

Professional Learning Event

Arc Name:	Advanced Academics – AAPS	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	AAPS Resource Teachers	Sub Code:	TBD

Provide Arc of Learning input here:
Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.
Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.
Guiding Questions:
What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).
What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.
What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?
From students?From participants?
What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?
From students?From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Evidence-based best practices is included in the DoDEA AAPS Team and AAPS-RTs understanding of best practices supports their implementation of appropriate services. Procurement of thinkLaw resources and professional learning by the vendor will support AAPS-RTs usage.

LWT #5: – Lessons are paced and structured to keep all students engaged throughout the learning. LWT #9: - Lesson tasks require productive struggle, problem-solving, or reasoning. Use this from LWT data and "gifted" LWT #12: Students respond to and/or use higher-order questions in classroom discourse. Students respond to questions that require application, analysis, synthesis and evaluation. FCOT Question 1, Stage 4c: Develop lesson plans with differentiation and higher-level cognitive demands. FCOT Question 4, Stage 5e: Develop flexible groups and strategies for interventions and enrichment based on assessment results. FCOT Question 4, Stage 6c: Share instructional practices with colleagues (What worked well? What did not?)

Student access data from gifted program reports – level of service, identification trends, testing status. RAPS audit (AAPS Aspen Ed Plan). Barriers for content accelerated students access to advanced curriculum – anecdotal data, Aspen data pull

As a result of the data analysis, the following Enduring Understanding and Learning Outcomes were developed.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Vendor-specific data: Usage data of digital resources will indicate how often teachers are accessing resources. Increased collaboration, co-teaching, and coaching among AAPS RTs and classroom teachers. Increased percentage of underserved students receiving LoS III and/or IV

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Collaboration can directly facilitate the evidence-based practices tied to CCRSGE Programming Standards. Equitable access to resources, instruction, and educational supports is essential for all students with advanced learning needs. AAPS is a multi-tiered system of support and response to intervention for students with advanced strengths.

Learning Plan**Learning Plan Outcomes:**

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Back to School & CCR Quarter 1-Quarter 4

Refer to Elementary Education Arc of Learning

Fall

AAPS RTs and selected middle school teachers will explore higher level questioning, the 4 parallels, and coteaching.

Winter

AAPS RTs will explore specific considerations and supports that can be shared with others pertaining to meeting the needs of diverse populations of advanced learners, especially those from culturally, linguistically, and economically diverse backgrounds.

Spring

AAPS RTs and selected middle school teachers will apply the 4 parallels, focus on low floor/high ceiling strategies for coteaching, WICK, DRAAW+C, and creating contexts for advanced learning behaviors with a coteaching model.

Learning Plan Implementation Methods - SME:

thinkLaw vendor provided resources, methodologies, and techniques
Synchronous discussions; breakout room for small group discussions
Having read Chapters 9 & 10 in Collaboration, Coteaching, and Coaching in Gifted Education, AAPS RTs will:

Apply the collaborative consultation process to focus on the needs of diverse populations of advanced learners (Chapters 9 & 10)

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework. Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation. Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies Align applicable requirements of DoDEA administrative instructions and Executive Order 13160. Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Describe safe, unsafe, and unwanted touch, permission to touch, public versus private, and active supervision. Understand modeling of culturally and developmentally appropriate permission to touch. Support children and adolescents through reporting safe, unsafe, and unwanted touch. Know how to respond to sexual behavior challenges.

DoDEA Mandatory Training**

**Educators that have already completed PSBCY training will begin completion of annual mandatory training during this time.

Access the DODEA Annual Mandatory training courses via Cornerstone on Demand. Begin completion of DODEA Annual Mandatory training courses in anticipation of the September 30, 2024 deadline

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment

Digital journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements as they relates to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the learning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6)@dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001 -> School Year 2023-24 Professional Learning->Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a>

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers:

Apply the attributes of highly effective teams during team meetings. Describe the elements of and demonstrate commitment to rationale behind DoDEA's high-quality instructional practices. Describe and apply the benefits of promoting social and emotional learning in classrooms.

Back to School Day 2 Session-Specific Measurable Evidence:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers:

Educators will communicate a shared vision of high-quality instructional practices at DoDEA to stakeholders (e.g., parents, students). Educators will develop a plan for establishing their classroom climate in the opening weeks of school that incorporates social and emotional learning strategies.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology Course --- Elementary Program Professional Learning: Section 001 --- SY 2023-2024 --- Access Code Q58Q-VB55-R2XTW

Quarter 1

Qtr 1 Session-Specific Objectives:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers for Quarter 1.

Qtr 1 Session-Specific Measurable Evidence:

See elementary Arc of Learning for evidence of learning.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2023-2024
Access Code Q58Q-VB55-R2XTW

Quarter 2

Qtr 2 Session-Specific Objectives:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers for Quarter 2

Qtr 2 Session-Specific Measurable Evidence:

See elementary Arc of Learning for evidence of learning.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2023-2024
Access Code Q58Q-VB55-R2XTW

Quarter 3

Qtr 3 Session-Specific Objectives:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers for Quarter 3.

Qtr 3 Session-Specific Measurable Evidence:

See elementary Arc of Learning for evidence of learning.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2023-2024
Access Code Q58Q-VB55-R2XTW

Quarter 4

Qtr 4 Session-Specific Objectives:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers for Quarter 4.

Qtr 4 Session-Specific Measurable Evidence:

See elementary Arc of Learning for evidence of learning.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

TBD

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

AAPS RTs and selected middle school teachers will explore higher level questioning, the 4 parallels, and coteaching.

Fall - Specific Measurable Evidence:

Track usage of digital resources

Fall - Method of Delivery:

Asynchronous

Fall - Location of PL Materials:

Fall PL Dates and Zoom Links

Region

Date

Time

Zoom Link

Americas

Tuesday, 10/3/2023

9:00 am – noon EDT
(10:00 pm – 1:00 am JST)
(3:00 pm – 6:00 pm CET)

<https://us02web.zoom.us/j/82052677937?pwd=TDIJeUdyOUJjNDkraDZ6UVhmZ3AzUT09>
Meeting ID: (b)(6)
Passcode: (b)(6)

Pacific

Thursday, 10/5/2023

9:00 am to 12:00 pm JST
(10/4/23 8:00 pm – 11:00 pm EDT)
(10/5/23 2:00 am – 5:00 am CET)

<https://us02web.zoom.us/j/86003739687?pwd=K0E1VmFxaIZ2SmhBRIJBZUxRQWVVOdz09>
Meeting ID: (b)(6)
Passcode: (b)(6)

Europe

Wednesday, 10/11/2023

9:00 am – noon CET
(3:00 am – 6:00 am EDT)
(4:00 pm – 7:00 pm JST)

<https://us02web.zoom.us/j/86826565284?pwd=NnkxR29ldnJROFVpRmk5ZUhzYTU3UT09>
Meeting ID: (b)(6)
Passcode: (b)(6)

Winter

Winter - Specific Objectives:

Elementary AAPS RTs and 8 Phase I middle school AAPS RTs:

Explore specific considerations and supports that can be shared with others pertaining to meeting the needs of diverse populations of advanced learners, especially those from culturally, linguistically, and economically diverse backgrounds. Having read Chapters 9 & 10 in Collaboration, Coteaching, and Coaching in Gifted Education, AAPS RTs will apply the collaborative consultation process to focus on the needs of diverse populations of advanced learners (Chapters 9 & 10).

Winter - Specific Measurable Evidence:

Use specific resources in the book to meet the outcomes of the session.

Winter - Method of Delivery:

Asynchronous

Winter - Location of PL Materials:

TBD

Spring**Spring - Specific Objectives:**

Elementary AAPS RTs, 8 Phase I middle school AAPS RTs, and selected middle school teachers will participate.

Session Title: Leveraging Advanced Education to Maximize Achievement for ALL Students Part II (Spring PL) Learning outcomes: AAPS RTs will understand the case for rigorous, grade-level, or above Tier 1 instruction as a pathway for equity. AAPS RTs will gain practical tools for seamlessly integrating culturally responsive critical thinking into existing curricular resources. AAPS RTs will learn how to sustain challenging Tier 1 instruction through existing structures.

During our Spring professional learning, we will focus our learning on three key things: 1. Recapping what it takes to sustain challenging Tier 1 instruction 2. Learn how to incorporate Investigation and Discovery strategies to move learners from gut reactions to informed opinions. 3. Discuss several thinkLaw micro strategies such as Press Pause, Witnesses, Evidence, Questions, and Synthesis that play a significant role in Investigation and Discovery.

AAPS RTs will deepen their understanding of each strategy and practice integrating the strategies in their existing curriculum to support all learners.

Spring - Specific Measurable Evidence:

Track usage of digital resources.

Spring - Method of Delivery:

Asynchronous

Spring - Location of PL Materials:

TBD

Notes/Comments

Comments:

09/27/2023 14:52:45 - (b)(6) Comments
Approved

09/26/2023 08:26:39 - (b)(6) (Comments)
Approved

09/25/2023 09:54:21 - (b)(6) (Comments)
Approved

08/11/2023 08:39:22 - (b)(6) Comments
Approved

08/02/2023 10:03:15 - (b)(6) (Comments)
Approved

07/27/2023 22:01:57 - (b)(6) (Comments)
Approved

07/26/2023 19:54:49 - (b)(6) (Comments)
Approved

06/15/2023 10:56:25 - (b)(6) Comments
Approved

05/26/2023 12:13:12 - (b)(6) Comments
Approved

05/26/2023 12:11:55 - (b)(6) (Comments)
Based on updates to the system, the additional session tabs were updated to be fall, winter, spring and content was entered from the 5/25/23 version of the AOL.

05/25/2023 13:08:46 - (b)(6) Comments
Approved

05/04/2023 14:39:29 - (b)(6) Comments
Edit

04/27/2023 11:46:31 - (b)(6) Comments
Rejecting

01/19/2023 10:12:47 - (b)(6) Comments

Please add any comments here

Professional Learning Event

Arc Name:	Health Education 6-12	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	K-12 Health & PE educators	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

CCR Professional Learning

Discussion board feedback data contained within the CCRS Schoology learning modulesThe "Bicycle Rack" discussion board which provides a space for teachers to share any questions, comments, concerns, or challenges related to the overall health & physical education program.The Power BI Feedback Dashboard on CCR Health & PE professional learning evaluation data

Health Education & Physical Education Program Evaluations

Teacher feedback given to the regional Health & PE ISSs during instructional visitsTeacher feedback given to the HQ Health & PE ISS during instructional site visits

DoDEA Instructional Practices Feedback Mechanisms

LWT Data - a systematic and coordinated method of gathering data on instructionalpractices and to gauge the level of student engagement within classrooms in order to makedata-informed decisions. FCOT

Data - Focused Collaboration is a structured time dedicated to making decisions that are grounded in evidence, accumulatingand circulating knowledge and ideas, providing educators with support that improves the effectiveness of teaching, andcreating a culture that increases teachers' confidence.

Digital Instructional Resource Data: Digital instructional resource data shows a need for student usage across all content areas. The digital component of our Health and Physical Education instructional resources provide opportunity for students to engage with the standards and content skills, practices, and capacities in innovative ways that support preparation for college, career, and civic life.Student

Achievement Data: Summative assessments for elementary and secondary mathematics and literacy reveal a continuing need for focused instructional practices that impact student growth and achievement.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider:What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Ensure balanced instruction for all students by honoring all CCR standards equitably and providing opportunities that elicit common student behaviors by applying content-area knowledge and skills to critical reasoning tasks. Enhance educator capacity to deliver Excellent Instruction through implementation of a student-centered learning environment which ensures conditions conducive to learning for all students. Increase student learning and engagement with intentional planning and data-informed, differentiated instruction that addresses diverse learning needs. Incorporate systemic grading processes and practices to monitor, evaluate, and report on student progress toward grade-level expectations. Educators will show evidence of intentional and data-based instructional planning by creating strategies and methods to increase FitnessGram, the DoDEA-wide physical education assessment, scores and improve student engagement in goal setting aligned to the assessment data. Educators will share instructional documents (lesson plans, unit plans/student work or assessments) indicating how they have applied nutrition education to student learning outcomes.

By the end of school year 2023-2024, educators will engage in intentional planning and reflective practice to achieve excellence in education for every student, every day, everywhere as evidenced by professional learning evaluations, learning walkthrough indicators 3, 7, 9, 10, 12, and 13, focused collaboration observation tool, and teacher and student artifacts.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

DoDEA health and physical educators provide essential, standards-based instruction to encourage every K-12 student to practice:

health literacy, the degree to which individuals can find, understand, and use information and services to inform health-related decisions and actions for themselves AND physical literacy, the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole student

6-12 Health Education

DoDEA 6-12 health educators implement instructional resources aligned with the DoDEA-adopted National Health Education Standards that engage students in learning and developing health related skills. DoDEA Health educators maintain high standards of practice and use assessments to measure student growth, knowledge, and health-related skill development.

K-12 Physical Education

DoDEA physical educators provide students with a planned K-12 DoDEA-adopted standards-based instructional program. They provide cognitive content and instruction designed to develop motor skills, knowledge and behaviors for physical activity and physical fitness as well as sports-personship and self-efficacy. DoDEA physical educators instruct a well-designed program that:

meets the needs of all students keeps students active for 80-90% of the class time teaches self-management and awareness, responsible decision-making, social awareness, and relationship skills emphasizes knowledge and skills for a lifetime of physical activity provides an enjoyable experience

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Educators will implement social emotional learning competencies into academic instruction. Educators will plan clearly defined learning goals and success criteria to communicate to students during lessons. Educators will explore assessment types, uses, and key strategies to assess student learning. Educators will plan strategies for adjusting instruction based on formative assessment. Educators will adjust instruction based on data to support balanced Health Education and Physical Education instruction. Educators will explore nutrition education learning objectives to demonstrate ways that nutrition impacts a health and physical education programs.

Learning Plan Implementation Methods - SME:

Focused Collaboration
Data Analysis Protocol(s)
CASEL Framework - Health Education/SEL Crosswalk, Physical Education/SEL Crosswalk
Intentional Planning - Curriculum Mapping and Scope & Sequence
Assessment Analysis
Analysis of Student Work
Reflective Practice

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework.

Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation.

Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies

Align applicable requirements of DoDEA administrative instructions and Executive Order 13160.

Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Describe safe, unsafe, and unwanted touch, permission to touch, public versus private, and active supervision.

Understand modeling of culturally and developmentally appropriate permission to touch.

Support children and adolescents through reporting safe, unsafe, and unwanted touch.

Know how to respond to sexual behavior challenges.

DoDEA Mandatory Training**

*Educators that have already completed PSBCY training will begin completion of annual mandatory training during this time.

Access the DODEA Annual Mandatory training courses via Cornerstone on Demand.

Begin completion of DODEA Annual Mandatory training courses in anticipation of the September 30, 2024 deadline.

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment

Digital journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements as they relates to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the leaning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6)@dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001->School Year 2023-24 Professional Learning->Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a>

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Content Connections• Complete an initial assessment that gauges comfort and experiences with conducting nutrition education - Health Education (HE) & Physical Education (PE).

Instruction

Sign up for a SHAPE America Membership and review resources available in the portal.Review information on nutrition to include how nutrition impacts brain function.Identify best practices for standards-based assessment tools to monitor student progression toward grade level outcomes (PE) and performance indicators (HE).Review K-12 Health & Physical Education standards-based grade level outcomes (PE) and performance indicators (HE) to discuss a scope and sequence that prioritizes student progression toward health literacy and physical literacy Engage in online learning modules using the DoDEA adopted K-12 instructional resource, SPARK, to provide quality curricular instruction for K-12 students (PE).Review the DoDEA-adopted physical education assessment, FitnessGram (FG), protocols & practices to plan for progress monitoring implementation & goal setting opportunities for students (PE).

Professional Development Support• Navigate the SHAPE America membership website as a professional learning tool to support pedagogy and instruction (HE & PE).

Back to School Day 2 Session-Specific Measurable Evidence:

All teachers signed up for a SHAPE membership.Identified a strategy to model healthy nutrition practices to students. Intentionally reflect on and identify which grade level outcomes students should reach at the end of each grade Discuss which standards-based grade level outcomes are necessary for progression to the next grade levelCreate strategies and methods to increase FitnessGram assessment scores and improve student engagement in goal setting aligned to the assessment data

Educators will show evidence of engaging in DoDEA CCR-Physical Education standards-based instructional planning and monitoring progression toward grade level outcomes by collaborating on shared instructional documents including lesson plans, unit plans and assessments aligned to those standards and outcomes.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology Course: HE & PE: K-12 CCRS PL: Section 001

Access Code: 7365Z-DN8XP

<https://schoology.dodea.edu/course/1368946329/materials>

Quarter 1

Qtr 1 Session-Specific Objectives:

Core Instruction

Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners.

Cross Content Connections

Explain how proper nutrition influences children's cognition, academic performance, and physical wellbeing, and how nutrition education promotes health equity across all student populations.

