

PROFESSIONAL DEVELOPMENT PLAN

2014 – 2016

PROFESSIONAL DEVELOPMENT PLAN

WEBUTUCK CENTRAL SCHOOL DISTRICT
SCHOOL YEARS 2013 – 2016

TABLE OF CONTENTS

	Page
District Data.....	1
I. Professional Development Committee.....	2
II. Needs/data analysis for professional development plans.....	3
III. Teacher Mentor Plan.....	8

WEBUTUCK CENTRAL SCHOOL DISTRICT

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District Name: Webutuck Central School District BEDS Code: 131101040000 Superintendent: James A. Gratto, Jr. Address: 194 Haight Road, P.O. Box 405 Amenia, New York 12501 Telephone: 845-373-4100 Fax: 845-373-4102 Year(s) Plan is Effective: September 2014 – June 2016	Composition of Professional Development Team Number of school buildings in district: 3 K-12 student population.....779 (including Pre-K) K-12 teachers (full-time).....72 K-12 teachers (part-time).....5 K-12 teaching assistants.....14
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Webutuck Central School District's 2014-2016 Professional Development Plan is closely aligned with other district documents, including Special Education, Technology, Health and Wellness, RTI, Guidance, and Academic Intervention Services Plans.

I. PROFESSIONAL DEVELOPMENT COMMITTEE

The Professional Development/Gearing Up Committee meets several times per year and is facilitated by Rosanna Hamm, Curriculum Coordinator. We have consistently planned Professional Development based on student data and teacher needs, and the agreed upon goals of our plan. Changes at the state and national level are addressed and implemented, including the adoption of the Common Core Learning Standards.

Webutuck includes professional development funds as part of the school budget. NCLB grants also provide funds for professional development and the funds needed for the mentor program. RTTT Funds are administered through Dutchess BOCES.

I.1. PROFESSIONAL DEVELOPMENT PLANNING TEAM

All buildings in the district have representation on the district team.

On average, please identify the numbers of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

12 hours	Superintendent's Conference Days prior to the opening of school (2 days) = 12 hours.
12 hours	Superintendent's Conference Day (2) Superintendent's Conference Days during the school year (2 days) = 12 hours
<u>20 hours</u>	Assorted professional development activities offered in the district or through BOCES/Dutchess, Ulster, Putnam-Northern Westchester)
44 hours	Total Annually

This plan fully complies with and exceeds the 175 hour requirement that went into effect on February 1, 2004.

II. NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLANS

II.1. Describe how the professional development plan is aligned with New York Learning Standards and assessments, student needs and is articulated within and across grade levels.

Multiple measures, including demographic and achievement data, are used to determine the areas in which staff development is needed. Using Common Core Learning Standards, plans to familiarize staff with content and methodology to address student needs are included in professional development offerings throughout the school year. Providing for grade level, department and cross grade level meetings ensures communication and collaboration among staff, both laterally and vertically.

II.2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.

The continuation of our Professional Development Plan is projected over the upcoming two years to enable the practices introduced to become part of the daily instructional program.

III.3. Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.

A review of NYS scores, MAPS data, local student assessments, and each year's NYS School Report Card, in addition to teacher feedback on Professional Development opportunities, provided the data for this plan.

Webutuck Student achievement data at grades Pre-K-12 supports the need for Professional Development Activities addressing:

-Differentiated Instruction -Data analysis for instructional planning -Data driven instruction -AIS and Resource Room objective-based instruction -Response to Intervention	-Consultant Teacher and integrated Co-Teaching -Technology integration -NYS ELA module implementation -Updated Regents Exams -Pre-K-12 Math instruction aligned to the Common Core Standards	-Use of personal electronic devices -PARCC assessments (tentative) -Effectively teaching English Language Learners -Cooperative Learning -Tri-State Rubric
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II.4. Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

- X School Report Card
- X BEDS data
- X Student performance results disaggregated by ethnicity, gender, SES, and other special needs
- X ELA item analysis and item maps.
- X State benchmarks for student performance
- X Graduation and drop-out rates
- X Teacher Surveys
- X DRA results
- X Classroom Assessments
- X Student Attendance reports
- X New York: The State Learning (Chapter 655 Report)

II.5. District Resources

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals.

