



**Professional Development Plan
Dallas ISD P-Tech/ECHS**

August	New Teacher Training <i>All teachers new to P-Tech/ECHS take part in a 6-hour training introducing the Common Instructional Framework in order to develop Instructional Coherence across the academy and P-Tech/ECHS network.</i>	Full Day
August	Team Training <i>All P-Tech staff, including counselor and coordinator, participate in 3-hour team training on values, importance of instructional coherence in the academy, and planning a series of professional development sessions during PLC time.</i>	Half Day
September/ October	Content-Specific Training <i>Building on existing knowledge around the Common Instructional Framework, teachers see the strategies implemented in their own content areas. Furthermore, the five different trainings cover the 6 components of the CIF as well as LASW protocols and assessment strategies; each teacher takes back the information to their team.</i>	Full Days for each content ELA, Math, Science, SS, MAPS
January	Content-Area Planning <i>Working with other teachers who teach the same content,, teachers strategically plan for upcoming lessons and incorporate the Common Instructional Framework and discuss the importance of acceleration.</i>	Half Day
February	Content-Specific Training <i>Research based practices are delivered in the work-shop setting as well as teachers sharing protocols, projects, and successful methods. Continued work around instructional coherence and action plans for the upcoming weeks.</i>	Full Days for ELA, Math, Science, SS
June	Summer Bridge Training <i>Teachers are introduced to the curriculum for their Summer Bridge content area by the administrators. Stepping through each lesson, they discuss possible misconceptions and fully prepare to make the best of the 2-week bridge that directly follows.</i>	3 Full Days



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Campus-based Professional Development occurs formally during Professional Learning Communities (PLCs) that are P-Tech based, meaning that P-Tech teachers meet as a PLC in order to share concerns about students, ideas for student learning, and strive for instructional coherence. Meetings occur *at least* twice per month, and often more, and the following topics are delivered by the administrator, campus instructional coaches, P-Tech teachers, and our ECHS/P-Tech consultant, Tracey Hurst. The following is a list of topics from which we choose, and of course, there is room to add to the list based on need.

Timeframe	Category	Topic
AUG	CULTURE	Culture of High Expectations/Staff Role Models
AUG	INSTRUCTION	CIF - CT/WTL for Vocabulary Development
AUG	INSTRUCTION	CIF - CGW Use of Roles/Responsibilities
AUG	INSTRUCTION	Lesson Planning Level 1
AUG	DESIGN	ECHS/PTECH Blueprint
AUG	COLLEGE READINES	TSI Writing/Reading throughout the CA
SEPT	ASSESSMENT	Data to Drive Instruction
SEPT	INSTRUCTION	Unpacking the Standards/Matching Assessments
SEPT	SUPPORT	Student IEPs/Adopting a Caseload
SEPT	INSTRUCTION	CIF - Scaffolding: Graphic Org/Notetaking
SEPT	INSTRUCTION	Microsoft Integration - Projects in Class
OCT	INSTRUCTION	CIF - CGW Composition of Groups
OCT	INSTRUCTION	CIF - Scaffolding to Build Connections
OCT	INSTRUCTION	CIF - CT/WTL through Questioning
OCT	INSTRUCTION	Critical Reading for College Readiness
NOV	REFLECTION	Overview - Instructional Rounds
NOV	INSTRUCTION	Release of Learning
NOV	REFLECTION	Collegial Conversations/Tools for Peer Coaching
NOV	INSTRUCTION	Costa's Levels of Questioning Schoolwide
DEC	COLLEGE READINES	College Readiness/David Conley
DEC	DESIGN	ECHS/PTECH Partnership



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	INSTRUCTION	CIF - CT/WTL for Formative Assessment
	INSTRUCTION	Developing Problem Solvers
	INSTRUCTION	Rigor-Relevance Framework
	INSTRUCTION	CIF - Scaffolding to Link to Prior Learning
	INSTRUCTION	CIF - Literacy Groups w/Textbook
	INSTRUCTION	CIF - Questioning Level 2
	INSTRUCTION	Lesson Planning Level 2
	REFLECTION	Looking at Student Work
	SUPPORT	Understanding/Supporting Credits/Transcripts
	SUPPORT	Understanding/Supporting Sequence of Courses
	DESIGN	ECHS Target Population
	DESIGN	ECHS MOU/Articulation Agreements
	ASSESSMENT	MC v Free Response
	ASSESSMENT	Instruction time v assessment time