Instruction

Engage in online learning modules using the DoDEA adopted K-12 instructional resource, SPARK, to provide quality curricular instruction for K-12 students (PE). Collaborate to create DoDEA-adopted standards-based rubrics, checklists and skills performance tools to monitor student progress toward grade level outcomes (PE). Collaborate to create engaging skills-based assessments to monitor student progress toward performance indicators (HE). Explore instructional resources (Discovery Education, the CDC professional learning tools and the Teen Wellness Database) to support engaging instruction (HE). Professional Development Support* Select webinar –based SHAPE America resources and explain how they support teacher practice, healthy and physical literacy, and the K-12 Health & physical education instructional program (HE & PE).

Qtr 1 Session-Specific Measurable Evidence:

Educators will:

Intentionally reflect on how nutrition impacts student outcomes and sharing of ideas for incorporating nutrition education in physical education lessons or enhancing nutrition education lessons provided in the GW and Savvas health education text. Show evidence of engaging in standards-based instructional planning and monitoring progression toward grade level outcomes by collaborating on shared instructional documents including lesson plans, unit plans and assessments aligned to those standards and outcome.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

To access the Health/PE professional learning , please visit this link: Schoology - HE & PE: K-12 CCRS PL Q1

Access Code: 7365Z-DN8XP

Quarter 2

Qtr 2 Session-Specific Objectives:

Core Instruction

Educators will deepen and solidify their understanding of academic language and discourse. Educators will identify ways to integrate academic language and discourse into their lessons.

Cross Content Connections - Nutrition

Compare and contrast the six essential nutrients. Outline major steps in the human digestion process. Integrate concepts of nutrient density, variety, and energy balance into in-class activities. (6th –8th HE & PE) Differentiate between healthy eating patterns (e.g., Healthy U.S. Eating Pattern, Vegetarian Dietary Pattern, Mediterranean Diet) and unbalanced diets. (9th –12th HE & PE) Analyze the benefits of a healthy eating pattern and the negative repercussions of unhealthy eating patterns, to include disordered eating. (9th –12th HE & PE)

HE & PE Instruction

Engage in online learning modules using the DoDEA-adopted K-12 instructional resource, SPARK, to provide quality curricular instruction for K-12 students (PE). Compare and contrast standards-based rubrics, checklists and skills performance tools created and shared in Quarter 1 to determine opportunities for differentiated instruction, reteaching plans and adapted instruction, and that emphasize Core Instruction practices such as academic language and inquiry-based learning (PE). Implement updated, relevant and skills-based instructional resources that can support health education pedagogy; and demonstrate how those resources align to the DoDEA Blueprint and support health literacy (HE).

Qtr 2 Session-Specific Measurable Evidence:

Educators will:

Deepen and solidify their understanding of academic language and discourse. Identify ways to integrate academic language and discourse into their lessons. Intentional reflection and identification how SPARK lessons impact student grade level outcomes via student work samples and other artifacts. Showcase common assessments and feedback using rubrics. Demonstrate intentional planning using supplemental health education resources from Quarter 1. Show evidence of differentiating instruction of assessments based on their teaching schedule, equipment, and teaching space thoughtful reflection by identifying and sharing relevant resources that can potentially replace the current health education curriculum which is set to expire in 2025.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

To access the Health/PE professional learning , please visit this link: Schoology - HE & PE: K-12 CCRS PL Q1

Access Code: 7365Z-DN8XP

Quarter 3**Qtr 3 Session-Specific Objectives:**

Core Instruction

Educators will deepen and solidify their understanding of academic language and discourse. Educators will identify ways to integrate academic language and discourse into their lessons.

Cross Content Connection - Nutrition

Classify foods and beverages based on the MyPlate food groups. (K-5 PE) Interpret information found on a Nutrition Fact Label. (K-5 PE) Compare dietary intake to recommendations from the 2020-2025 Dietary Guidelines for Americans using an online dietary assessment tool. (6th – 8th HE & PE) Discern between a healthy diet and a fad diet. (6th – 8th HE & PE) Modify recipes and sample menus to align with the 2020-2025 Dietary Guidelines for Americans. (9th –12th HE & PE) Develop at least 3 strategies for eating healthier when not eating at home or school. (9th –12th HE & PE)

Instruction

Engage in online learning modules using the DoDEA-adopted K-12 instructional resource, SPARK, to provide quality curricular instruction for K-12 students (PE). Use CDC data (Youth Risk Behavior Survey), student feedback data, student assessment data and military teen health report data to identify relevant, developmentally appropriate and social-emotional concerns, and challenges occurring in health education (HE). Differentiate standards-based rubrics, checklists and skills performance according to instructional time, space, and resources (HE & PE).

Qtr 3 Session-Specific Measurable Evidence:

Teacher planning and instruction (lesson plans) showing nutritional connections to student outcomes (i.e. student food choices and their impact on student physical activity).

Educators will:

show evidence of thoughtful reflection identifying which instructional resources that they think can support secondary health education and why. demonstrate how the SHAPE America resources have impacted their instruction and professional practice by responding to discussion questions and showing examples of impacted instruction (i.e., use of SHAPE America resources in teaching space, connect with a SHAPE-specific professional learning community)

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

To access the Health/PE professional learning , please visit this link: Schoology - HE & PE: K-12 CCRS PL Q1

Access Code: 7365Z-DN8XP

Quarter 4

Qtr 4 Session-Specific Objectives:

Core Instruction

Educators will deepen and solidify their understanding of academic language and discourse. Educators will identify ways to integrate academic language and discourse into their lessons.

Cross Content Connection - Nutrition

Identify three credible resources for nutrition information. Compare and contrast food processing, preparation, and sanitation techniques. Develop a strategy for connecting health education with the school cafeteria. Summarize the impact of nutrition education content learned in Quarters 1-4 on health education performance indicators and physical education grade level outcomes by sharing lessons and/or student work featuring nutritional learning objectives

Instruction

Engage in online learning modules using the DoDEA-adopted K-12 instructional resource, SPARK, to provide quality curricular instruction for K-12 students (PE). Prioritize grade level outcomes to determine which students should know and be able to do at the end of each grade level. Rank and rate health education instructional resources identified in Quarter 2 and challenges identified in Quarter 3 to determine which resources can most accurately support DoDEA Health education (HE).

Professional Development Support

Review SHAPE America membership special interest groups and explain how they can be used as professional learning experiences to improve teacher practice and the K-12 health & physical education instructional program (HE & PE).

Qtr 4 Session-Specific Measurable Evidence:

Educators will thoughtfully reflect on which grade level outcomes are most important and show evidence (lesson plan, discussion response posts) how they have prioritized those outcomes.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

To access the Health/PE professional learning , please visit this link: Schoology - HE & PE: K-12 CCRS PL Q1

Access Code: 7365Z-DN8XP

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

03/28/2024 13:50:15 - (b)(6) (Comments)
Approved

02/06/2024 08:16:46 - (b)(6) (Comments)
Approved

01/29/2024 15:45:19 - (b)(6) (Comments)
redo

10/25/2023 08:48:46 - (b)(6) (Comments)
Approved

10/25/2023 08:47:25 - (b)(6) (Comments)
Approved

10/25/2023 08:46:09 - (b)(6) (Comments)
Approved

10/11/2023 13:27:29 - (b)(6) (Comments)
Approved

09/26/2023 11:17:04 - (b)(6) (Comments)
Approved

09/25/2023 09:49:25 - (b)(6) (Comments)
Approved

09/15/2023 13:54:58 - (b)(6) (Comments)
Approved

08/11/2023 08:54:14 - (b)(6) (Comments)
Approved

08/09/2023 08:47:55 - (b)(6) (Comments)
Approved

08/03/2023 10:29:22 - (b)(6) (Comments)
Approved

08/02/2023 11:49:03 - (b)(6) (Comments)

Approved

07/27/2023 22:18:25 - (b)(6) (Comments)

Approved

07/26/2023 15:19:45 - (b)(6) (Comments)

Approved

07/12/2023 16:16:59 - (b)(6) (Comments)

Approved

06/23/2023 13:51:32 - (b)(6) (Comments)

Approved

06/23/2023 13:42:51 - (b)(6) (Comments)

needs edits

05/24/2023 15:40:47 - (b)(6) (Comments)

Approved

01/19/2023 10:12:47 - (b)(6) (Comments)

Please add any comments here

Professional Learning Event

Arc Name:	English/Language Arts 6-12	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	6-12 teachers: ELA, SLI & Teachers (AVID, if applicable)	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning to determine instructional priorities for the professional learning.

For 6-12 ELA, assessment data charts from the 2021, 2022, and 2023 Literacy Summative Assessments have been included as attachments. Interim 2 data charts from 2021, 2022, and 2023 are also included as attachments. Finally, exam score reports from 2021, 2022, and 2023 AP English Literature and Composition and AP English Language and Composition are provided.

Summative Assessments

In 2021, the Literacy Summative revealed lower achievement in written expression and knowledge and use of language conventions across all grade levels. Fifth grade scores are included for reference to standards transitions from elementary to secondary school. In 2022, the Literacy Summative also revealed lower scores in written expression and knowledge and use of language conventions across all grade levels. Fifth grade scores are included for reference to standards transitions from elementary to secondary school. In 2023, the Literacy Summative scores increased for grades 7, 8, and 10, while grade 6 remained the same.

Interim Assessments

The Interim 2 Literacy Assessment chart from 2021 represents the percentage of students at the level of "meeting" or "exceeding." The two bars on the left represent the percentage of students performing at the "approaching" or "not met" levels. The Interim 2 Literacy Assessment in 2022 represents the percentage of students at the level of "meeting" or "exceeding." The two bars on the left represent the percentage of students performing at the "approaching" or "not met" levels. The Interim 2 Literacy Assessment in 2023 represents the percentage of students at the level of "meeting" or "exceeding." The two bars on the left represent the percentage of students performing at the "approaching" or "not met" levels.

College Board: The College Board charts represent the number of students in DoDEA taking an AP exam compared to global participation, the mean score of DoDEA students, and the percentage of students scoring a 3 or higher. In each chart, "your group" and "district" refer to the number of DoDEA students; "global" refers to all students across the world.

The number of students taking the AP English Literature and Composition exam decreased from 2021 to 2022 but the mean score increased from 2.66 to 3.48 with a growth of 37.2% in scores of 3 or higher. The number of students taking AP English Language and Composition increased from 2021 to 2022. Mean scores decreased and the percentage of students scoring a 3 or higher decreased by 9.5%. The number of students taking the 2023 AP English Literature and Composition exam decreased slightly from 2022. The mean score and the percentage of students earning a 3 or higher decreased.

The number of students taking the AP English Language and Composition exam increased from 2022. The mean score and the percentage of students earning a 3 or higher decreased.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Ensure high quality instructional practices by collaborating with peers to create and share lessons for writing. Enhance educator capacity to create and share lessons for academic language and discourse and inquiry-based learning using AVID-based strategies. Ensure equitable and responsive teaching practices by using writer's workshop models in the classroom. Increase student learning and engagement with intentional use of technology. Enhance educator capacity to differentiate instruction for students and provide intervention and enrichment.

Enduring Understanding**Enduring Understanding:**

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Writing is a complex and recursive process that can be learned and improved through observation, feedback, and practice. Writing is a social and collaborative activity that allows us to communicate our ideas, feelings, and perspectives to different audiences and purposes. Judicious use of technology can help students become more assessment-capable visible learners and reflective writers. High quality instructional practices, using AVID-based strategies for academic language and discourse and inquiry-based learning, foster student success as 21st century learners.

Learning Plan**Learning Plan Outcomes:**

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Teachers will understand and apply instructional strategies for the use of technology and artificial intelligence with student writing. Teachers will understand and apply instructional strategies to model writing with students. Teachers will understand and apply instructional strategies to facilitate writer's workshop models with students. Teachers will understand how to access and use assessment data from DoDEA assessment platforms. Teachers will collaborate and apply DoDEA high quality instructional practices in planning and sharing lessons with their peers. Teachers will learn AVID strategies to build academic language and discourse. Teachers will learn AVID strategies to create opportunities for inquiry-based instruction.

Learning Plan Implementation Methods - SME:

DoDEA High Quality Instructional Practices for Literacy – Core Instruction and Intervention for MTSS Best Practices for Teaching and Modeling Writing Best Practices for Utilizing Technology (AI) in Writing Accessing and Using Assessment Data Using Workshop Models in ELA Classrooms Learn AVID strategies to develop academic language and discourse among students Develop inquiry-based lessons using AVID strategies

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework. Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation. Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies Align applicable requirements of DoDEA administrative instructions and Executive Order 13160. Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Describe safe, unsafe, and unwanted touch, permission to touch, public versus private, and active supervision. Understand modeling of culturally and developmentally appropriate permission to touch. Support children and adolescents through reporting safe, unsafe, and unwanted touch. Know how to respond to sexual behavior challenges.

DoDEA Mandatory Training**

**Educators that have already completed PSBCY training will begin completion of annual mandatory training during this time.

Access the DODEA Annual Mandatory training courses via Cornerstone on Demand. Begin completion of DODEA Annual Mandatory training courses in anticipation of the September 30, 2024 deadline

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment

Digital journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements as they relates to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the leaning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6)@dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001 -> School Year 2023-24 Professional Learning->Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a>

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

1. Core Instruction

Educators will deepen and solidify their understanding of academic language and discourse.

Educators will identify ways to integrate academic language and discourses in their lessons.

2. Identify and evaluate school-wide teaching practices, including AVID practices, that influence student writing across the curriculum.

3. Learn about the components of a literacy workshop to strengthen the reading-writing connection.

4. Examine the potential impact of Artificial Intelligence (AI) on teaching and learning in ELA.

5. Learn to apply the components of effective prompts to strengthen writing.

Back to School Day 2 Session-Specific Measurable Evidence:

Program Monitoring via site visits

Learning Walkthrough Tool Self-reflection strategies Instructional rounds Instructional coaching

Focused Collaboration/Professional Learning Communities observations and coaching

Back to School Day 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 2 - Location of PL Materials:

Schoology Course -- 6-12 English Language Arts Professional Learning: Section 001 -- Access Code KG6JB-CXRGR --- SY 23-24 Professional Learning --- Back to School

Quarter 1

Qtr 1 Session-Specific Objectives:

Run By : (b)(6)

09/11/2025 08:05:51 Eastern Daylight Time

1.Core Instruction

Educators will deepen and solidify their understanding of academic language and discourse.

Educators will identify ways to integrate academic language and discourses in their lessons.

2. Examine the potential impact of Artificial Intelligence (AI) on teaching and learning in ELA.

3. Learn how the SAMR and Triple E Frameworks align with the use of AI in ELA classes.

4. Learn how to use mentor texts during a literacy workshop to strengthen the reading-writing connection.

5. Learn to create and evaluate prompts and apply the components of effective prompts to strengthen writing.

6. Understand the challenges and benefits of a schoolwide writing program.

7. Understand the roles of principals, teachers, and students in creating a schoolwide culture of writing.

8. Understand and utilize the components of DoDEA's 6-12 ELA program.

9. Understand how to use College Board resources in AP Classroom to provide effective instruction in AP English Language and Composition and AP English Literature and Composition.

Qtr 1 Session-Specific Measurable Evidence:

Program Monitoring via site visits with the Learning Walkthrough Tool.

Self-reflection strategiesInstructional RoundsInstructional coaching

Focused Collaboration/Professional Learning Communities observations and coachingOpportunities to share successes and challenges during CCR PL

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

Schoology Course -- 6-12 English Language Arts Professional Learning: Section 001 -- Access Code KG6JB-CXRGR --- SY 23-24 Professional Learning - Quarter 1

Quarter 2**Qtr 2 Session-Specific Objectives:**

Required Modules

Core Instruction Quarter 2

1.Core Instruction

Educators will deepen and solidify their understanding of academic language and discourse.

Educators will identify ways to integrate academic language and discourses in their lessons.

Differentiating ELA Instruction Using DoDEA Resources

1.Learn how to use HMH Collections to differentiate lessons and activities for students.

2.Learn how to use DoDEA Model Units to differentiate lessons and activities for students.

SLI Professional Learning – The SLI Education Plan (Required for SLI teachers)

1.Understand how to develop and maintain a student's SLI Education Plan in DoDEA SIS (Aspen).

Optional Modules

Literacy Workshop: Using Mentor Texts

1.Learn how to use mentor texts during a literacy workshop to strengthen the reading-writing connection.

Literacy Workshop: Conferring with Students

1.Learn how to confer with students during literacy workshops to strengthen the reading-writing connection.

AI in ELA

1.Examine the potential impact of Artificial Intelligence (AI) on teaching and learning in ELA.

2.Learn how the SAMR and Triple E Frameworks align with the use of AI in ELA classes.

3.Learn how to use available AI for teaching and learning.

Using Formative to Develop Standards-Based Assessments

1.Learn how to develop standards-based formative assessments using a DoDEA-approved resource.

2.Learn how to use data reports in Formative for instructional planning.

Schoolwide Writing: Lessons from Lejeune

1.Examine the challenges and benefits of a schoolwide writing program.

2. Examine the roles of principals, teachers, and students in creating a schoolwide culture of writing.

Welcome to DoDEA ELA 6-12: New Teacher Orientation

1. Understand and utilize the components of DoDEA's 6-12 ELA program.

Qtr 2 Session-Specific Measurable Evidence:

Program Monitoring via site visits with the Learning Walkthrough Tool.