Fiscal resources:

- X Federal Grants (Title I, Title II, Title IIA, Title IV)
- X Local School Budget
- X Strengthening Teacher and Leader Effectiveness (STLF-2) grant

Staff resources:

- | | | | |
|---|------------------------|---|-----------------|
| X | Curriculum Coordinator | X | Principals |
| X | Technology Leader | X | Teacher Leaders |

Providers:

- | | | | |
|---|-------|---|---------------------|
| X | BOCES | X | Outside Consultants |
|---|-------|---|---------------------|

Community:

- X Community-based organizations

II. 6. Types of Professional Development

Superintendent Conference Days	Early Dismissal ½ Day Conferences
Conference/Workshop Attendance	After School In-Service Offerings
Professional Association Meetings	Class/Program Visitations
Professional Reading/Writing	Presentations to Other Groups
Curriculum Writing	Grant Writing
University Course Work	Serving on Committees that Evaluate Programs/Textbooks/Curriculum
Technology Training/Workshops	STEP UP Academy Training
Mentoring/Peer Coaching	Supervising Interns or Student Teachers
Specific Training Sessions (E.L.A., Math Assessments, etc.)	Literacy Circles
Team Meetings	Faculty Meetings
Building for Excellence Team Meetings	Summer Training
Webinars/On-line Learning	Other Items that may be Considered with Approval of the Superintendent and Principals
Department Meetings	Grade Level Meetings

In order to ensure that an accurate record of Professional Development activities are maintained, each building principal, in collaboration with the teacher, will keep in file a record of Professional Development activities on www.mylearningplan.com. Each teacher is responsible for ensuring that accurate records are kept for his/her professional development activities utilizing MyLearningPlan. The district office also tracks, accounts for, and reports professional development.

II.7. Professional Development Goals

Professional Development will:

- work towards ensuring depth of content knowledge
- provide a strong foundation of knowledge of the instructional shifts in ELA and math
- Provide a strong foundation of knowledge of the Common Core Learning Standards
- contribute to measureable improvement in student achievement
- be supported by sufficient time and resources
- occur in a variety of formats and presentations
- receive administrative support
- provide support for the development and implementation of rigorous assessments
- promote the implementation of technology into classroom instruction
- be designed, developed, and offered in conjunction with the Professional Development/Gearing up Committee recommendations

II.8. Support Staff

When appropriate, will be included in Professional Development activities.

WEBUTUCK CENTRAL SCHOOL DISTRICT

Mentor Handbook

Table of Contents

WELCOME.....	10
CONFIDENTIALITY.....	11
MENTOR RESPONSIBILITIES.....	12
TOPICS TO BE ADDRESSED BY MENTORS.....	13
CHECKLIST FOR THE MENTOR	14
MENTEE RESPONSIBILITIES.....	17
CHECKLIST FOR THE MENTEE.....	18
STUDENT BEHAVIOR MANAGEMENT.....	19
PARENT-TEACHER CONFERENCES.....	20
SUBSTITUTE TEACHER PROVISION.....	21
 <u>ADDENDUM</u>	
Addendum A	
NEEDS ASSESSMENT QUESTIONNAIRE FOR NOVICE TEACHERS.....	23
Addendum B	
MENTOR/MENTEE MEETING LOG.....	26
Addendum C	
LESSON PLAN COMPONENTS CHECKLIST.....	27
Addendum D	
SIX SHIFTS IN LITERACY AND MATH.....	28

WELCOME

Teaching and learning has changed over time and the challenges teachers and administrators face each day can be overwhelming at times. During this time of change in education it is critical districts find ways to recruit, retain, and train teachers and administrators in becoming exceptional 21st century educators. Educators encounter many situations both academically and socially during the school year. Each day, like their students, they learn something new. As we learn new things we need the support and encouragement of our colleagues. Webutuck recognizes this and developed a mentoring program to support teachers and administrators as they grow in the Webutuck community and become an integral member of our family.

