

Hello everyone!

We are going to have another "choose your own learning" professional development experience on February 2nd. **A survey will be sent out shortly asking you to rank your preference for sessions by 3:30pm tomorrow (Thursday).**

You will be enrolled in two sessions for February 2nd. Rosters will be made for each session by the middle of next week and you will be notified as to what sessions you are taking that day.

For one of your two sessions, you may choose to submit your own proposal for a learning experience. This may include, but is not limited to, the following: assessment creation (summative or formative), lesson development, standards analysis, or research around an instructional strategy. To be approved for a "self-directed study" (note - this could be done as a small group of colleagues), a proposal needs to be submitted in a manner similar to the session descriptions below. **If you choose this option on the survey, you will need to fill out the information regarding your learning experience.** Four example proposals are provided below.

Note: all sessions below contribute to hours in a re-licensure area. If you have specific questions about re-licensure and these sessions, please see Jess.

Let me know if you have any questions - thanks!

Making Content Accessible to ELs--what is most important?

Description: This session will help participants understand some tenets of second language acquisition and ways to scaffold lessons for EL students.

Product: Participants will be able to apply scaffolding for ELs in their content areas.

Accommodations and Modifications to Support SPED Student Success

Description: This session aims to develop participants' understanding of the purpose and goals of accommodating and modifying in order to increase SPED student success in general ed classrooms. A variety of examples will be shared with built in time to consider ways to make this happen on current quizzes/tests, assignments, and notes in your content area class.

Product: Participants will gain new insights on how to support SPED students in the mainstream. Participants will also leave with a task or assignment with specific modifications made and/or accommodations planned that is ready to use with SPED students.

Using Focused Notes to Create Authentic Learning

Description: In this session, participants will understand the new system of focused-notes and how to create authentic learning. Participants will learn the 5 phases of focused notes, what constitutes a focused-note, and how to best implement the use of these notes in their current curriculum. This is a great session for all staff that use note taking strategies in their classrooms and no prior experience with Cornell Notes is necessary!

Product: Participants will walk away with ways to use focused notes in their content area.

Maximizing Learning: Meeting the Needs of Students and their Brains

Description: This session will explore how the needs of students and their brains are met by using elements of current best practices from Developmental Designs, Assessment for Learning, Culturally Relevant Teaching and Jensen's work with the effects of poverty.

Product: Participants will gain a deeper understanding of how best practice strategies can be used to benefit students so their brains can learn.

Self-Directed Study - Example 1

Description: One of my goals this year is to increase my use of AVID strategies. To do this, I am going to focus on the learning I completed in my fall PD sessions and find ways to incorporate the strategies into my upcoming lessons.

Product: I will have revised upcoming lessons that include AVID strategies (ex. SWICOR, focused-notes, debate/discussion protocols).

Self-Directed Study - Example 2

Description: My grade level counterpart and I want to create new common formative assessments for our next three units. These assessments will be tied to standards. We will use these assessments to measure mastery throughout the units. We plan to observe each other's classrooms throughout the units and will use the data from our formative assessments to serve as grounding for our conversations about these classroom visits.

Product: These assessments will be in the form of exit tickets, mini-quizzes, and partner work half-sheets.

Self-Directed Study - Example 3

Description: I want to increase my use of CLR strategies in my classroom. To do this, I am going to use this learning time to skim Dr. Hollie's book and read applicable journal articles about this topic.

Product: I will jot notes as a read, including key ideas, mindset frameworks, and effective strategies that I can implement in my classroom.

Ranking Breakout Sessions for Feb. 2nd

Your email address (jcabak@isd622.org) will be recorded when you submit this form. Not jcabak? [Sign out](#)

* Required

1. Please rank the sessions in order of your interest for Feb. 2nd. *

Mark only one oval per row.

	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice
Making content accessible to ELs - what is most important? (previously offered)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accommodations and modifications for SPED students (previously offered)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using focused notes to create authentic learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maximizing learning: meeting the needs of students and their brains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-directed study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. If you chose "Self-directed study" as your first or second choice, please provide a description and product of the work you will be doing (see examples in email of session descriptions).

3. On March 2nd we will be having another PD day. Would you be interested in any of these sessions? (Check all that apply)

Check all that apply.

- Assessment for Learning - The Why
- Assessment for Learning - Using Assessment Well
- Assessment for Learning - Using Goal-setting and Self-assessment
- Collaboration Strategies to Increase Engagement (previously offered)
- SWICORizing Your Lessons (previously offered)
- The One-Pager - A Strategy to Synthesize Learning (previously offered)
- Other: _____