Self-reflection strategiesInstructional RoundsInstructional coaching

Focused Collaboration/Professional Learning Communities observations and coachingOpportunities to share successes and challenges during CCR PL

Qtr 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 2 - Professional Learning Location:

Schoology Course -- 6-12 English Language Arts Professional Learning: Section 001 -- Access Code KG6JB-CXRGR --- SY 23-24 Professional Learning - Quarter 2

Quarter 3

Qtr 3 Session-Specific Objectives:

As part of our differentiated learning for ELA teachers 6-12, we offer both required courses as well as choice options for the afternoon.

Required

A. Core Instruction

1. Core Instruction Course Quarter 3 (access code 4C5C-VGFT-GJM83) – 90 minutes

Educators will deepen and solidify their understanding of academic language and discourse.

Educators will identify ways to integrate academic language and discourses in their lessons.

Note that this module is also linked from the 6-12 ELA Schoology Course (access code KG6JB-CXRGR)

B. ELA 6-12 ELA Schoology Course (access code KG6JB-CXRGR)

1. Teaching Writing Part One: Modeling the Conventions of Language – 90 minutes

This course is part of a series focusing on strategies to teach writing and is presented in two parts, to be taken in Quarter 3 and Quarter 4.

2. READ 180 Revision Awareness Training – Required for Secondary SLI Teachers – 30 minutes

Houghton Mifflin Harcourt (HMH) revised the READ 180 Universal curriculum and digital platform. DoDEA will implement the revised platform in SY 2024-2025, and we will offer professional learning for teachers before and during the initial implementation. Today, we offer a short awareness session for you to understand the basic changes.

Choice Courses

1. New for Q3 -- Connecting to Core Instruction: Inquiry in ELA – 60 minutes

This session extends the Core Instruction course for Quarter 3. Participants will have the opportunity to collaborate and develop plans for inquiry-based learning in ELA.

2. New for Q3 – Discover Pre-AP ELA 2 – 80 minutes

This session introduces DoDEA educators and leaders to our new 9th grade ELA option for students who desire a greater level of rigor and success in future AP coursework, regardless of the content area.

3. New for Q3 – Discover ELA 10 AP Seminar – 90 minutes

This session introduces DoDEA educators and leaders to our new 10th grade ELA option for students who desire a greater level of rigor and success in future AP coursework, regardless of the content area.

4. New for Q3 – Extending the Learning for Teaching Writing Part One: Modeling the Conventions of Language – 45 minutes

This course extends our Quarter 3 ELA course called Modeling the Conventions of Language. Participants will have the opportunity to collaborate and plan to teach grammar authentically in ELA.

Previous Choice Courses Still Available

AP Resources

1. Learn how to use AP Classroom and other College Board resources.

Literacy Workshop: Using Mentor Texts

1. Learn how to use mentor texts during a literacy workshop to strengthen the reading-writing connection.

Literacy Workshop: Confering with Students

1. Learn how to confer with students during literacy workshops to strengthen the reading-writing connection.

Updating and Maintaining SLI Ed Plans

1. Learn how to keep Ed Plans updated in DoDEA SIS (Aspen).

AI in ELA (three modules)

1. Examine the potential impact of Artificial Intelligence (AI) on teaching and learning in ELA.

2. Learn how the SAMR and Triple E Frameworks align with the use of AI in ELA classes.

3. Learn how to use available AI for teaching and learning.

Using Formative to Develop Standards-Based Assessments

1. Learn how to develop standards-based formative assessments.

2. Learn how to use data reports for instructional planning.

Schoolwide Writing: Lessons from Lejeune

1. Examine the challenges and benefits of a schoolwide writing program.

2. Examine the roles of principals, teachers, and students in creating a schoolwide culture of writing.

Welcome to DoDEA ELA 6-12: New Teacher Orientation

1. Understand and utilize the components of DoDEA's 6-12 ELA program.

Qtr 3 Session-Specific Measurable Evidence:

Program Monitoring via site visits with the Learning Walkthrough Tool.

Self-reflection strategies Instructional Rounds Instructional coaching

Focused Collaboration/Professional Learning Communities observations and coaching Opportunities to share successes and challenges during CCR PL

Qtr 3 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 3 - Location of PL Materials:

Schoology Course -- 6-12 English Language Arts Professional Learning: Section 001 -- Access Code KG6JB-CXRGR --- SY 23-24 Professional Learning - Quarter 3

Quarter 4

Qtr 4 Session-Specific Objectives:

As part of our differentiated learning for ELA teachers 6-12, we offer both required courses as well as choice options for the afternoon.

Required

A. Core Instruction

1. Core Instruction Course Quarter 4 (access code 4C5C-VGFT-GJM83) – 90 minutes

Educators will deepen and solidify their understanding of academic language and discourse.

Educators will identify ways to integrate academic language and discourses in their lessons.

Note that this module is also linked from the 6-12 ELA Schoology Course (access code KG6JB-CXRGR)

B. ELA 6-12 ELA Schoology Course (access code KG6JB-CXRGR)**1. Teaching Writing Part Two: Modeling the Conventions of Language – 90 minutes**

This course is part of a series focusing on strategies to teach writing and is presented in two parts, to be taken in Quarter 3 and Quarter 4.

2. READ 180 Revision Awareness Training Part Two– Required for Secondary SLI Teachers – 30 minutes

Houghton Mifflin Harcourt (HMH) revised the READ 180 Universal curriculum and digital platform. DoDEA will implement the revised platform in SY 2024-2025, and we will offer professional learning for teachers before and during the initial implementation. Today, we offer an awareness session developed by HMH.

Choice Courses**1. New for Q4 - Connecting to Core Instruction: Inquiry in ELA – 60 minutes**

This session extends the Core Instruction course for Quarter 4. Participants will have the opportunity to collaborate and develop plans for inquiry-based learning in ELA.

2. New for Q3 – Extending the Learning for Teaching Writing Part One: Modeling the Conventions of Language – 45 minutes

This course extends our Quarter 4 ELA course called Modeling the Conventions of Language. Participants will have the opportunity to collaborate and plan to teach grammar authentically in ELA.

Previous Choice Courses Still Available**AI in ELA (three modules)**

Examine the potential impact of Artificial Intelligence (AI) on teaching and learning in ELA.

Learn how the SAMR and Triple E Frameworks align with the use of AI in ELA classes.

Learn how to use available AI for teaching and learning.

AP Resources

Learn how to use AP Classroom and other College Board resources.

Discover Pre-AP ELA 2 – 80 minutes

This session introduces DoDEA educators and leaders to our new 9th grade ELA option for students who desire a greater level of rigor and success in future AP coursework, regardless of the content area.

Discover ELA 10 AP Seminar – 90 minutes

This session introduces DoDEA educators and leaders to our new 10th grade ELA option for students who desire a greater level of rigor and success in future AP coursework, regardless of the content area.

Extending the Learning for Teaching Writing Part One: Modeling the Conventions of Language – 45 minutes

This course extends our Quarter 3 ELA course called Modeling the Conventions of Language. Participants will have the opportunity to collaborate and plan to teach grammar authentically in ELA.

Literacy Workshop: Using Mentor Texts

Learn how to use mentor texts during a literacy workshop to strengthen the reading-writing connection.

Literacy Workshop: Confering with Students

Learn how to confer with students during literacy workshops to strengthen the reading-writing connection.

Updating and Maintaining SLI Ed Plans

Learn how to keep Ed Plans updated in DoDEA SIS (Aspen).

Using Formative to Develop Standards-Based Assessments

Learn how to develop standards-based formative assessments.

Learn how to use data reports for instructional planning.

Schoolwide Writing: Lessons from Lejeune

Examine the challenges and benefits of a schoolwide writing program.

Examine the roles of principals, teachers, and students in creating a schoolwide culture of writing.

Welcome to DoDEA ELA 6-12: New Teacher Orientation

Understand and utilize the components of DoDEA's 6-12 ELA program.

Qtr 4 Session-Specific Measurable Evidence:

Program Monitoring via site visits with the Learning Walkthrough Tool

Self-reflection strategiesInstructional RoundsInstructional coaching

Focused Collaboration/Professional Learning Communities observations and coachingOpportunities to share successes and challenges during CCR PL

Qtr 4 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 4 - Location of PL Materials:

Schoology Course -- 6-12 English Language Arts Professional Learning: Section 001 -- Access Code KG6JB-CXRGR --- SY 23-24 Professional Learning - Quarter 4

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

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Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

03/19/2024 10:25:58 - (b)(6) (Comments)
Approved

03/19/2024 10:20:28 - (b)(6) (Comments)
Approved

03/19/2024 10:16:17 - (b)(6) (Comments)
Approved

02/06/2024 08:07:17 - (b)(6) (Comments)
Approved

10/10/2023 11:47:59 - (b)(6) (Comments)
Approved

09/18/2023 09:47:21 - (b)(6) (Comments)
Approved

09/18/2023 09:46:49 - (b)(6) (Comments)
Approved

09/12/2023 10:21:51 - (b)(6) (Comments)
Approved

08/11/2023 08:48:38 - (b)(6) (Comments)
Approved

08/08/2023 17:09:54 - (b)(6) (Comments)
Approved

08/02/2023 10:55:31 - (b)(6) (Comments)
Approved

07/27/2023 22:10:36 - (b)(6) (Comments)
Approved

07/26/2023 19:56:34 - (b)(6) (Comments)
Approved

06/15/2023 11:00:02 - (b)(6) (Comments)

Approved

05/25/2023 13:55:14 - (b)(6) (Comments)

Approved

05/25/2023 07:50:21 - (b)(6) (Comments)

Approved

01/19/2023 10:12:47 - (b)(6) (Comments)

Please add any comments here

Professional Learning Event

Arc Name:	Math 6-12	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	6-12 Mathematics teachers, Secondary School ETs	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Summative assessment data
Review of interim assessment data
SY22-23 PL focused on the Math Teaching Practices (MTPs) and Modeling and Reasoning (embedded in SMPs for engaging students in learning, task types (subclaims))
Qualitative data - Anecdotal feedback from ISS – student needs to advance modeling and reasoning
Quarterly PL feedback – evaluations and discussion posts in quarterly
PLLWT data – focused through standard indicators for productive struggle, problem-solving, or reasoning, higher-ordered questions
Classroom discourse, and student spoken or written opinion from evidence.

Evidence of Learning

Evidence of Learning:

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The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (Improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

DoDEA System-wide increase in student achievement on Sub-Claim C (Reasoning) and Sub-Claim D (Modeling) from SY22-23 summative assessments to SY23-24 summative assessments across Math 6 – Algebra II. System-wide increase in incidence of observation of desired behaviors measured by Learning Walk Through Tool 2.0 in the following indicators:

9: Lesson tasks require productive struggle, problem-solving, or reasoning. 12: Students respond to and/or use higher-ordered questions in classroom discourse. 13: Students support written and/or spoken opinions with evidence from text and/or other content-specific resources.

Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology and professional learning evaluations. Educators will express confidence in their knowledge, skills, and commitment to identify, observe, and support students' understanding and the implementation of the Mathematical Teaching Practices (MTPs). – (KP2) evaluation data for PL delivery Educators will engage in instructionally focused interactions to strengthen a clearly articulated shared vision of excellent instruction in secondary mathematics. – (KP2) Educators will engage in instructionally focused interactions to maximize time for instructional improvement in secondary math. – (KP3) Educators will engage in instructionally focused interactions to support the utilization of DoDEA adopted materials (KP3). Educators will engage in instructionally focused interactions to strengthen implementation of Mathematical Teaching Practices. (KP3) -Educators will engage in instructionally focused interactions to increase student learning in secondary math (KP4)

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Eight Mathematics Teaching Practices provide a framework for strengthening the teaching and learning of mathematics. This research-informed framework of teaching and learning reflects the learning principles. These Mathematics Teaching Practices represent a core set of high-leverage practices and essential teaching skills necessary to promote deep learning of mathematics (NCTM-Principle to Actions).

The teaching behaviors of working collaboratively with colleagues to establish a cohesive vision for mathematics teaching and learning and putting that vision into action, engaging in instructionally focused interactions with students, and maximizing time for instructional improvement is necessary to build and sustain a successful mathematics program

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Carnegie Learning live virtual session Learners will:

Develop strategies for differentiation and engaging students in a collaborative classroom that support instructional decisions for the Math Teaching Practices (MTPs), reasoning, modeling, and problem solving through the utilization and exploration of the Carnegie Learning - Math Solution components and strategies instructional resource at the lesson level.

DoDEA Asynchronous Module Learners will:

Utilize research-based mathematics teaching practices, that support students' conceptual understanding and problem-solving skills. Explore resources and develop strategies to integrate instructional practices to engage diverse learners. Plan strategies for adjusting instruction based on formative assessment. Deepen and solidify their understanding of academic language and discourse. Identify ways to integrate academic language and discourse into their lessons.

Learning Plan Implementation Methods - SME:

Use CCRSM Alignment and Intentionality (A&I) tool, including Bridge to Resources, during focused collaboration to support better understanding of standards, as well as frame out plans for classroom instruction. Use CCRSM Innovation Configuration Maps (IC Maps) to observe colleagues' classrooms and to support the understanding around best practices in teaching and learning. Use of the NCTM Math Teaching Practice (MTPs) Continuum to develop strategies for student-centered practices in mathematics. What do they look like in practice? Principles to Actions (What teachers and students are doing?) (NCTM) Use Three-Stack Protocol during focused collaboration to determine patterns of strength and concerns from student work towards greater understanding of teacher planning and facilitation on student progress towards transfer (SMPs), meaning, and acquisition goals. Apply literacy strategies into practice, ensuring that ELA and non-ELA teachers alike work together to build their students' literacy skills

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework.

Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation.

Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies

Align applicable requirements of DoDEA administrative instructions and Executive Order 13160.

Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Describe safe, unsafe, and unwanted touch, permission to touch, public versus private, and active supervision.

Understand modeling of culturally and developmentally appropriate permission to touch.

Support children and adolescents through reporting safe, unsafe, and unwanted touch.

Know how to respond to sexual behavior challenges.

DoDEA Mandatory Training**

*Educators that have already completed PSBCY training will begin completion of annual mandatory training during this time.

Access the DODEA Annual Mandatory training courses via Cornerstone on Demand.

Begin completion of DODEA Annual Mandatory training courses in anticipation of the September 30, 2024 deadline

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment

Digital journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements as they relates to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the learning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6) @dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001 -> School Year 2023-24 Professional Learning -> Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6) @dodea.edu)

<https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a>

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6) @dodea.edu)

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Carnegie Learning live virtual session Learners will:

Recognize and explore components and strategies of the Carnegie Learning – Math Solution instructional resource at the lesson level to develop strategies for differentiation and engaging students in a collaborative classroom that support instructional decisions for the Math Teaching Practices (MTPs), reasoning, modeling, and problem solving.

DoDEA Asynchronous Module Learners will:

Identify and describe research-based mathematics teaching practices, that support students' conceptual understanding and problem-solving skills • Use resources and develop strategies to integrate instructional practices to engage diverse learners.

Back to School Day 2 Session-Specific Measurable Evidence:

Educators engage in reflective practice to enhance student learning. Educators utilize consistent implementation of the common student behaviors for engaging students in learning through the Standards for Mathematical Practice (SMPs) evidenced by student artifacts, Learning Walkthrough data, and Focused Collaboration. Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology

Back to School Day 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 2 - Location of PL Materials:

Schoology COURSE --- "6-12 Mathematics PL SY 23-24" --- Back to School Professional Learning (SY 2023-24) --- Course Access Code: NMFR-SMV4-RR5JC

Quarter 1

Qtr 1 Session-Specific Objectives:

DoDEA Asynchronous Module Learners will:

Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners. Develop instructional strategies through the Mathematics Teaching Practices (MTPs) to establish mathematics goals to focus learning and elicit and use evidence of student thinking to effectively plan to engage students in mathematical reasoning.

Qtr 1 Session-Specific Measurable Evidence:

Educators engage in reflective practice to enhance student learning. Educators utilize consistent implementation of the common student behaviors for engaging students in learning through the Standards for Mathematical Practice (SMPs) evidenced by student artifacts, Learning Walkthrough data, and Focused Collaboration. Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology Course: 6-12 Mathematics Professional Learning (SY 2023-2024)
Quarter 1 Professional Learning (SY 2023-2024) Access Code: NMFR-SMV4-RR5JC

Quarter 2**Qtr 2 Session-Specific Objectives:**

DoDEA Asynchronous Module Learners will:

Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners. Develop instructional strategies through the Mathematics Teaching Practices (MTPs) to support productive struggle in learning mathematics and build procedural fluency from conceptual understanding to effectively plan to engage students in mathematical reasoning.

Qtr 2 Session-Specific Measurable Evidence:

Educators engage in reflective practice to enhance student learning. Educators utilize consistent implementation of the common student behaviors for engaging students in learning through the Standards for Mathematical Practice (SMPs) evidenced by student artifacts, Learning Walkthrough data, and Focused Collaboration. Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology Course: 6-12 Mathematics:
Professional Learning (SY 2023-2024) Access Code: NMFR-SMV4-RR5JC

Quarter 3**Qtr 3 Session-Specific Objectives:**

DoDEA Asynchronous Module Learners will:

Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners. Develop instructional strategies through the Mathematics Teaching Practices (MTPs) to pose purposeful questions and elicit and use evidence of student thinking to effectively plan to engage students in mathematical reasoning.