New teachers will be assigned a mentor but should also be assured that any staff member stands ready and willing to assist. There may be times when new staff may feel overwhelmed, but hopefully not alone. The mentor should be viewed as a professional guide and advisor throughout the year.

CONFIDENTIALITY

The first year of a new position can bring many challenges and concerns for the new educator in the district. Mentors are selected to offer assistance and guidance to allow for a smooth transition for the new teacher/administrator. The relationship that develops between the mentor and the new educator is crucial to the success of the program. This relationship must be developed in an ethical manner where both fairness and confidentiality are key to effective communication. In no way is this relationship to be used in the formal evaluation process.

The mentor should determine the regularity of interaction, set up the communication mechanisms, clarify the level of confidentiality, and modify expectations to fit the real-life mentoring situation. As the mentor/mentee relationship develops, the mentor should also take the responsibility to initiate and maintain the relationship. The mentor must communicate that sharing expectations and periodic review will give strength to the process. The new educator should not be concerned that sharing problems could reflect inadequacy. A positive, accepting attitude is crucial and sets the tone for a cooperative relationship. The mentor should ensure that the sharing of ideas, problems, feelings, and resources can be done in an atmosphere of an open, working relationship.

MENTOR RESPONSIBILITIES

- ❖ Take responsibility for initiating and maintaining the relationship including establishing ground rules for formal and informal contacts with the individual.
- ❖ Utilize trust and confidence to strengthen the relationship and ensure empowerment.
- ❖ Provide resources or direct the new educator to resources needed.
- ❖ Model competence and professionalism.
- ❖ Demonstrate tolerance, patience, and sensitivity to concerns.
- ❖ Serve as an advocate/advisor.
- ❖ Communicate in a collaborative manner.
- ❖ Use perspective and vision to suggest the next steps to consider.
- ❖ Guide the new educator in recognizing special talents and capabilities. At the same time, address areas where improvement is needed.
- ❖ Share expectations and express concrete suggestions where there is a need.
- ❖ Identify positive qualities and establish a firm relationship so that areas of improvement are easier to handle.
- ❖ Critique strengths as well as weaknesses in a confidential manner.
- ❖ Assist in identifying effective strategies and experiment with new ideas.
- ❖ Use the Needs Assessment Questionnaire to plan individual assistance (Addendum A). This should be completed twice a year: in September and February.
- ❖ At the end of each month provide the Coordinator with a copy of the Mentor/Mentee Meeting Log (Addendum).

TOPICS TO BE ADDRESSED BY MENTORS

INCLUDE, (BUT ARE NOT LIMITED TO):

- ❖ *District expectations*
- ❖ *Communication with administration, teachers and parents*
- ❖ *Organizing and managing classroom/building*
- ❖ *Student discipline*
- ❖ *Obtaining instructional resources and materials*
- ❖ *Planning for instruction*
- ❖ *Time management*
- ❖ *Evaluating student progress*
- ❖ *Assisting students with special needs*
- ❖ *Dealing with individual differences among students*
- ❖ *Understanding use of Common Core Learning Standards*
- ❖ *Using a variety of teaching methods*
- ❖ *Facilitating group discussions*
- ❖ *Grouping for effective instruction*
- ❖ *Administering any assessments*
- ❖ *Assessment of student learning*
- ❖ *Homework (amounts, assessment, weighting)*
- ❖ *Questioning*
- ❖ *Lesson Planning*
- ❖ *Understanding legal rights and responsibilities as a teacher*
- ❖ *Dealing with stress*
- ❖ *Directing employees to proper channels relative to contractual and/or policy issues*
- ❖ *Web site utilization & expectations*
- ❖ *Reviewing forms used for sick days, personal days, conference requests, and graduate coursework*
- ❖ *Reviewing electronic forms and systems (i.e. – MyLearningPlan, Parent Portal, on-line grading expectations)*
- ❖ *Reviewing WTA contractual items*
- ❖ *Business office forms including options for direct deposit, 403b contributions, welfare trust fund, etc.*
- ❖ *Understanding the teacher evaluation process (APPR)*
- ❖ *Understanding use of Common Core Learning Standards*
- ❖ *Instructional shifts*
- ❖ *Engage NY website*
- ❖ *Special Education, AIS, and ESL programs*
- ❖ *Grade policies and procedures*

