping students understand assessment. In *Educational leadership*. November 2005, v63, n3. <http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Helping-Students-Understand-Assessment.aspx>.
- 📖 Popham, W.J. (2008). Chapter 4: Level 2 formative assessment – Students' learning tactic adjustments. In *Transformative assessment*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108018/chapters/Level-2-Formative-Assessment@-Students'-Learning-Tactic-Adjustments.aspx>.
- 📖 Popham, W.J. (2008). Chapter 5: Level 3 formative assessment – Classroom climate shift. In *Transformative assessment*. Alexandria, VA: ASCD. <http://www.ascd.org/publications/books/108018/chapters/Level-3-Formative-Assessment@-Classroom-Climate-Shift.aspx>.

Expectations following Session

- Teachers will complete and submit a formative assessment action plan from one of the options offered.

Mariana Bracetti Academy Charter School Professional Development 2012-2013 Summary Report

MAKING LEARNING ENGAGING

From 2011-2013 instructional staff members completed **3310 hours** of professional development *outside* of contract time.



During the 2012-2013 academic year, instructional staff members completed **3325 hours** of professional development that qualified for Act 48 credit (an average of over **37 hours** per staff member).

**Note: PDE requires all educators to earn 180 hours of Act 48 credit every 5 years (an average of 36 hours per year). MBA staff members have the opportunity to earn all of these hours here on-site without paying for external workshops and courses.*

2013-2014 PLC OFFERINGS

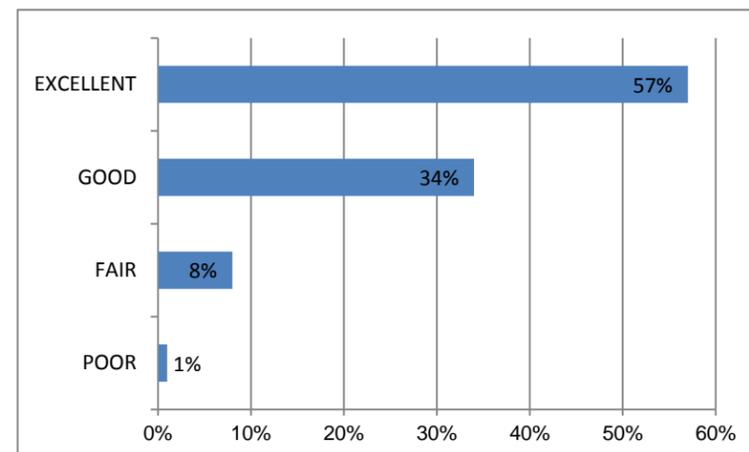
- CLASSROOM MANAGEMENT
- COMMON CORE IMPLEMENTATION
- BRAIN-BASED LEARNING
- ASSESSMENT & FEEDBACK
- EXPLORING RACE, CULTURE & CLASS
- DIFFERENTIATION
- SAS OPTIONS

This PLC has been a great learning experience... our time has been well-spent. All activities have been relevant to my teaching.

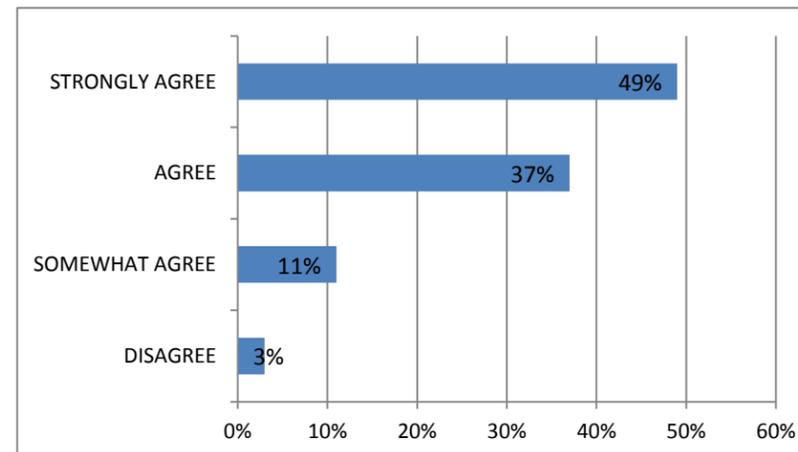
2013-2014 WORKSHOP OFFERINGS

- GOAL-SETTING AND STUDENT INVESTMENT
- UNIT AND LESSON PLANNING
- LITERACY
- CLASSROOM MANAGEMENT
- ENGLISH LANGUAGE LEARNERS
- SPECIAL EDUCATION
- COOPERATIVE LEARNING
- REFLECTIVE PRACTICE

INSTRUCTOR'S KNOWLEDGE AND EXPLANATION OF CONTENT



INSTRUCTOR PROVIDED WAYS FOR ME TO APPLY WHAT I LEARNED IN THE SESSION



DIFFERENTIATED MODEL

All Mariana Bracetti Academy teachers work with their supervisor to select the professional learning community (PLC) and workshops that best fit their development needs. This differentiated model allows teachers to continue to grow regardless of where they are in their professional career.



MY LEARNING PLAN

Each teacher has a custom learning plan which displays the PLC and workshops they have registered for as well as observation feedback from the principal, assistant principal, and director of teaching and learning. Some PLCs use team rooms within My Learning Plan to continue teacher collaboration beyond each session.



FURTHER CONNECTIONS

We encourage teachers to further their professional connections beyond Mariana Bracetti Academy by connecting them to other educators through the School Collective, Twitter, Pinterest, and other social media tools.