Qtr 3 Session-Specific Measurable Evidence:

Educators engage in reflective practice to enhance student learning. Educators utilize consistent implementation of the common student behaviors for engaging students in learning through the Standards for Mathematical Practice (SMPs) evidenced by student artifacts, Learning Walkthrough data, and Focused Collaboration. Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology Course: 6-12 Mathematics Professional Learning (SY 2023-2024)

Quarter 3 Professional Learning Access Code: NMFR-SMV4-RR5JC

Quarter 4

Qtr 4 Session-Specific Objectives:

DoDEA Asynchronous Module Learners will:

Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners. Develop instructional strategies through the Mathematics Teaching Practices (MTPs) to use and connect mathematical representations and facilitate meaningful mathematical discourse to effectively plan to engage students in mathematical reasoning.

Qtr 4 Session-Specific Measurable Evidence:

Educators engage in reflective practice to enhance student learning. Educators utilize consistent implementation of the common student behaviors for engaging students in learning through the Standards for Mathematical Practice (SMPs) evidenced by student artifacts, Learning Walkthrough data, and Focused Collaboration. Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology Course: 6-12 Mathematics Professional Learning (SY 2023-2024)

Quarter 4 Professional Learning Access Code: NMFR-SMV4-RR5JC

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

04/12/2024 09:25:29 - (b)(6) (Comments)
Approved

01/29/2024 16:12:34 - (b)(6) (Comments)
Approved

01/05/2024 16:11:10 - (b)(6) (Comments)
Approved

10/10/2023 11:47:09 - (b)(6) (Comments)
Approved

10/06/2023 11:54:52 - (b)(6) (Comments)
Approved

10/06/2023 11:53:54 - (b)(6) (Comments)
Approved

09/18/2023 10:22:55 - (b)(6) (Comments)
Approved

09/18/2023 10:22:46 - (b)(6) (Comments)
Approved

08/11/2023 08:53:05 - (b)(6) (Comments)
Approved

08/09/2023 14:10:32 - (b)(6) (Comments)
Approved

08/08/2023 10:22:40 - (b)(6) (Comments)
Approved

08/02/2023 10:58:02 - (b)(6) (Comments)
Approved

07/31/2023 09:05:10 - (b)(6) (Comments)
Approved

07/27/2023 22:17:06 - (b)(6) (Comments)

Run By : (b)(6)

Approved

07/26/2023 19:58:39 - (b)(6) Comments)

Approved

06/15/2023 16:25:37 - (b)(6) Comments)

Approved

05/25/2023 07:46:59 - (b)(6) Comments)

Approved

01/19/2023 10:12:47 - (b)(6) Comments)

Please add any comments here

Professional Learning Event

Arc Name:	Career & Technical Education 6-12	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	Grades 6-12 CTE Instructors	Sub Code:	N/A

Provide Arc of Learning input here:

Coming Soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Summative assessment data for core content areas shows modeling and reasoning and written expression/writing to learn are critical sub-claims of student performance needs. Anecdotal data of participants – knowledge of those with content knowledge needs and pedagogical needs Discussion boards providing data/evidence Professional Learning Evaluation Data – attendance barriers, quantitative data from participants

Marketing and communication planning

Enrollment trends for programs: [this data will inform what current industry trends, best practices, and relevant course work could be refreshed to revive enrollment]

Historical pathway enrollments – Largest single pathway enrollment in IT (based on pathway and semester course enrollment – pathway completion drastically lower than the overall enrollment), growth in Video Comm, Business Mgmt, and Education Training. JROTC has had consistent enrollment. Health Science has had steady enrollment (5 schools offering) but upcoming actions may advance this pathway. Culinary Arts has had a drop in enrollment with change of competition structure. Consideration of internal competition structure for the districts/agency. Programming and career practicum has had declining enrollment.

Procurement actions based on ongoing program updates – data around resources, digital products/tools (current access and use) CTE graduation credit requirement (2 credits)

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

AVID infused Instructional Plans Data around external PL participation Increase pathway enrollment and completion – related to marketing & communication plan and recruitment/retention (3-year+ plan) Industry credentials: Pre and Post Test administration to all students enrolled in courses offering an industry credential opportunity.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Teachers will utilize AVID strategies to improve student academic language and discourse and inquiry-based instruction. Teachers will implement data-driven instructional practices to advance pathway enrollment, completion, and certification of students.

Learning Plan**Learning Plan Outcomes:**

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:**High School Outcomes:**

Deepen and solidify their understanding of academic language and discourse. Identify ways to integrate academic language and discourse into their lessons. Learners will utilize SMART goals for SY23-24 to monitor growth. Learners will be able to utilize adopted DoDEA CTE resources for scheduled courses during SY23-24 to support Tier 1 instruction.

Middle School Outcomes:

Deepen and solidify their understanding of academic language and discourse. Identify ways to integrate academic language and discourse into their lessons. Learners will be able to develop a SMART goal for SY23-24 centered around instructional growth in career exploration. Learners will be able to locate adopted DoDEA resources for support of Tier 1 career exploration during SY23-24.

Learning Plan Implementation Methods - SME:

AVID strategies for academic language and discourse
AVID strategies for inquiry-based instruction
Data Dashboards: enrollment, certification/qualification, pathway completion, credential data

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework. Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation. Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies Align applicable requirements of DoDEA administrative instructions and Executive Order 13160. Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Describe safe, unsafe, and unwanted touch, permission to touch, public versus private, and active supervision. Understand modeling of culturally and developmentally appropriate permission to touch. Support children and adolescents through reporting safe, unsafe, and unwanted touch. Know how to respond to sexual behavior challenges.

DoDEA Mandatory Training**

**Educators that have already completed PSBCY training will begin completion of annual mandatory training during this time.

Access the DODEA Annual Mandatory training courses via Cornerstone on Demand. Begin completion of DODEA Annual Mandatory training courses in anticipation of the September 30, 2024 deadline

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment

Digital journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements as they relates to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the learning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6)@dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001 -> School Year 2023-24 Professional Learning->Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a>

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

High School Objectives:

Learn AVID strategies to develop academic language and discourse among students. Identify and Explore DoDEA Adopted Resources and Supports.

Middle School Objectives:

Learn AVID strategies to develop academic language and discourse among students. Define Career Exploration for Middle School Students. Develop a pretest related to Career Readiness Skills.

Back to School Day 2 Session-Specific Measurable Evidence:

AVID based instructional plans Set up adopted resources for usage with students.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

https://dodea.sharepoint.com/sites/CTEStaff_USER/SitePages/DoDEA-CTE-Professional-Learning.aspx

Quarter 1

Qtr 1 Session-Specific Objectives:

High School Objectives:

Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners. Evaluate SY22-23 Post Test/Credential Data and SY23-24 Pre Test Data. Create a SMART Goal for SY23-24 that demonstrates data driven decision making based upon, but not limited to, pre/post data and instructional practices. Engage in comprehensive crosswalk connections between DoDEA adopted student credentials, competencies, standards, and resources that demonstrate Tier 1 instructional practices.

Middle School Objectives:

Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners. Analyze Career Readiness Pre Test Data. Create a SMART Goal for SY23-24 that demonstrates data driven decision making while emphasizing career exploration in middle school learners. Explore Career Exploration tools. Develop a Career Exploration Lesson Plan to foster student engagement.

Qtr 1 Session-Specific Measurable Evidence:

AVID based instructional plans SY23-24 SMART Goal Data Analysis of SY23-24 Pretest Data Developed Lesson Plan

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

CTE Sharepoint site:

https://dodea.sharepoint.com/sites/CTEStaff_USER/SitePages/DoDEA-CTE-Professional-Learning.aspx

Quarter 2**Qtr 2 Session-Specific Objectives:****Session Objectives:**

Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners. Reflect and Revise SY 23-24 SMART Goal. Incorporate best practices for teaching and learning in the CTE classroom.

Qtr 2 Session-Specific Measurable Evidence:

AVID based instructional plans Data Analysis of SY23-24 Pretest Data

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

CTE Sharepoint site:

https://dodea.sharepoint.com/sites/CTEStaff_USER/SitePages/DoDEA-CTE-Professional-Learning.aspx

Quarter 3**Qtr 3 Session-Specific Objectives:****Session Objectives:**

Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners. Reflect and Revise SY 23-24 SMART Goal. Incorporate best practices for teaching and learning in the CTE classroom.

Qtr 3 Session-Specific Measurable Evidence:

AVID based instructional plans Revision of SMART Goal Credential Preparation Lesson Plan Career Awareness Lesson Plan

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

CTE Sharepoint site:

https://dodea.sharepoint.com/sites/CTEStaff_USER/SitePages/DoDEA-CTE-Professional-Learning.aspx

Quarter 4

Qtr 4 Session-Specific Objectives:

Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners. Reflect on SY 23-24 SMART Goal Achievement.

Qtr 4 Session-Specific Measurable Evidence:

AVID based instructional plans Share reflection on SMART Goal to Flip, Word Cloud, or Discussion Board.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

CTE Sharepoint Site:

https://dodea.sharepoint.com/sites/CTEStaff_USER/SitePages/DoDEA-CTE-Professional-Learning.aspx

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

10/06/2023 12:57:55 - (b)(6) (Comments)
Approved

10/06/2023 11:54:46 - (b)(6) (Comments)
Approved

10/06/2023 11:54:44 - (b)(6) (Comments)
Approved

09/25/2023 09:15:30 - (b)(6) (Comments)
Approved

09/15/2023 10:06:36 - (b)(6) (Comments)
Approved

08/29/2023 10:18:51 - (b)(6) (Comments)
Approved

08/11/2023 08:41:12 - (b)(6) (Comments)
Approved

08/08/2023 10:22:58 - (b)(6) (Comments)
Approved

08/02/2023 10:07:41 - (b)(6) (Comments)
Approved

07/27/2023 22:04:44 - (b)(6) (Comments)
Approved

07/26/2023 13:48:07 - (b)(6) (Comments)
Approved

06/27/2023 10:31:48 - (b)(6) (Comments)
Approved

06/13/2023 13:44:37 - (b)(6) (Comments)
Approved

06/13/2023 13:43:42 - (b)(6) (Comments)

Run By : (b)(6)

Approved

05/25/2023 07:49:36 - (b)(6) (Comments)

Approved

05/11/2023 09:10:17 - (b)(6) (Comments)

Reject

01/19/2023 10:12:47 - (b)(6) (Comments)

Please add any comments here

Professional Learning Event

Arc Name:	Education Technology	School Year:	2023-2024
Points of Contact:	(b)(6) 6b9b502c1b4e2d509d7b657ae54bcfb, (b)(6) (b)(6)	Status:	Approved
Participant Audience:	Education Technologists	Sub Code:	CONTACT DISTRICT ET

Provide Arc of Learning Input here:
Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred?Task 2: Identify what data is needed to evaluate professional learning.What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students?From participants?What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students?From participants?Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

In the development of this Arc of Learning, the following data sources were used in reasoning and planning:• SY 22-23 evaluations from school ETs' six days of trimester PL (quantitative and qualitative)• SY 22-23 evaluations from 24hr EPIC Digital Learning Summit (quantitative and qualitative)• SY 22-23 evaluations from Quarterly and BTS PL Secondary Math and Fine Arts PL (quantitative and qualitative)• LWT Indicator #3 - Students use digital tools or multimedia resources to collaborate, create, produce, publish, integrate, or evaluate content• ELEOT - G. Digital Learning Environment• Feedback and observations gleaned from two program monitoring visits in fall 2022 in Europe and PAC• SY 21-22 Classroom Technologies Requirement Project outcomes from school to HQ personnel feedback spanning all grades and disciplines (qualitative)• Anecdotal feedback from school/district/ CIL ETs retrieved during monthly ISS meetings and quarterly 1:1 HQ /District ET meetings and quarterly 1:1 HQ/CIL ET meetings

According to the LWT Indicator #3 and ELEOT – G, digital learning had the lowest score of all indicators respectively. Based on the feedback from quarterly and trimester PL, classroom technologies requirements project outcomes and anecdotal feedback from school/district/ CIL ETs it is evident that there is room for growth in the area of meaningful technology integration. In order to address these identified gaps, instructional coaching professional learning for school ETs is crucial. One of the most effective and impactful way to help teachers effectively integrate technology into instructional practice is through meaningful, just-in-time, instructional coaching. Therefore, school ETs will be provided professional learning on the DoDEA Coaching model to improve their instructional coaching practice. Based on feedback from quarterly and trimester PL evaluations from school ETs and anecdotal feedback from IT, principals and school, district, and CIL ETs, it is evident that students often do not demonstrate an understanding of appropriate online behavior. Furthermore, with the onset of the pandemic and remote learning, it became even more apparent that we should help students engage in positive, safe, legal and ethical behavior when using technology. Therefore, a crucial first step in addressing digital citizenship across the agency is empowering school ETs with the knowledge and skills so that they can build teacher capacity to address digital citizenship within their instruction. School ETs repeatedly and frequently request differentiation of their PL opportunities and through recent years, we have developed a substantive repository of on demand PL and instructional guidance on technology integration in the form of how to's, handbooks, videos, webinar recordings, catalogs of artifacts, learned in their instructional coaching practices to support teachers. As a result of the data analysis, the following Enduring Understanding and Learning Outcomes were developed.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in; Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

- Elementary school ETs -Elementary High-Quality Instructional Practices
- Secondary school ETs = Secondary ELA

School ETs will:• incorporate content and strategies presented in the professional learning when coaching teachers to integrate technology. • conduct digital citizenship focused professional learning for classroom teachers• create artifacts, collateral and products to promote digital citizenship (for students, parents and educators)• deliver mini-presentations or activities during staff meetings to educate teachers on digital citizenship• co-plan and/or co-teach with a classroom teacher to deliver lessons incorporating tenet of digital citizenship• promote and model the tenets of the digital citizenship standard of the ISTE Standards for Students• strengthen their relationships with other ETs within their district, region and across the agency as evidenced by increased dialogue in the ET exchange
Teachers will:• incorporate the tools and strategies presented by the school ET during instructional coaching activities throughout the year. When teachers incorporate these tools and strategies, it is with the goal of empowering student agency and ensuring students are prepared to thrive in a constantly evolving digital workplace.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

This professional learning will empower school ETs to fulfill their role as instructional coaches, with tools and strategies to support impactful technology use through their instructional coaching efforts. School ETs will become empowered to promote and implement strategies for developing safe, ethical, legal, and responsible digital citizens. At the conclusion of the Digital Learning Summit (Winter Day 1) and Digital Learning Academy (Spring Day 1) PL where school ETs self-selected the topics in which they seek growth, school ETs will be empowered with new strategies and/or understandings of technology can transform teaching and learning. This will fortify their ability to strategically and purposefully support teacher's instructional goals with the use of technology.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Back-to-School Day 1: Agency Required

Back-to-School Day 2 and Quarter 1, 2, 3, 4:

Elementary school ETs - Elementary High-Quality Instructional Practices
Secondary school ETs = Secondary ELA.

Session 1: Fall 2023 Day 1, Day 2 Digital Citizenship and Instructional Coaching

Session 2: Winter 2023 Day 1, Day 2 Digital Learning Summit and EdCamp

Session 3: Spring 2024 Day 1, Day 2: Digital Learning Academy/Instructional Coaching

Learning Plan Implementation Methods - SME:

Digital Citizenship

Instructional Coaching

Digital Learning Summit

Digital Learning Academy

EdCamp

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework.

Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation.

Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies

Align applicable requirements of DoDEA administrative instructions and Executive Order 13160.

Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Describe safe, unsafe, and unwanted touch, permission to touch, public versus private, and active supervision.

Understand modeling of culturally and developmentally appropriate permission to touch.

Support children and adolescents through reporting safe, unsafe, and unwanted touch.

Know how to respond to sexual behavior challenges.

DoDEA Mandatory Training**

*Educators that have already completed PSBCY training will begin the completion of annual mandatory training during this time.

Access the DODEA Annual Mandatory training courses via Cornerstone on Demand.

Begin completing DODEA Annual Mandatory training courses in anticipation of the September 30, 2024, deadline.

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment

Digital journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements related to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the learning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6)@dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001->School Year 2023-24 Professional Learning->Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a>

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Elementary school ETs -Elementary High-Quality Instructional Practices

- Apply the attributes of highly effective teams during team meetings.
- Describe the elements of and demonstrate commitment to the rationale behind DoDEA's high-quality instructional practices.
- Describe and apply the benefits of promoting social and emotional learning in classrooms

Secondary school ETs = Secondary ELA

1. Learn AVID strategies for the implementation of academic language and discourse.
2. Identify and evaluate school-wide teaching practices, including AVID practices, that influence student writing across the curriculum.
3. Learn about the components of a literacy workshop to strengthen the reading-writing connection.
4. Examine the potential impact of Artificial Intelligence (AI) on teaching and learning in ELA.
5. Learn to apply the components of effective prompts to strengthen writing.
6. Apply teaching and learning concepts by drafting a start of teacher/school planning document that includes a throughline between standard, writing types, strategies and assessment.

Back to School Day 2 Session-Specific Measurable Evidence:

Elementary school ETs -Elementary High-Quality Instructional Practices

- Educators will communicate a shared vision of high-quality instructional practices at DoDEA to stakeholders (e.g., parents, and students).
- Educators will develop a plan for establishing their classroom climate in the opening weeks of school that incorporates social and emotional learning strategies.