CHECKLIST FOR THE MENTOR

BEFORE THE FIRST DAY OF SCHOOL, FAMILIARIZE THE MENTEE WITH THE FOLLOWING:

Date

- _____ Explain school safety and emergency procedures
- _____ The school building and the time schedule
- _____ The procedures for and the use of the copy machines, fax machine, etc.
- _____ Supervisory duty responsibilities
- _____ Attendance procedures
- _____ Homeroom procedures
- _____ Grading policies and procedures
- _____ Paperwork – such as forms, reports, book lists, locker lists, etc.
- _____ Procedures for sending students to office, nurse, guidance, etc.
- _____ Library and ancillary services
- _____ Discipline referrals and follow-up
- _____ Classroom procedures and rules
- _____ Materials and supplies that the school district furnishes
- _____ Review lesson plans for the first week
- _____ Contractual items
- _____ Professionalism: confidentiality, communication, attire, social media

EARLY IN THE SCHOOL YEAR

Date

- _____ Model lesson plans and their development
- _____ Model instruction (have novice teacher observe your class where possible)
- _____ Model test development
- _____ Explain the assistance available from the Nurse, Guidance Counselors, School Psychologist, Social Worker, and Principal
- _____ Explain policies regarding sick, professional and personal leave days (using *AESOP* substitute system)
- _____ Suggest solutions for dealing with difficult students or classes
- _____ Explain procedures for staying with students after school
- _____ Provide suggestions for Open House/Curriculum Night
- _____ Model various styles of communication with student's home
- _____ Offer advice for handling parent conferences
- _____ Monitor to see that the CCLS are taught
- _____ Explain coordination needed for any Special Education students
- _____ Explain the evaluation procedure
- _____ Explain policies and procedures for field trips
- _____ Explain college course/in-service pre-approval form (*MyLearningPlan*)
- _____ Review due dates for progress reports and report cards throughout the year
- _____ Explain the snow day and delayed opening procedures
- _____ Review emergency procedures in the District Safety Guide
- _____ Explain assembly procedures

- _____ Review the faculty handbook and Faculty Webpage on District website
- _____ Help novice teacher fill in BEDS forms
- _____ Help prepare for an observation/evaluation
- _____ Review all formal and informal evaluation procedures

AS THE YEAR GOES ON

Date

- _____ Help with budget preparation
- _____ Explain achievement tests, dates, and their importance
- _____ Explain final exam procedures
- _____ Encourage professional development by regularly observing the novice teacher's classroom
- _____ Schedule observations of other teachers' classes
- _____ Document notes of lessons observed by the mentor and of lessons observed by the mentee
- _____ Explain end of year procedures

MENTEE RESPONSIBILITIES

- ❖ Use effective communication skills
- ❖ Be open to constructive criticism as well as praise
- ❖ Accept suggestions and adapt to change
- ❖ Assume responsibility for the process of inner analysis and self-acceptance
- ❖ Be open-minded, trust the relationship, and maintain a positive attitude
- ❖ Share ideas, problems, feelings, expectations, and concerns
- ❖ Maintain confidentiality
- ❖ Be willing to give time and effort to the process
- ❖ Be willing to accept professional responsibilities and follow school and district rules
- ❖ Be willing and ready to learn from the mentor
- ❖ Be open to the mentor teacher observing you in a variety of situations
- ❖ Ask questions when unsure

CHECKLIST FOR THE MENTEE

BEFORE THE FIRST DAY OF SCHOOL

Date

- _____ Obtain your schedule and student roster, if available.
- _____ Familiarize yourself with students' names (pronunciation); make name tags if appropriate for your grade level.
- _____ Secure textbooks, teacher guides, and curriculum guides.
- _____ Prepare your classroom to accommodate teacher-and student-centered activities.
- _____ Prepare a memo to students and/or parents outlining expectations regarding the following:
 - Supplies
 - Student conduct
 - Textbooks
 - Assignments (class work, homework, special projects)
 - Progress evaluation (grading procedures)
 - Parent/teacher communication
- _____ Communicate with your mentor – ask questions!!! Your mentor is there to help you.
- _____ Secure supplies that are essential to particular lessons well before they are needed.
- _____ Familiarize yourself with Individual Education Plans of your students.