Secondary school ETs = Secondary ELA.

Incorporating strategies into instructional coaching activities

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Elementary School ETs: Schoology COURSE --- Elementary Program Professional Learning: Section 001 --- SY 2023-2024 --- Course Access Code: Q58Q-VB55-R2XTW

Secondary School ETs: Schoology Course -- 6-12 English Language Arts Professional Learning: Section 001 -- Access Code KG6JB-CXRGR --- SY 23-24 Professional Learning --- Back to School

Quarter 1

Qtr 1 Session-Specific Objectives:

- Elementary school ETs -Elementary High-Quality Instructional Practices
- Analyze data to set a purpose for Focused Collaboration work.
- Use standards and assessments to design lessons with clearly defined learning goals and success criteria.
- Plan high-quality Tier 1 (core) instructional supports.

Secondary school ETs = Secondary ELA

1. Learn how the SAMR and Triple E Frameworks align with the use of AI in ELA classes.
2. Learn AVID strategies for the implementation of academic language and discourse as well as inquiry-based learning.
3. Learn how to use student conferences during a literacy workshop to strengthen the reading-writing connection.
4. Learn how to use mentor texts during a literacy workshop to strengthen the reading-writing connection.
5. Learn to create and evaluate prompts and apply the components of effective prompts to strengthen writing.
6. Understand the challenges and benefits of a schoolwide writing program.
7. Understand the roles of principals, teachers, and students in creating a schoolwide culture of writing.
8. Understand and utilize the components of DoDEA's 6-12 ELA program

Qtr 1 Session-Specific Measurable Evidence:

- Elementary school ETs -Elementary High-Quality Instructional Practices
- Educators will create and implement documented Focused Collaboration protocols that support the habits of highly effective teams.
- Educators communicate and assess learning goals during lesson delivery.
- Educators incorporate high-quality core instruction that supports all students.
- Secondary school ETs = Secondary ELA

Incorporating strategies into instructional coaching activities Opportunities to share successes and challenges during CCR PL

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Elementary School ETs: Schoology COURSE --- Elementary Program Professional Learning: Section 001 --- SY 2023-2024 --- Course Access Code: Q58Q-VB55-R2XTW
Secondary School ETs: Schoology Course -- 6-12 English Language Arts Professional Learning: Section 001 -- Access Code KG6JB-CXRGR --- SY 23-24 Professional Learning - Quarter 1

Quarter 2

Qtr 2 Session-Specific Objectives:

- Elementary school ETs -Elementary High-Quality Instructional Practices
- Analyze upcoming units of instruction to identify critical standards-aligned skills and concepts.
- Plan standards-aligned formative assessments of critical skills and concepts.
- Describe proficiency based on standards-aligned assessments.

Secondary school ETs = Secondary ELA

1. Explore additional options for appropriate use of AI in the ELA classroom.
2. Identify additional teaching practices, including AVID practices, that influence student writing performance.
 - o How to model different types of writing
 - o How to provide feedback for student writing
3. Examine assessment data to determine trends for consideration in the teacher/school planning document
4. Apply teaching and learning concepts by adding to the teacher/school planning document that includes throughline between standard, writing types, strategies and assessment
5. Learn AVID strategies for the implementation of academic language and discourse as well as inquiry-based learning.

Qtr 2 Session-Specific Measurable Evidence:

- Elementary school ETs -Elementary High-Quality Instructional Practices
- Educators identify critical standards, skills, and concepts in upcoming units of instruction.
- Educators plan and administer standards-aligned assessments (formative & summative).
- Educators develop definitions of proficiency on key standards, skills, and concepts.

Secondary school ETs = Secondary ELA

Incorporating strategies into instructional coaching activities Opportunities to share successes and challenges during CCR PL

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoolology Course: Elementary Program Professional Learning: Section 001 | SY 2023-2024 Access Code Q58Q-VB55-R2XTW

Schoolology Course: 6-12 English Language Arts Professional Learning: Section 001 -- Access Code KG6JB-CXRGR --- SY 23-24 Professional Learning - Quarter 2

Quarter 3

Qtr 3 Session-Specific Objectives:

- Elementary school ETs -Elementary High-Quality Instructional Practices
- Incorporate checks for understanding during lessons to monitor and adjust instruction.
- Plan strategies for adjusting instruction during lessons based on real-time student performance data.
- Provide timely, specific, actionable feedback to students to help them understand and improve academic progress.

•Secondary school ETs = Secondary ELA

Identify additional teaching practices, including AVID practices, that influence student writing performance.

How to model different types of writing How to provide feedback for student writing

Examine assessment data to determine trends for consideration in the teacher/school planning document. Apply teaching and learning concepts by adding to the teacher/school planning document that includes throughline between standard, writing types, strategies and assessment. Learn AVID strategies for the implementation of academic language and discourse as well as inquiry-based learning.

Qtr 3 Session-Specific Measurable Evidence:

- Elementary school ETs -Elementary High-Quality Instructional Practices
- Educators develop unit and/or lesson plans that feature checks for understanding and plans for adjusting instruction.
- Educators provide timely, specific, and actionable feedback to students on their academic progress.
- Secondary school ETs = Secondary ELA.

Incorporating strategies into instructional coaching activities Opportunities to share successes and challenges during CCR PL

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2023-2024 Access Code Q58Q-VB55-R2XTW

Schoology Course: 6-12 English Language Arts Professional Learning: Section 001 -- Access Code KG6JB-CXRGR --- SY 23-24 Professional Learning - Quarter 3

Quarter 4

Qtr 4 Session-Specific Objectives:

Elementary school ETs -Elementary High-Quality Instructional Practices

- Interpret formative assessment data to determine student's progress toward meeting standards.
- Analyze student performance on formative assessments to inform instructional plans.
- Monitor student progress towards meeting standards and student learning goals.
- Secondary school ETs = Secondary ELA

Review teaching practices for modeling writing and providing feedback.Examine assessment data to determine trends for consideration in the teacher/school planning document.Apply teaching and learning concepts by reviewing and revising the teacher/school planning document that includes throughline between standard, writing types, strategies, and assessment to reflect on the past school year and prepare for the next school year.Learn AVID strategies for the implementation of academic language and discourse as well as inquiry-based learning

Qtr 4 Session-Specific Measurable Evidence:

Elementary school ETs -Elementary High-Quality Instructional Practices

- Educators revise upcoming unit or lesson plans based on data analysis.
- Educators use a progress monitoring system to track student progress toward standards and/or learning goals.

Secondary school ETs = Secondary ELA

Incorporating strategies into instructional coaching activities Opportunities to share successes and challenges during CCR PL

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2023-2024 Access Code Q58Q-VB55-R2XTW

Schoology Course: 6-12 English Language Arts Professional Learning: Section 001 -- Access Code KG6JB-CXRGR --- SY 23-24 Professional Learning - Quarter 4

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1-Digital Citizenship Objectives:

School ETs will:

- co-plan and co-teach with teachers to embed tenants of digital citizenship in their cross curricula core instruction.
- utilize the Digital Citizenship page within the ET Community SharePoint website, the ET Exchange Portal's Digital Citizenship page and the Digital Citizenship page on DoDEA's Digital Learning page that will include a repository of resources, exemplars, guidance, and strategies.
- receive customized support from their district ETs who will serve as conduits of resources shared from HQ.
- collaborate on digital citizenship strategies, successes, and challenges with other schools, districts, CIL, and HQ ETs through the ET Exchange platform

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1-Digital Citizenship

- Conduct digital citizenship-focused professional learning for classroom teachers
- Create artifacts, collateral, and products to promote digital citizenship (for students, parents, and educators)
- Co-plan and/or co-teach with a classroom teacher to deliver lessons incorporating tenant of digital citizenship•Promote and model the tenants of the digital citizenship standard of the ISTE Standards for Students
- Conduct digital citizenship-focused professional learning for classroom teachers
- Deliver mini-presentations or activities during staff meetings to educate teachers on digital citizenship

Fall Day 1 - Method of Delivery:

Asynchronous

Fall Day 1 - Location of PL Materials:

District

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2-Instructional Coaching Objectives:

School ETs will:

- market their role as instructional coaches to their peers and administrators using the Role of the School ET document.
- receive customized support from their district ETs who will serve as conduits of resources shared from HQ.
- consider LWT indicator #3
- incorporate content and strategies presented in professional learning when coaching teachers to integrate technology within their academic practices supporting all students.
- Teachers will incorporate the tools and strategies presented by the school ET during instructional coaching activities throughout the year.

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2-Instructional Coaching

- School ETs will incorporate content and strategies presented in professional learning when coaching teachers to integrate technology.
- Teachers will incorporate the tools and strategies presented by the school ET during instructional coaching activities throughout the year.

Fall Day 2 - Method of Delivery:

Asynchronous

Fall Day 2 - Location of PL Materials:

District

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 – Digital Learning Summit School

ETs will:

- collaborate on instructional strategies, successes, and challenges with other schools, districts, CIL, and HQ ETs through the ET Exchange platform.

- benefit from opportunities for voice and choice in selecting sessions that best meet their professional learning needs.
- Build their skill set of technology-rich instructional strategies used to promote, model, and coach technology integration to enhance core instruction for all students

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 –Digital Learning Summit

- School ETs will incorporate content and strategies presented in professional learning when coaching teachers to integrate technology.
- Teachers will incorporate the tools and strategies presented by the school ET during instructional coaching activities throughout the year

Winter Day 1 - Method of Delivery:

Asynchronous

Winter Day 1 - Location of PL Materials:

TBD

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2–Digital Learning Summit EdCampOutcomes:

- Educational Technologists will reflect and share best practices and wonderings from the Digital Learning Summit with peers.
- School ETs will deliver choice sessions based on learnings from the Digital Learning Summit
- These sessions will provide a continuation of content/practices shared during the Summit.
- Build their skill set of technology-rich instructional strategies used to promote, model, and coach technology integration to enhance core instruction for all students

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 – Digital Learning Summit Ed-Camp

- School ETs will incorporate content and strategies presented in professional learning when coaching teachers to integrate technology.
- Teachers will incorporate the tools and strategies presented by the school ET during activities throughout the year.

Winter Day 2 - Method of Delivery:

Asynchronous

Winter Day 2 - Location of PL Materials:

District

Spring Day 1**Spring Day 1 Session-Specific Objectives:****Spring Day1 –Digital Learning AcademyOutcomes:**

- School ETs will show evidence of their learning by outlining how they will apply what they learned in their instructional coaching practices to support teachers.

Objectives:

- Educational Technologists will have a choice to work independently or join a cohort based on their learning strand of choice.
- These pre-defined strands will be developed by District & HQ ETs and will be based on topics derived from the ETs community's four core priorities, one of the ISTE standards that focus on either creativity, collaboration, critical thinking or communication and trending topics from the school ET's Digital Learning Summit.
- Build their skill set of technology-rich instructional strategies used to promote, model, and coach technology integration to enhance core instruction for all students

Spring Day 1 Session-Specific Measurable Evidence:**Spring Day1 –Digital Learning Academy**

- School ETs will incorporate content and strategies presented in professional learning when coaching teachers to integrate technology.
- Teachers will incorporate the tools and strategies presented by the school ET during activities throughout the year

Spring Day 1 - Method of Delivery:

Asynchronous

Spring Day 1 - Location of PL Materials:

District

Spring Day 2**Spring Day 2 Session-Specific Objectives:****Spring Day 2-Instructional CoachingOutcomes:**

- Educational Technologists will apply the components of the DoDEA coaching Model during interactions with teachers to support excellent instruction.
- Educational Technologists will practice the application of the components of the DoDEA Coaching Model with their identified trio as they prepare to coach teachers to support excellent instruction.
- Educational Technologists, through coaching will support MTSS critical components for team-based leadership and teachers to implement core social-emotional and behavioral practices incorporating DoDEA-adopted resources and DoDEA expectations for social-emotional learning.
- Educational Technologists, through coaching, will support MTSS critical components for team-based leadership to utilize DoDEA-adopted and approved technology to implement data-informed decision making to monitor student performance across diverse groups.

Spring Day 2 Session-Specific Measurable Evidence:**Spring Day 2-Instructional Coaching**

- School ETs will incorporate content and strategies presented in professional learning when coaching teachers to integrate technology.
- Teachers will incorporate the tools and strategies presented by the school ET during activities throughout the year

Spring Day 2 - Method of Delivery:

Asynchronous

Spring Day 2 - Location of PL Materials:

District

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:
Winter - Specific Measurable Evidence:
Winter - Method of Delivery:
Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:
Spring - Specific Measurable Evidence:
Spring - Method of Delivery:
Spring - Location of PL Materials:

Notes/Comments

Comments:

10/11/2023 11:56:07 - (b)(6) (Comments)
Approved

09/21/2023 15:48:45 - (b)(6) (Comments)
Approved

08/17/2023 14:28:25 - (b)(6) (Comments)
Approved

08/17/2023 14:20:51 - (b)(6) (Comments)
Approved

08/11/2023 08:45:50 - (b)(6) (Comments)
Approved

08/10/2023 12:40:53 - (b)(6) (Comments)
Approved

08/09/2023 11:13:54 - (b)(6) (Comments)
Approved

08/02/2023 10:11:22 - (b)(6) (Comments)
Approved

07/31/2023 09:02:58 - (b)(6) (Comments)
Approved

07/31/2023 08:51:24 - (b)(6) (Comments)
Approved

07/27/2023 22:30:38 - (b)(6) (Comments)
Approved

06/15/2023 15:56:49 - (b)(6) (Comments)
Approved

05/25/2023 10:12:56 - (b)(6) (Comments)
Approved

01/19/2023 10:12:47 - (b)(6) (Comments)

Run By : (b)(6)

09/11/2025 08:02:52 Eastern Daylight Time

Please add any comments here

Professional Learning Event

Arc Name:	Elementary Educators PreK-5	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	Elem Teachers (PreK/Sure Start/PSCD, K-5), SSS, AAPS, School Education Technologists, SPED (LIMM, EI, BI, VI, HI, OT/PT)	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

Run By : (b)(6)

09/11/2025 08:05:20 Eastern Daylight Time

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Student Achievement Data: Summative assessments for elementary mathematics and literacy reveal a continuing need for focused instructional practices that impact student growth and achievement. **SY 22-23 Elementary Professional Learning Evaluations:** Teacher responses indicate a need for streamlining the elementary program and greater educator autonomy. **Elementary Program Evaluations (K-12 Mathematics and K-5 Science):** Analysis of the program evaluations shows a need for emphasis on the practices (i.e., Standards for Mathematical Practice, Science and Engineering Practices), as well as differentiation. **Digital Instructional Resource Data:** Digital instructional resource data shows a need for student usage across elementary literacy, mathematics, science and social studies. The digital component of our elementary instructional resources provide opportunity for students to engage with the standards and content skills, practices, and capacities in innovative ways that support preparation for college, career, and civic life. **DODEA Learning Walkthrough:** DoDEA Learning Walkthrough data highlights a need for systemic understanding of instructional practices and calibration of student learning evidence.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric);

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

Evidence of Learning - SME:

Ensure balanced elementary instruction for all students by honoring all CCR standards equitably and providing opportunities that elicit common student behaviors by applying content-area knowledge and skills to critical reasoning tasks. Enhance educator capacity to deliver Excellent Instruction through implementation of a student-centered learning environment which ensures conditions conducive to learning for all students. Increase student learning and engagement with intentional planning and data-informed, differentiated instruction that addresses diverse learning needs. Incorporate systemic grading processes and practices to monitor, evaluate, and report on student progress toward grade-level expectations. By the end of school year 2023-2024, educators will engage in intentional planning and reflective practice to achieve excellence in education for every student, every day, everywhere in all content areas as evidenced by professional learning evaluations, learning walkthroughs, focused collaboration, and teacher and student artifacts.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, Enduring Understandings are the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

SY 23-24 Enduring Understandings

High-leverage, evidence-based teaching practices support DoDEA's vision for excellence in education for every student, every day, everywhere in all content areas. A student-centered learning environment provides a physically and emotionally safe space that empowers all students to become life-long learners. Standards-aligned assessment data provide critical information educators need to adjust instruction and ensure students are progressing toward meeting academic standards.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes. What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Educators will implement social emotional learning competencies into academic instruction. Educators will plan clearly defined learning goals and success criteria to communicate to students during lessons. Educators will explore assessment types, uses, and key strategies to assess student learning. Educators will plan strategies for adjusting instruction based on formative assessment. Educators will adjust instruction based on data to support a balanced elementary instruction.

Learning Plan Implementation Methods - SME:

Focused Collaboration Data Analysis Protocol(s) CASEL Framework Intentional Planning - Curriculum Mapping Assessment Analysis Analysis of Student Work Reflective Practice

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework.

Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation.

Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies

Align applicable requirements of DoDEA administrative instructions and Executive Order 13160.

Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Describe safe, unsafe, and unwanted touch, permission to touch, public versus private, and active supervision.

Understand modeling of culturally and developmentally appropriate permission to touch.

Support children and adolescents through reporting safe, unsafe, and unwanted touch.

Know how to respond to sexual behavior challenges.

DoDEA Mandatory Training**

*Educators that have already completed PSBCY training will begin the completion of annual mandatory training during this time.

Access the DODEA Annual Mandatory training courses via Cornerstone on Demand.

Begin completion of DODEA Annual Mandatory training courses in anticipation of the September 30, 2024 deadline.

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment

Digital Journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements related to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the learning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6)@dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001 -> School Year 2023-24 Professional Learning->Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a>

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Apply the attributes of highly effective teams during team meetings. Describe the elements of and demonstrate commitment to the rationale behind DoDEA's high-quality instructional practices. Describe and apply the benefits of promoting social and emotional learning in classrooms.

Back to School Day 2 Session-Specific Measurable Evidence:

Educators will communicate a shared vision of high-quality instructional practices at DoDEA to stakeholders (e.g., parents, and students). Educators will develop a plan for establishing their classroom climate in the opening weeks of school that incorporates social and emotional learning strategies.

Back to School Day 2 - Method of Delivery:

Synchronous / In-Person

Back to School Day 2 - Location of PL Materials:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2023-2024

Access Code Q58Q-VB55-R2XTW

Quarter 1

Qtr 1 Session-Specific Objectives:

Run By : (b)(6)

09/11/2025 08:05:20 Eastern Daylight Time

Analyze data to set a purpose for Focused Collaboration work. Use standards and assessments to design lessons with clearly defined learning goals and success criteria. Plan high-quality Tier 1 (core) instructional supports.

Qtr 1 Session-Specific Measurable Evidence:

Educators will create and implement documented Focused Collaboration protocols that support the habits of highly effective teams. Educators communicate and assess learning goals during lesson delivery. Educators incorporate high-quality core instruction that supports all students.

Qtr 1 - Method of Delivery:

Synchronous / In-Person

Qtr 1 - Location of PL Materials:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2023-2024

Access Code Q58Q-VB55-R2XTW

Quarter 2**Qtr 2 Session-Specific Objectives:**

Analyze upcoming units of instruction to identify critical standards-aligned skills and concepts. Plan standards-aligned formative assessments of critical skills and concepts. Describe proficiency based on standards-aligned assessments.

Qtr 2 Session-Specific Measurable Evidence:

Educators identify critical standards, skills, and concepts in upcoming units of instruction. Educators plan and administer standards-aligned assessments (formative & summative). Educators develop definitions of proficiency on key standards, skills, and concepts.

Qtr 2 - Method of Delivery:

Synchronous / In-Person

Qtr 2 - Professional Learning Location:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2023-2024

Access Code Q58Q-VB55-R2XTW

Quarter 3**Qtr 3 Session-Specific Objectives:**

Incorporate checks for understanding during lessons to monitor and adjust instruction. Plan strategies for adjusting instruction during lessons based on real-time student performance data. Provide timely, specific, actionable feedback to students to help them understand and improve academic progress.

Qtr 3 Session-Specific Measurable Evidence:

Educators develop unit and/or lesson plans that feature checks for understanding and plans for adjusting instruction. Educators provide timely, specific, and actionable feedback to students on their academic progress.

Qtr 3 - Method of Delivery:

Synchronous / In-Person

Qtr 3 - Location of PL Materials:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2023-2024
Access Code Q58Q-VB55-R2XTW

Quarter 4

Qtr 4 Session-Specific Objectives:

Interpret formative assessment data to determine student's progress toward meeting standards. Analyze student performance on formative assessments to inform instructional plans. Monitor student progress towards meeting standards and student learning goals.

Qtr 4 Session-Specific Measurable Evidence:

Educators revise upcoming unit(s) or lesson plans based on data analysis. Educators use a progress monitoring system to track student progress toward standards and/or learning goals.

Qtr 4 - Method of Delivery:

Synchronous / In-Person

Qtr 4 - Location of PL Materials:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2023-2024
Access Code Q58Q-VB55-R2XTW

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Run By : (b)(6)

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

08/25/2023 10:12:27 - (b)(6) (Comments)
Approved

08/10/2023 16:04:43 - (b)(6) (Comments)
Approved

08/10/2023 15:54:12 - (b)(6) (Comments)
Approved

08/10/2023 15:07:51 - (b)(6) (Comments)
Approved

08/10/2023 13:58:23 - (b)(6) (Comments)
Approved

08/02/2023 10:14:01 - (b)(6) (Comments)
Approved

07/27/2023 22:08:06 - (b)(6) (Comments)
Approved

07/26/2023 19:55:42 - (b)(6) (Comments)
Approved

06/15/2023 15:47:41 - (b)(6) (Comments)
Approved

05/25/2023 16:06:47 - (b)(6) (Comments)
Approved

05/23/2023 13:10:30 - (b)(6) (Comments)
Allow SME to confirm content.

01/19/2023 10:12:47 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Info Specialists PK-12	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	Information Specialists	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening?

Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

- Student circulation data, eBook usage statistics, Gale database usage, and Mackin database usage data.
- Input from Regional ISS, who work directly with school information specialists.
- Input from a Quarter 4 professional learning discussion question asking what type of professional learning they would like to see during the next school year

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Plans collaboratively with teachers to support classroom instruction and embeds the National Library Standards within their lessons. Trains teachers and students to utilize print and digital information center resources. Collaborates with teachers and students. Promotes reading and student engagement with print and digital books. Develops program management strategies to increase access to the library's holdings and instructional opportunities. Develops and maintains a collection development plan, that utilizes DoDEA policy and supports the school's curriculum and DoDEA's diverse student population. Utilizes the ILS (Destiny) to ensure the effective management and organization of the information center.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

The DoDEA Information Center Program is a powerful, connected instructional program for personal learning and academic growth. Information specialists employ a specialized skill set to balance program management, curriculum integration, diverse resources, and standards-based instruction in information literacy.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Participate in professional learning modules that focus on information center standards, student outreach, information resources, and improving "library science" skill sets in order to improve and enrich services to students and teachers.

Learning Plan Implementation Methods - SME:

- Review guidance on:
- Program goals
- Information Center (IC) procedures
- IC organization/Dewey
- Use the shared instructional goals to plan for the upcoming quarter.
- Create orientation plans that can be used with students and teachers during orientation.
- Explore the learning modules that support information specialists' personal learning needs.
- Review specialty databases focusing on curriculum connections and student inquiry skills.
- Explore the learning modules that support information specialists' personal learning needs.
- Explore collaboration models to improve and increase collaborative practices.
- Explore the learning modules that support information specialists' personal learning needs.
- Examine and review active and passive programming options supporting reading and research.
- Explore the learning modules that support information specialists' personal learning needs.
- Create an end-of-year report for your administration.
- Review the information center's resource data and begin to establish priorities for the upcoming school year.
- Explore the learning modules that support information specialists' personal learning needs.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework.

Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation.

Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies

Align applicable requirements of DoDEA administrative instructions and Executive Order 13160.

Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete it within the last 3 years.

Describe safe, unsafe, and unwanted touch, permission to touch, public versus private, and active supervision.

Understand modeling of culturally and developmentally appropriate permission to touch.

Support children and adolescents by reporting safe, unsafe, and unwanted touch.

Know how to respond to sexual behavior challenges.

DoDEA Mandatory Training**

*Educators that have already completed PSBCY training will begin the completion of annual mandatory training during this time.

Access the DODEA Annual Mandatory training courses via Cornerstone on Demand.

Begin completion of DODEA Annual Mandatory training courses in anticipation of the September 30, 2024, deadline.

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment

Digital journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements related to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the learning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6)@dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001->School Year 2023-24 Professional Learning->Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a>

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2**Back to School Day 2 Session-Specific Objectives:**

Information Specialists will:

Review the information center's program goals, procedures, and organizational expectations for the information center. Participate in professional learning modules that focus on information center standards, student outreach, information center resources, and improving information specialists "library science" skill sets in order to improve and enrich services to students and teachers.

Back to School Day 2 Session-Specific Measurable Evidence:

- Create / share schedules with teachers.
- Establish an orientation schedule so all students can be introduced to the information center and its resources.
- Share Database and MackinVia information with students, teachers, and parents.
- If your school is a 1 to 1 computer location, ensure all students bookmark IC resources on their computers.
- All students should receive an IC orientation and an opportunity to check out books as early as possible (books in hand by mid-September).
- Review the organization of the school's information center to ensure that it aligns with DoDEA expectations.
- Create a resource, based on the learning modules, that can be shared with students.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology course: DoDEA Information Center Program: Section 002 Materials - School Year 2023-24 Access Code: T4R3R-GKW2P

Quarter 1

Qtr 1 Session-Specific Objectives:

Examine specialized databases and how they support the curriculum.

Information Specialist will focus on ensuring students know how to access, how to use and when to use each database.

Participate in professional learning modules that focus on information center standards, student outreach, information center resources, and improving information specialists "library science" skill sets in order to improve and enrich services to students and teachers.

Qtr 1 Session-Specific Measurable Evidence:

- Collaborate with teachers to embed databases into student learning.
- Create shareable resources based on learning from the professional modules.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology course: DoDEA Information Center Program: Section 002 Materials - School Year 2023-24 Access Code: T4R3R-GKW2P

Quarter 2

Qtr 2 Session-Specific Objectives:

Examine ways to improve collaboration between information specialists, teachers, and specialists. Participate in professional learning modules that focus on information center standards, student outreach, information center resources, and improving information specialists "library science" skill sets in order to improve and enrich services to students and teachers.

Qtr 2 Session-Specific Measurable Evidence:

- Create various products to inform others about collaboration opportunities with the information center.
- Create shareable resources based on learning from the professional modules.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology course: DoDEA Information Center Program: Section 002 Materials - School Year 2023-24 Access Code: T4R3R-GKW2P

Quarter 3

Qtr 3 Session-Specific Objectives:

Develop and create information center active and passive programming that promotes reading. Participate in professional learning modules that focus on information center standards, student outreach, information center resources, and improving information specialists "library science" skill sets in order to improve and enrich services to students and teachers.

Qtr 3 Session-Specific Measurable Evidence:

- Develop both an active and passive programming activity that promotes reading for spring or summer.
- Create shareable resources based on learning from the professional modules.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology course: DoDEA Information Center Program: Section 002 Materials - School Year 2023-24 Access Code: T4R3R-GKW2P

Quarter 4**Qtr 4 Session-Specific Objectives:**

Review end-of-year reporting practices that articulate the information center's impact within the learning community. Begin to establish information center priorities for the coming school year. Participate in professional learning modules that focus on information center standards, student outreach, information center resources, and improving information specialists "library science" skill sets in order to improve and enrich services to students and teachers.

Qtr 4 Session-Specific Measurable Evidence:

Share an information report on the status and performance of the information center and possible priorities for the upcoming school year. Participate in professional learning modules that focus on information center standards, student outreach, information center resources, and improving information specialists "library science" skill sets in order to improve and enrich services to students and teachers.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology course: DoDEA Information Center Program: Section 002 Materials - School Year 2023-24 Access Code: T4R3R-GKW2P

Fall Day 1**Fall Day 1 Session-Specific Objectives:****Fall Day 1 Session-Specific Measurable Evidence:****Fall Day 1 - Method of Delivery:****Fall Day 1 - Location of PL Materials:****Fall Day 2****Fall Day 2 Session-Specific Objectives:****Fall Day 2 Session-Specific Measurable Evidence:****Fall Day 2 - Method of Delivery:****Fall Day 2 - Location of PL Materials:**

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

09/27/2023 13:47:55 - (b)(6) (Comments)

Approved

09/21/2023 13:09:33 - (b)(6) (Comments)

Approved

08/02/2023 10:55:04 - (b)(6) (Comments)

Approved

07/27/2023 22:14:24 - (b)(6) (Comments)

Approved

07/26/2023 16:09:15 - (b)(6) (Comments)

Approved

06/15/2023 15:54:27 - (b)(6) (Comments)

Approved

05/25/2023 13:34:29 - (b)(6) (Comments)

Approved

01/19/2023 10:12:48 - (b)(6) (Comments)

Please add any comments here

Professional Learning Event

Arc Name:	Fine Arts K-12	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	K-12 Fine Arts and Music Teachers	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Quarterly Professional Learning Evaluations Reviewing the feedback received on the professional learning evaluations provided by RAE indicated that the format for professional learning utilized in SY22-23 was largely successful. The format involved all Fine Arts teachers exploring a specific topic (e.g., standards and Culturally Responsive Teaching) during the first half, while the second half had a more differentiated approach through the Professional Learning Portal (PLP). All PL occurred asynchronously. Participants indicated a preference towards differentiated learning. The following list provides summary of data.

A majority of participants agreed that the Professional Learning Portal was a helpful tool, increasing from 81% in Back to School when it was introduced to 83% in Quarter 3. A majority of participants preferred (Back to School and Quarter 1, 82%; Quarters 2 and 3, 80%) working PL that involves collaboration with job-alike colleagues. Participants indicated their preference towards PL that involved working independently, increasing from 47% in Back to School to 57% in Quarter 3. Qualitative data collected from short responses indicated a need for synchronous PL where teachers can hold live conversations with each other. The quantity of participants who submitted evaluations decreased over time. Due to inconsistent numbers of participants for each question, the mean quantities were collected: Back to School (M = 300), Quarter 1 (M = 243), Quarter 2 (M = 192.25), Quarter 3 (M = 150.25), Quarter 4 (Data not yet collected)

Fine Arts-Created Professional Learning Evaluations

Instructional Site Visits: During our visits to schools, we asked teachers for their feedback on professional learning content. Several teachers shared how they appreciated that the content was Fine Arts-specific. They also shared how they appreciated the differentiation provided in the Professional Learning Portal. They provided suggestions for PL topics to cover during the differentiated section.

Discussions with Regional ISSs: Anecdotal data through discussions with regional ISSs indicate a need for PL on specific fine arts courses and topics. Topics include ceramics, fibers, printmaking, Orff instruments, SmartMusic composer feature, and critiquing artwork.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (Improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

The professional learning will provide teachers with the tools to:

Ensure that instruction incorporates the Connect Standards by guiding students how to relate artistic ideas and work with personal meaning and external context. Ensure that instruction incorporates student-centered learning approaches, such as Teaching Artistic Behavior and Studio Habits of Mind, to provide differentiated instruction that addresses diverse learning needs. Ensure that instruction incorporates reliable and valid rubrics aligned to the standards to allow for accurate and fair assessment of individual learners.

By the end of school year 2023-2024, educators will engage in intentional planning and reflective practice to achieve excellence in education for every student, every day, everywhere in all Fine Arts content areas as evidenced by professional learning evaluations, learning walkthroughs, focused collaboration, student work (e.g., compositions, performances, productions, presentations), and teacher artifacts.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

The goal of the DoDEA Fine Arts Program is to graduate artistically literate students that have the knowledge, understanding, and skills necessary to engage authentically in the arts. Exploring student-centered learning (SCL) in professional learning will allow teachers to identify and incorporate SCL strategies that will engage students as the owners of their own learning. By emphasizing student ownership of their learning in Fine Arts, we are allowing them to engage more authentically in the arts by including content and strategies to which they best relate. Teachers will learn SCL strategies, discuss how they are used in the classroom, and share lesson plans that incorporate SCL throughout CCR PL.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes. What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Fine Arts educators will more fully implement the Connect Standards from the DoDEA adopted National Arts Standards into academic instruction. Fine Arts educators will implement student-centered learning approaches, such as Teaching Artistic Behavior and Studio Habits of Mind, to provide differentiated instruction that addresses diverse learning needs. Fine Arts educators will create and adapt rubrics to ensure reliability and validity to allow for accurate and fair assessment of individual learners. Fine Arts educators will use the Fine Arts Teacher Resource Portal to share and adapt teacher-created resources in their instruction. Fine Arts educators will use the Fine Arts Teacher Lesson Portal to share and adapt teacher-created lessons in their instruction. Fine Arts educators will incorporate objectives from differentiated professional learning from the Fine Arts Professional Learning Portal specific to their content area into their classroom instruction.

Learning Plan Implementation Methods - SME:

The DoDEA adopted National Arts Standards. Focused Collaboration. Schoology discussion board participation. Reflective practice. Sharing and analysis of lesson plans from the Fine Arts Teacher Lesson Portal. Sharing and analysis of teacher-created resources from the Fine Arts Teacher Resource Portal. Vendor-created professional learning and training on DoDEA approved resources from the Fine Arts Professional Learning Portal. Student-centered learning frameworks (i.e., Teaching Artistic Behavior, Studio Habits of Mind).

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework.

Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation.

Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies

Align applicable requirements of DoDEA administrative instructions and Executive Order 13160.

Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Describe safe, unsafe, and unwanted touch, permission to touch, public versus private, and active supervision.

Understand modeling of culturally and developmentally appropriate permission to touch.

Support children and adolescents through reporting safe, unsafe, and unwanted touch.

Know how to respond to sexual behavior challenges.

DoDEA Mandatory Training**

*Educators that have already completed PSBCY training will begin completion of annual mandatory training during this time.

Access the DODEA Annual Mandatory training courses via Cornerstone on Demand.

Begin completion of DODEA Annual Mandatory training courses in anticipation of the September 30, 2024 deadline.

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment

Digital journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements as they relates to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the learning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6)@dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001 -> School Year 2023-24 Professional Learning->Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a>

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Fine Arts teachers will:

Review culturally responsive teaching through a self-directed professional learning module.