STUDENT BEHAVIOR MANAGEMENT

Developing a positive relationship and connection with students and parents early in the year will facilitate resolving student management issues that might occur later in the school year.

Managing Discipline

- ❖ Treat the students in a respectful manner
- ❖ Lay the ground work for expectations at the beginning of the year that are consistent with school-wide standards
- ❖ Consequences for undesirable behavior should be established in advance and following through is critical
- ❖ Learn to de-escalate undesirable behavior
- ❖ Respect the personal space of the student and deal with individual problems privately
- ❖ Be aware of your body language and the messages and feelings you communicate
- ❖ Help students understand that feelings are acceptable, but inappropriate behavior is unacceptable
- ❖ Don't use threats or ultimatums
- ❖ Address discipline problems promptly
- ❖ Procrastination in handling discipline problems leads to greater problems
- ❖ Do not put your hands on the students
- ❖ Do not address discipline issues in front of other students or staff

Below is a series of actions you may want to follow for student behavioral management:

- ❖ Use signaling (facial expressions, body movement, sounds, proximity, and gestures)
- ❖ Talk to the student privately, as possible, either in the hall or after class in a meeting room
- ❖ Discuss student with mentor
- ❖ Your mentor is your best source of advice regarding student behavior management
- ❖ Change the student's seat
- ❖ Involve parents
- ❖ Isolate the student in an appropriate manner
- ❖ Develop a behavioral contract with the student
- ❖ Develop a token system where tangible objects or symbols can be exchanged for privileges, activities, or rewards
- ❖ Refer to the administration after other steps have been attempted and failed

PARENT-TEACHER CONFERENCES

Clear and concise communication is key and will help you feel confident in dealing with parents. Parent conferences/meetings may be anticipated with discomfort, but on the other hand can be very productive. Parents, in general, come to a conference with the intent of being cooperative and with the best interests of the student in mind. Focusing the discussion on the student's classroom progress and achievement will help prevent the conference from dealing with irrelevant issues. Encourage the parent to discuss the conference with the student both before and after the meeting. This will relay to the child that the teacher and parents are working together in the best interest of the child.

Before the conference, be prepared with a variety of information that may include:

- ❖ Test scores
- ❖ Homework progress
- ❖ Standardized test scores
- ❖ Attendance information
- ❖ Documented classroom behavior and any other applicable information
- ❖ School work
- ❖ Reading levels and math progress if applicable
- ❖ Special interests or points that you may have noticed in the student
- ❖ Peer relationships and how the child interacts with other students
- ❖ Appropriate and/or inappropriate behavior inside and outside of the classroom

During the conference:

- ❖ Stay on the topic
- ❖ Come up with suggestions for remediation
- ❖ Respond with positive information. Allow the parents to understand that you sympathize with any personal dilemmas they may be facing, but at the same time continue to focus on dealing with the student's progress
- ❖ Avoid communicating with emotions and avoid triggers that could interfere with the tone of the conference
- ❖ Avoid talking about other students

After the conference:

- ❖ Document the conference in writing

SUBSTITUTE TEACHER PROVISION

In the event that you must be absent, you should be sure to leave the substitute sufficient information in order for the day to go smoothly. Supply adequate and explicit lesson plans and any corresponding materials. The information can best be used by the substitute if organized in a clear and concise manner and left in a readily available place or in the main office file with the following information:

- ❖ Your schedule of classes
 - List classes with times of periods and room numbers
 - List specials: include time and day
 - Lunch duty, including special directions
 - Study hall and location of information for study hall
 - Alternate activities in the case that the special classes are canceled
- ❖ Names and schedules of students who may leave for special reasons (i.e., to nurse for medication, resource room, speech)
- ❖ Seating charts and class lists (i.e., directions for dealing with any special students)
- ❖ Homeroom activities for class
 - How to report absences
 - Lunch totals
 - Announcements
 - Pledge of Allegiance to the flag
- ❖ Class rules and procedures (i.e., nurse/bathroom pass, referrals)
- ❖ Location of materials to be used with lesson plans
- ❖ Explanation of extra work, if needed
- ❖ Instructions for use of equipment and materials if needed
- ❖ Names of other school personnel usually in your class (i.e., teacher's aide)
- ❖ Names of dependable students who may provide assistance
- ❖ Name and location of teacher who may offer assistance
- ❖ Dismissal procedures (i.e., chairs up on desks, lining up, etc.)
- ❖ Floor plan of classroom and building
- ❖ Safety Procedures Guide (Fire drill/emergency evacuation procedures, etc.)

Students should be aware of what is to be accomplished during your absence. Write the substitute a brief note in order to set a positive tone for the day, thanking him/her in advance for filling in, and request a report including attendance information.

ADDENDUM

**NEEDS ASSESSMENT QUESTIONNAIRE
FOR BEGINNING TEACHERS**

(To be completed in September and February)

RETURN TO MENTOR AND KEEP A COPY ON FILE

Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible responses:

- A. Little or no need for assistance in this area
- B. Some need for assistance in this area
- C. Moderate need for assistance in this area
- D. High need for assistance in this area
- E. Very high need for assistance in this area

_____ Finding out what is expected of me as a teacher/administrator

_____ Communicating with the principal/superintendent

_____ Communicating with other teachers

_____ Communicating with parents

_____ Organizing and managing my classroom

_____ Maintaining student discipline

_____ Obtaining instructional resources and materials

_____ Planning for instruction

_____ Managing my time and work

_____ Diagnosing student needs

_____ Evaluating student progress

_____ Motivating students

- _____ Assisting students with special needs
- _____ Dealing with individual differences among students
- _____ Understanding the curriculum
- _____ Completing administrative paperwork
- _____ Using a variety of teaching methods
- _____ Facilitating group discussions
- _____ Grouping for effective instruction
- _____ Administering standardized achievement tests
- _____ Understanding the school system's teacher evaluation process
- _____ Understanding my legal rights and responsibilities as a teacher
- _____ Dealing with stress
- _____ Knowing the proper channels relative to contractual and/or policy issues
- _____ Becoming aware of special services provided by the school district

Please respond to the following items:

List any professional needs you have that are not addressed by the preceding items:

What additional types of support should the school district provide you and other beginning teachers?

MENTOR/MENTEE MEETING LOG

Mentor _____Mentee _____

School _____ School _____

Date

Topic of Discussion

[illegible]

Addendum C

Lesson Plan Components Checklist

Component	Self-Check
Organization Method (i.e. - Date, Lesson Number)	
Lesson Subject and/or Title	
Common Core and Subject-Specific Standard(s) being addressed	
Lesson Overview	
Learning Target(s) in Student-Friendly Language	
Materials	
Do Now (Warm-Up)	
Activities to Address Learning Target(s)	
Reading and/or Writing Activity (Note Literacy Shifts Below)	
Percentage of Teacher-Led Activities/Percentage of Student-Centered Activities	
Higher Level Thinking Questions/Processes (i.e. - Apply, Analyze, Evaluate, Create)	
Type of Differentiation (Content? Process? Product?)	
Method of Differentiation	
Daily Formative Assessment	
Closure Activity	
Homework (Extension Activity)	
Reflection and Revision	

Addendum D

Six Shifts in Literacy

Shift #	Shift Topic	Description	Self-Check
1	Balancing Informational & Literary Text	Students read a true balance of informational and literary text.	
2	Knowledge in the Subject Area	Students build knowledge about the content area through TEXT rather than the teacher or activities.	
3	Staircase of Complexity	Students read the grade-appropriate text around which instruction is centered. Teachers create more time and support for close reading.	
4	Text-based Answers	Students engage in rich and rigorous evidence-based conversations about text.	
5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.	
6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts (Tier 2 vocabulary).	

Six Shifts in Mathematics

Shift #	Shift Topic	Description	Self-Check
1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.	
2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.	
3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.	
4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.	
5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.	
6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity	