Review eight competencies of culturally responsive teaching. Reflect on how to continue to incorporate the competencies during school year 2023-2024.

Review the Connect Standards from the DoDEA adopted National Arts Standards for CCR, through a self-directed professional learning module.

Review the four categories of National Arts Standards: Creating Performing/Presenting/Producing, Responding, and Connecting. Review how each category interacts with other categories. Review the two Anchor Standards in the Connect category.

Review the digital and physical resources available to them, through a self-directed professional learning module.

Locate and check the status of listed physical resources. Locate and log in to all listed digital resources. Explore digital resources.

Select their own content-specific professional learning needs using a differentiated menu of PL options.

Objectives vary, depending on the selected PL. Vendor-produced PL objectives will include exploring new items available in digital resources.

Be introduced to the concepts of Student-Centered Learning and the Arts, through a self-directed professional learning module.

Explore basic tenets of Student-Centered Learning. Explore specific avenues of SCL utilized in Fine Arts, including Teaching for Artistic Behavior, and Choice Boards. Reflect on the current level of SCL incorporated in individual courses.

Back to School Day 2 Session-Specific Measurable Evidence:

Teachers will participate in online asynchronous discussion boards and share insights, experiences, and best practices with each other. Evidence of learning will be demonstrated by their active engagement on discussion boards. Teachers will explore digital resources by logging into their accounts and verifying access. They will also explore physical resources that are available to them.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Please follow the listed steps to access our Fine Arts CCR PL.

Step 1. Go to the Schoology course, "K-12 Fine Arts CCRS PL: Section 001" (Enrollment Instructions link) Step 2. Go to Materials Step 3. Go to "CCR SY 2023-2024" Step 4. Go to "BTS SY23/24"

If required, the access code is DRRD-NM6V-N6JFJ

Run By : (b)(6)

09/11/2025 08:06:22 Eastern Daylight Time

Quarter 1**Qtr 1 Session-Specific Objectives:**

Fine Arts teachers will:

Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners Explore the Connect Standards from the DoDEA-adopted National Arts Standards for CCR, through a self-directed professional learning module.

Analyze standards vertically Reflect on analysis findings.

Explore Student-Centered Learning in Fine Arts classrooms, through a self-directed professional learning module.

Deepen understanding of SCL in Fine Arts, specific to each content area (e.g., visual art, drama, humanities, and music). Share personal experiences incorporating SCL in individual courses. Discuss the merits and difficulties of using SCL in their content-area with job-alike peers.

Explore reliable and valid rubrics and checklists, associated categories and differences, and rubric creation.

Determine the difference between a checklist and a rubric. Identify the three different types of rubrics. Understand the importance of reliability and validity in creating rubrics. Create draft rubrics. Share draft rubrics on Schoology discussion boards.

Select their own content-specific professional learning needs using a differentiated menu of PL options.

Objectives vary, depending on the selected PL.

Qtr 1 Session-Specific Measurable Evidence:

Teachers will participate in online asynchronous discussion boards and share insights, experiences, and best practices with each other. Evidence of learning will be demonstrated by their active engagement on discussion boards. Teachers will attend program-specific trainings on DoDEA-adopted resources, pedagogy, and techniques, responding afterwards with how they will utilize what they learned in their classrooms

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Please follow the listed steps to access our Fine Arts CCR PL

Step 1. Go to the Schoology course, "K-12 Fine Arts CCRS PL: Section 001" (Enrollment Instructions link) Step 2. Go to Materials Step 3. Go to "CCR SY 2023-2024" Step 4. Go to "Q1 SY23/24"

If required, the access code is DRRD-NM6V-N6JFJ

Quarter 2**Qtr 2 Session-Specific Objectives:**

Fine Arts teachers will:

Share lesson plans incorporating the Connect Standards from the DoDEA-adopted National Arts Standards for CCR, through a self-directed professional learning module and the Teacher Lesson Plan (TLP) portal on the Fine Arts SharePoint site.

Share lesson plans incorporating the Connect standards on the TLP.

Explore Student-Centered Learning and the Arts in job-like classrooms, through a self-directed professional learning module.

Discuss the relationship of SCL with Assessment. The topic will be, "How is choice-based learning assessed?" Discuss the necessity for quality rubrics within an SCL setting. Share personal experience with SCL assessments in classrooms.

Review the basic components of a rubric through a self-directed professional learning module.

Determine the basic components of a rubric. In job-alike groups, create a list of reliable standards-based rubric rating descriptions. Discuss student usage of rubrics in self-evaluation. Discuss appropriate use of rubrics in a Fine Arts setting.

Be introduced to the Teacher Resource Portal (TRP) through a series of tutorial videos.

Determine the location and purpose of the TRP.

Create content-specific rubrics evaluating student performance and share it on the Teacher Resource Portal through a self-directed professional learning module to share with colleagues and serve as models.

Create a standards-based, content specific rubric. Share rubrics on the TRP.

Select their own content-specific professional learning needs using a differentiated menu of PL options.

Objectives vary, depending on the selected PL

Qtr 2 Session-Specific Measurable Evidence:

Teachers will participate in online asynchronous discussion boards and share insights, experiences, and best practices with each other. Evidence of learning will be demonstrated by their active engagement on discussion boards. Teachers will create a content-specific rubric and share it on the Teacher Resource Portal. Evidence of learning will be provided on the rubrics they share.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Please follow the listed steps to access our Fine Arts CCR PL.

Step 1. Go to the Schoology course, "K-12 Fine Arts CCRS PL: Section 001" (Enrollment Instructions link) Step 2. Go to Materials Step 3. Go to "CCR SY 2023-2024" Step 4. Go to "Q2 SY23/24"

If required, the access code is DRRD-NM6V-N6JFJ

Quarter 3

Qtr 3 Session-Specific Objectives:

Fine Arts teachers will:

Investigate content-specific projects and lessons previously submitted to the Teacher Lesson Portal that emphasize the Connect standards from the DoDEA adopted National Arts Standards for CCR and provide reflections on the content.

Explore the TLP for relevant lessons. o Select a lesson from the TLP. Reflect on the possibility of incorporating the selected lesson in their own classroom instruction.

Explore Student-Centered Learning and the Arts in job-like classrooms, through a self-directed professional learning module.

Determine what is necessary to have an SCL environment in a Fine Arts classroom, including logistics, planning, and materials. Recognize different levels of SCL incorporation. Determine what level of SCL incorporation is currently occurring in individual courses. Discuss personal experiences with SCL, specifically related to logistics, planning, and materials.

Share resources or lesson plans incorporating concepts of Student Centered Learning in the Arts on the Teacher Lesson Portal or Teacher Resource Portal through a self-directed professional learning module.

Share an SCL lesson on the TLP OR; Share a rubric, station plan, poster, or other SCL resource on the TRP.

Explore the DoDEA-created Assessments for the Perform/Present/Produce Standards from the DoDEA adopted National Arts Standards for CCR, through a self-directed professional learning module. o

Locate the P/P/P Assessment relevant to course(s) taught.

Explore the assessment(s). Discuss with job-alike peers ways of using the assessment in the next quarter. Create a plan for piloting the assessment in the next quarter.

Select their own content-specific professional learning needs using a differentiated menu of PL options.

Objectives vary, depending on the selected PL.

Qtr 3 Session-Specific Measurable Evidence:

Teachers will participate in online asynchronous discussion boards and share insights, experiences, and best practices with each other. Evidence of learning will be demonstrated by their active engagement on discussion boards. Teachers will share resources on the Teacher Resource Portal or lesson plans on share on the Teacher Lesson Portal incorporating student-centered learning. Evidence of learning will be provided on the resources and lessons they share. Teachers will attend program-specific trainings on DoDEA-adopted resources, pedagogy, and techniques, responding afterwards with how they will utilize what they learned in their classrooms.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Please follow the listed steps to access our Fine Arts CCR PL.

Step 1. Go to the Schoology course, "K-12 Fine Arts CCRS PL: Section 001" (Enrollment Instructions link) Step 2. Go to Materials Step 3. Go to "CCR SY 2023-2024" Step 4. Go to "Q3 SY23/24"

If required, the access code is DRRD-NM6V-N6JFJ

Quarter 4

Qtr 4 Session-Specific Objectives:

Fine Arts teachers will:

Review content-related rubrics evaluating student performance shared on the Teacher Resource Portal through a self-directed professional learning module.

Peruse the rubrics on the TRP. Select a relevant rubric to review. Review the rubric and its relevance to content-specific curriculum.

Review Student-Centered Learning in the Arts. Reminder to field test the DoDEA-created Assessments for the Perform/Present/Produce Standards from the DoDEA adopted National Arts Standards for CCR. Share lesson plans on the Teacher Lesson Portal, incorporating two of the three following requirements: (1) the Connect Standards from the DoDEA adopted National Arts Standards for CCR; (2) student-centered learning; and (3) a rubric. Select their own content-specific professional learning needs using a differentiated menu of PL options.

Objectives vary, depending on the selected PL.

Qtr 4 Session-Specific Measurable Evidence:

Teachers will participate in online asynchronous discussion boards and share insights, experiences, and best practices with each other. Evidence of learning will be demonstrated by their active engagement on discussion boards. Teachers will share lesson plans on share on the Teacher Lesson Portal incorporating the Connected Standards, student-centered learning, or a rubric. Evidence of learning will be provided on the resources and lessons they share. Teachers will attend program-specific trainings on DoDEA-adopted resources, pedagogy, and techniques, responding afterwards with how they will utilize what they learned in their classrooms

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Please follow the listed steps to access our Fine Arts CCR PL.

Step 1. Go to the Schoology course, "K-12 Fine Arts CCRS PL: Section 001" (Enrollment Instructions link) Step 2. Go to Materials Step 3. Go to "CCR SY 2023-2024" Step 4. Go to "Q4 SY23/24"

If required, the access code is DRRD-NM6V-N6JFJ

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

03/12/2024 11:33:30 - (b)(6) (Comments)
Approved

10/11/2023 11:31:16 - (b)(6) (Comments)
Approved

09/15/2023 13:51:26 - (b)(6) (Comments)
Approved

08/16/2023 08:10:03 - (b)(6) (Comments)
Approved

08/11/2023 08:51:19 - (b)(6) (Comments)
Approved

08/09/2023 07:28:39 - (b)(6) (Comments)
Approved

08/02/2023 10:53:30 - (b)(6) (Comments)
Approved

07/27/2023 22:13:09 - (b)(6) (Comments)
Approved

07/26/2023 15:18:13 - (b)(6) (Comments)
Approved

06/15/2023 15:51:47 - (b)(6) (Comments)
Approved

05/24/2023 15:41:05 - (b)(6) (Comments)
Approved

01/19/2023 10:12:47 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Multilingual Learner Program	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	K-12 ESOL Teachers	Sub Code:	N/A

Provide Arc of Learning input here:

Coming Soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening?

Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data sources were used in reasoning and planning:

- Student Demographic Data
- WIDA Screener and ACCESS Results
- Feedback from CCRS ESOL Professional Learning
- Feedback from WIDA eWorkshop Professional Learning

As a result of the data analysis, the following Enduring Understanding and Learning Outcomes were developed.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (Improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

- The learner will engage in collaborative practices to integrate language and content across all classroom settings.
- The learning will demonstrate a strengths-based approach to language development and multilingualism.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

• WIDA Guiding Principles: <https://wida.wisc.edu/sites/default/files/resource/Guiding-Principles-of-Language-Development.pdf>• WIDA Big Ideas (EQUITY of Opportunity and Access; INTEGRATION of Content and Language; COLLABORATION among Stakeholders; FUNCTIONAL APPROACH to Language Development)

Learning Plan**Learning Plan Outcomes:**

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Elementary ESOL Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP)

Secondary ESOL Teachers will have the option of attending either with Social Studies or ELA, depending on which content area they collaborate most with in their school setting.

Refer to the appropriate content Arc of Learning for CCR professional learning information.

Learning Plan Implementation Methods - SME:

Participants will engage in professional learning that strengthens established frameworks for standards-based instruction, provides relevant resources for classroom application, opportunities for transnational sharing of instructional ideas, optional office hours to continue in-depth topic exploration and frequent spiraling of content.

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework.

Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation.

Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies

Align applicable requirements of DoDEA administrative instructions and Executive Order 13160.

Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Describe safe, unsafe, and unwanted touch, permission to touch, public versus private, and active supervision.

Understand modeling of culturally and developmentally appropriate permission to touch.

Support children and adolescents through reporting safe, unsafe, and unwanted touch.

Know how to respond to sexual behavior challenges.

DoDEA Mandatory Training**

*Educators that have already completed PSBCY training will begin completion of annual mandatory training during this time.

Access the DODEA Annual Mandatory training courses via Cornerstone on Demand.

Begin completion of DODEA Annual Mandatory training courses in anticipation of the September 30, 2024 deadline

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment

Digital journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements as they relates to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the learning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6)@dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001 -> School Year 2023-24 Professional Learning->Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6)@dodea.edu)

https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6)@dodea.edu)

https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841

DoDEA Mandatory Trainings:

https://www.dodea.edu/employees/CSOD/index.cfm

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Elementary ESOL Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP)

Secondary ESOL Teachers will have the option of attending either with Social Studies or ELA, depending on which content area they collaborate most with in their school setting.

Refer to the appropriate content Arc of Learning for CCR professional learning information.

Back to School Day 2 Session-Specific Measurable Evidence:

Elementary ESOL Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP)

Secondary ESOL Teachers will have the option of attending either with Social Studies or ELA, depending on which content area they collaborate most with in their school setting.

Refer to the appropriate content Arc of Learning for CCR professional learning information.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

PK-5 Elementary --- Schoology Course --- Elementary Program Professional Learning: Section 001 --- SY 2023-2024 --- Access Code Q58Q-VB55-R2XTW ----- 6-12 ELA --- Schoology Course -- 6-12 English Language Arts Professional Learning: Section 001 --- SY 23-24 Professional Learning --- Back to School Access Code KG6JB-CXRGR ----- 6-12 Social Studies --- Part 1 Schoology Course: -- Secondary Core Instruction: Section 001 -- Access Code 4C5C-VGFT-GJM83 ---- Part 2 Option 1 Cornerstone: "6-12 Social Studies Back to School Professional Learning SY 23-24" Part 2 Option 2 Schoology Course - Social Studies Collaborative: Section 1: "6-12 Social Studies Back to School Professional Learning SY 23-24" Access Code H2TN-62PC-FQR5Z

Quarter 1

Qtr 1 Session-Specific Objectives:

Elementary ESOL Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP)

Secondary ESOL Teachers will have the option of attending either with Social Studies or ELA, depending on which content area they collaborate most with in their school setting.

Refer to the appropriate content Arc of Learning for CCR professional learning information.

Qtr 1 Session-Specific Measurable Evidence:

Elementary ESOL Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP)
 Secondary ESOL Teachers will have the option of attending either with Social Studies or ELA, depending on which content area they collaborate most with in their school setting.
 Refer to the appropriate content Arc of Learning for CCR professional learning information.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

PK-5 Elementary --- Schoology Course --- Elementary Program Professional Learning: Section 001 --- SY 2023-2024 --- Access Code Q58Q-VB55-R2XTW ----- 6-12 ELA --- Schoology Course -- 6-12 English Language Arts Professional Learning: Section 001 --- SY 23-24 Professional Learning --- Back to School Access Code KG6JB-CXRGR ----- 6-12 Social Studies --- Part 1 Schoology Course: -- Secondary Core Instruction: Section 001 -- Access Code 4C5C-VGFT-GJM83 ---- Part 2 Option 1 Cornerstone: "6-12 Social Studies Back to School Professional Learning SY 23-24" Part 2 Option 2 Schoology Course - Social Studies Collaborative: Section 1: "6-12 Social Studies Back to School Professional Learning SY 23-24" Access Code H2TN-62PC-FQR5Z

Quarter 2**Qtr 2 Session-Specific Objectives:**

Elementary ESOL Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP)
 Secondary ESOL Teachers will have the option of attending either with Social Studies or ELA, depending on which content area they collaborate most with in their school setting.
 Refer to the appropriate content Arc of Learning for CCR professional learning information.

Qtr 2 Session-Specific Measurable Evidence:

Elementary ESOL Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP)
 Secondary ESOL Teachers will have the option of attending either with Social Studies or ELA, depending on which content area they collaborate most with in their school setting.
 Refer to the appropriate content Arc of Learning for CCR professional learning information.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

PK-5 Elementary --- Schoology Course --- Elementary Program Professional Learning: Section 001 --- SY 2023-2024 --- Access Code Q58Q-VB55-R2XTW ----- 6-12 ELA --- Schoology Course -- 6-12 English Language Arts Professional Learning: Section 001 --- SY 23-24 Professional Learning --- Back to School Access Code KG6JB-CXRGR ----- 6-12 Social Studies --- Part 1 Schoology Course: -- Secondary Core Instruction: Section 001 -- Access Code 4C5C-VGFT-GJM83 ---- Part 2 Option 1 Cornerstone: "6-12 Social Studies Back to School Professional Learning SY 23-24" Part 2 Option 2 Schoology Course - Social Studies Collaborative: Section 1: "6-12 Social Studies Back to School Professional Learning SY 23-24" Access Code H2TN-62PC-FQR5Z

Quarter 3**Qtr 3 Session-Specific Objectives:**

Elementary ESOL Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP)
 Secondary ESOL Teachers will have the option of attending either with Social Studies or ELA, depending on which content area they collaborate most with in their school setting.
 Refer to the appropriate content Arc of Learning for CCR professional learning information.

Qtr 3 Session-Specific Measurable Evidence:

Elementary ESOL Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP)
Secondary ESOL Teachers will have the option of attending either with Social Studies or ELA, depending on which content area they collaborate most with in their school setting.
Refer to the appropriate content Arc of Learning for CCR professional learning information.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

PK-5 Elementary --- Schoology Course --- Elementary Program Professional Learning: Section 001 --- SY 2023-2024 --- Access Code Q58Q-VB55-R2XTW ----- 6-12 ELA --- Schoology Course -- 6-12 English Language Arts Professional Learning: Section 001 --- SY 23-24 Professional Learning --- Back to School Access Code KG6JB-CXRGR ----- 6-12 Social Studies --- Part 1 Schoology Course: -- Secondary Core Instruction: Section 001 -- Access Code 4C5C-VGFT-GJM83 ---- Part 2 Option 1 Cornerstone: "6-12 Social Studies Back to School Professional Learning SY 23-24" Part 2 Option 2 Schoology Course - Social Studies Collaborative: Section 1: "6-12 Social Studies Back to School Professional Learning SY 23-24" Access Code H2TN-62PC-FQR5Z

Quarter 4

Qtr 4 Session-Specific Objectives:

Elementary ESOL Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP)
Secondary ESOL Teachers will have the option of attending either with Social Studies or ELA, depending on which content area they collaborate most with in their school setting.
Refer to the appropriate content Arc of Learning for CCR professional learning information.

Qtr 4 Session-Specific Measurable Evidence:

Elementary ESOL Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP)
Secondary ESOL Teachers will have the option of attending either with Social Studies or ELA, depending on which content area they collaborate most with in their school setting.
Refer to the appropriate content Arc of Learning for CCR professional learning information.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

PK-5 Elementary --- Schoology Course --- Elementary Program Professional Learning: Section 001 --- SY 2023-2024 --- Access Code Q58Q-VB55-R2XTW ----- 6-12 ELA --- Schoology Course -- 6-12 English Language Arts Professional Learning: Section 001 --- SY 23-24 Professional Learning --- Back to School Access Code KG6JB-CXRGR ----- 6-12 Social Studies --- Part 1 Schoology Course: -- Secondary Core Instruction: Section 001 -- Access Code 4C5C-VGFT-GJM83 ---- Part 2 Option 1 Cornerstone: "6-12 Social Studies Back to School Professional Learning SY 23-24" Part 2 Option 2 Schoology Course - Social Studies Collaborative: Section 1: "6-12 Social Studies Back to School Professional Learning SY 23-24" Access Code H2TN-62PC-FQR5Z

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

08/11/2023 08:50:04 - (b)(6) (Comments)

Approved

08/09/2023 07:32:11 - (b)(6) (Comments)

Approved

08/02/2023 10:51:56 - (b)(6) (Comments)

Approved

07/27/2023 22:11:48 - (b)(6) (Comments)

Approved

07/26/2023 19:58:12 - (b)(6) (Comments)

Approved

05/25/2023 13:09:39 - (b)(6) (Comments)

Approved

01/19/2023 10:12:48 - (b)(6) (Comments)

Please add any comments here

Professional Learning Event

Arc Name:	School Counseling	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	School Counselors	Sub Code:	N/A

Provide Arc of Learning input here:
Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred?Task 2: Identify what data is needed to evaluate professional learning.What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students?From participants?What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students?From participants?Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

- Anecdotal reports from DoDEA District and Regional Leadership, Instructional Systems Specialists.
- Serious Incident Reporting (SIR) of Bullying, Student Threats, Suicide Ideations, Suicide Attempts, and Suicides, Child Abuse Reports (CAR), Accident and Injury Reports (AIR)
- MTSS Satisfaction Survey Results
- SoS Brief Screen of Adolescent Depression (BSAD)
- Results generated from quarterly School Counseling Professional Learning Evaluation.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

- Quantitative and qualitative data, which is gathered from a variety of sources, utilizes multiple metrics, collaborative participation in interdisciplinary teams, as well as increased fidelity in documentation.
- Personalized Safety Plans for students reflect improved quality and a greater variety of support for students which can be successfully implemented in an educational setting.
- An increase in the number of SIR initially submitted with personalized safety plans and re-entry meetings included as supports

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

The overarching goal of the school psychologist professional learning progression is to apply knowledge, provide supports, and remove barriers related to social-emotional functioning, student threat, and suicidal behaviors through the use of prevention and intervention.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Back to School

Day 1 & Day 2:

School Counselors will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Counselors will use this time to ensure appropriate support is in place for students to start the school year successfully. School Counselors will engage in the remaining four CCR professional learning events for SY 2023-2024, starting with Quarter 1 in the fall.

Quarter 1

Comprehensive Student Threat Assessment (CSTAG) Guidelines -Level 2

Apply the CSTAG model via a team approach to a variety of situations with a high degree of classification accuracy and efficiency.

Signs of Suicide (SOS)

Analyze the key components of the Signs of Suicide (SOS) curriculum required to facilitate an SOS classroom lesson such as Acknowledge, Care, Tell (ACT).

Schoollinks Training: 6th-12th Grade Counselors

Align school counseling program to the DoDEA Scope and Sequence Explore features and expand options of the post-secondary Career & College inventory. Review analytics, reporting completion rate by activities.

DoDEA Administrative Instruction 1365.01 (DoDEA AI 1365.01): K-6th Grade Counselors

Identify and describe the four key components of the Section 504 Process. Describe how Section 504 records are organized, maintained, and secured in a restrictive manner. Explain the process regarding Section 504 dispute resolution and complaints.

Quarter 2

DoDEA Administrative Instruction 1365.01 (DoDEA AI 1365.01): 6th-12th Grade Counselors

Identify and describe the four key component of the Section 504 Process. Describe how section 504 records are organized, maintained, and secured in a restrictive manner. Explain the process regarding Section 504 dispute resolution and complaints.

Schoolinks Training: 6th-12th Grade Counselors

Explore features and expand options of the post-secondary Career & College Inventory Guide students with their 4/6-year graduation plan, edit and approve, and integrate student and parents self-monitoring DoDEA Transcript and Student Record Training 7th-12th Grade Counselors

Participants will identify systemic process and understand alignment of DoDEA transcripts to the DoDEA Grad AI and graduation requirements.

Psychological Recovery Training: K-6thth Grade Counselors

Gain skills to manage distress and cope with post-child maltreatment stress and adversity. Utilize skills-building components found helpful in a variety of post-trauma situations.

Quarter 3**Psychological First Aide**

Understand and identify the learning theory and intervention strategies used with children, adolescents, parents and caretakers. Continuing education credit from UCLA, and the National Children Traumatic Stress Network.

SchoolLinks Training: 6th-12th Grade Counselors

Master the individualized transition plan to finalize students' post-secondary goals. Assimilate information about scholarships, college aid, FAFSA, and real-world financial literacy skills

Psychological Recovery Training, Part 2: K-5th Grade Counselors

Gain skills to manage distress and cope with post-child maltreatment stress and adversity. Utilize skills-building components found helpful in a variety of post-trauma situations.

DoDEA Annual School Counseling Plan: K-12th Grade Counselors

Review and reflect on current annual plan implementation and goals. Update next year's plan based on analysis of current plan. Create needs assessment for students and identify plan to gather input from all students

Quarter 4**ASCA Webinar School Counselors and School Administrators as Intentional Equity Partners**

Identify critical components of shared leadership. Integrate the culturally affirming shared leadership framework in professional practice. Develop a shared leadership action plan

Personal Safety and Healthy Relationships

Understand and identify the learning theory behind effective child abuse prevention education and how to structure the curriculum lesson by grade levels. Explore the role of the facilitator in teaching the child abuse prevention curriculum and use the tools to plan classroom instruction.

SchoolLinks Training 6th-12th Counselors

Review Scope and Sequence Recommendations and Discuss challenges and successes with your ISS. What changes would be beneficial? Analyze student completion reports for identified topics including the 4/6-yr plan. Create timeline to follow-up with students on outstanding tasks.

Learning Plan Implementation Methods - SME:

The job embedded protocol of student threat and suicide risk assessment process

Collaborative practice in MTSS meetings and student threat and suicide risk assessment and intervention

Correct completion of required AI 5200.01 forms

Sufficiently documented suicide prevention and intervention efforts

Collaborative practice for students 4–6-year plan and implementation of SchoolLinks

Data collection and reporting on student 4–6-year planning in SchoolLinks

Data collection and reporting for curriculum personal safety and healthy relationships.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

School Counselors will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Counselors will use this time to ensure appropriate support is in place for students to start the school year successfully. School Counselors will engage in the remaining four CCR professional learning events for SY 2023-2024, starting with Quarter 1 in the fall.

Back to School Day 1 Session-Specific Measurable Evidence:

N/A

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

N/A

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

School Counselors will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Counselors will use this time to ensure appropriate support is in place for students to start the school year successfully. School Counselors will engage in the remaining four CCR professional learning events for SY 2023-2024, starting with Quarter 1 in the fall.

Back to School Day 2 Session-Specific Measurable Evidence:

N/A

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

N/A

Quarter 1

Qtr 1 Session-Specific Objectives:

Comprehensive Student Threat Assessment (CSTAG) Guidelines -Level 2

Work as teams responding to several case exercises of increasing complexity. Learners use the CSTAG decision-tree, interview protocols, documentation forms, and procedures for developing safety plans.

Signs of Suicide (SOS)

Review the SOS curriculum materials. Collaborate and engage with building level Student Support Personnel on implementation of the SOS curriculum.

Schoolinks Training 6th-12th Grade Counselors

Develop proficiency in platform navigation and features using the school counselor dashboard to monitor and assist student completion rates. Integrate SchoolLinks to DoDEA Annual Counseling Plan, American School Counseling Association, and the DoDEA Blueprint for Continuous Improvement

DoDEA Administrative Instruction 1365.01 K-5th Grade Counselors

Identify and describe the four key components of the section 504 Process. Describe how Section 504 records and organized, and secured in a restrictive manner. Explain the process regarding Section 504 dispute resolution and complaints.

Qtr 1 Session-Specific Measurable Evidence:

Quarter 1

Comprehensive Student Threat Assessment (CSTAG) Guidelines -Level 2

- Completing all nine student threat scenarios.
- Developing safety plans for students based on the specific details of the case and the student's unique needs.

Signs of Suicide (SOS)

- Completing a preliminary self-assessment.
- Completing a summative check for understanding.

Schoolinks Training 6th-12th Grade Counselors

- Participant performance check for understanding by running student data usage reports
- Complete and review will utilize this training along with the Scope and Sequence for Q1 to teach students about the platform

DoDEA Administrative Instruction 1365.01 (DoDEA AI 1365.01) K-5th Counselors

- Using and applying DoDEA AI 1365.01 during Section 504 processes.
- Determining Section 504 eligibility based on an evaluation process that includes drawing from various sources.
- Developing individualized Section 504 plans to support student needs.
- Responding to the Quarterly College and Career Ready Learning Evaluation.
- Completing checks for understanding

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology Professional course

School Counseling Professional Learning ; Section 001

Access code:

MG7S-WQDF-837FD

Quarter 2**Qtr 2 Session-Specific Objectives:**

Schoolinks Training 6th- 12th Grade Counselors

Explore SchoolLinks through the Online Academy for preparation to instruct students and parents. Develop proficiency in platform navigation and features using the school counselor dashboard.

DoDEA Administrative Instruction 1365.01 6th- 12th Grade Counselors

Identify and describe the four key components of the Section 504 Process. Describe how Section 504 records are organized, maintained, and secured in a restrictive manner. Explain the process regarding Section 504 dispute resolution and complaints.

DoDEA Transcript and Student and Record Training 7th-12th Grade Counselors

Participants will identify systemic process and understand alignment of DoDEA transcripts to the DoDEA Grad AI and graduation requirements

Psychological Recovery Training K-6th Grade Counselors

Participants will collaborate and engage in activities, discussions, and use National Childrens Traumatic Stress Network platform resources and best practices.

Qtr 2 Session-Specific Measurable Evidence:

Quarter 2
Schoolinks Training 6th- 12th Grade Counselors

Completing check for understanding.

Verifying the completion of the 4-6 year plans for all students in the platform.

DoDEA Administrative Instruction 1365.01 (DoDEA AI 1365.01) 6th-12th Grade Counselors

Using and applying DoDEA AI 1365.01 during Section 504 processes.

Determining Section 504 eligibility based on an evaluation process that includes drawing from various sources.

Developing individualized Section 504 plans to support student needs.

Responding to the Quarterly College and Career Ready Learning Evaluation.

Completing checks for understanding

DoDEA Transcript and Student Record Training 7th-12th grade Counselors

Completing checks for understanding Responding to the Quarterly College and Career Ready Learning Evaluation Understanding and applying Grad AI 1367.10

Psychological Recovery Training K-6th Grade Counselors

Completing performance on check for understanding.

Implementing a team approach for crisis response for psychological recovery.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology Course:

Student Services School Counseling Professional Learning

Access code: MG7S-WQDF-837FD

Quarter 3

Qtr 3 Session-Specific Objectives:**Psychological First Aide**

Understand and identify the learning theory and intervention strategies used with children, adolescents, parents and caretakers. Continuing education credit from UCLA and the National Children traumatic Stress Network.

SchoolLinks Training, 6th-12th Grade Counselors

Explore SchoolLinks through the Online Academy to aid in facilitating the platform to students. Develop proficiency in platform navigation and features using the school counselor dashboard to monitor and assist student completion rates. Integrate SchoolLinks to DoDEA Annual Counseling Plan, American School Counseling Association, and the DoDEA Blueprint for Continuous Improvement

Psychological Recovery Training, K-5 Counselors

Participants will collaborate and engage in activities, discussions, and use National Childrens Traumatic Stress Network platform resources and best practices.

DoDEA Annual School Counseling Plan, 6th-12th Grade Counselors

Participants will develop annual plans aligned to ASCA outlining DoDEA events (example: Decision Day, Bullying Prevention Month). Annual Plans will be developed with a collaboration with District ISS and submitted to building level administrators based on school needs.

Qtr 3 Session-Specific Measurable Evidence:**Quarter 3****Personal Safety and Healthy Relationships**

Participant performance on check for understanding.

Participants will develop school schedule for lesson plans and implementation within the classroom.

SchoolLinks Training 6th-12th Grade Counselors

Participant performance on check for understanding.

Participants will verify student submission of 4/6-year DoDEA annual plan by reviewing and approving plans in the platform

Psychological Recovery Training K-5th Grade Counselors

Participant performance on check for understanding.

Participants will implement a team approach for crisis response for psychological recovery.

DoDEA Annual School Counseling Plan 6th-12th Grade Counselors

Collaborate with building level team members and stakeholders to complete annual plan that address the needs of students

Seek input from District ISSs for feedback on their Annual Plan.

Share examples of exemplary annual plan at district monthly ISS meeting.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

TBD

Quarter 4

Qtr 4 Session-Specific Objectives:

ASCA Webinar School Counselors and School Administrators as Intentional Equity Partners

Participants will follow the ASCA model and DoDEA annual plans to update communication and ethical best practices with administrators

Personal Safety and Healthy Relationships

Participants will collaborate and engage in activities, discussions, and use National Childrens Traumatic Stress Network platform resources and best practices.

SchoolLinks Training, 6th-12th Grade Counselors

Explore SchoolLinks through the Online Academy for preparation to instruct students and parents. Develop proficiency in platform navigation and features using the school counselor dashboard

Qtr 4 Session-Specific Measurable Evidence:

Quarter 4

ASCA Webinar School Counselors and School Administrators as Intentional Equity Partners

Participants will develop communication plans and update annual goals to reflect communication partnership.

Participants will identify ethical best practices at their school based on the climate and culture.

Personal Safety and Healthy Relationships

Participant performance on check for understanding.

Participants will develop school schedule for lesson plans and implementation within the classroom.

SchoolLinks Training 6th-12th Grade Counselors

Participant performance on check for understanding.

Participants will verify student submission of 4/6-year DoDEA annual plan by reviewing and approving plans in the platform

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

TBD

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Run By : (b)(6)

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Run By : (b)(6)

Comments:

02/02/2024 10:25:43 - (b)(6) (Comments)
Approved

10/10/2023 11:31:24 - (b)(6) (Comments)
Approved

09/25/2023 10:04:00 - (b)(6) (Comments)
Approved

08/25/2023 08:15:29 - (b)(6) (Comments)
Approved

08/17/2023 10:45:46 - (b)(6) (Comments)
Releasing for Q1 edits

07/27/2023 22:38:16 - (b)(6) (Comments)
Approved

06/15/2023 16:00:41 - (b)(6) (Comments)
Approved

05/25/2023 14:47:28 - (b)(6) (Comments)
Approved

05/25/2023 14:34:37 - (b)(6) (Comments)
Review the Learning plan and update the transcripts from Q1 to Q2.

05/25/2023 14:11:41 - (b)(6) (Comments)
Changes to quarters 2 and the learning plan are not reflected.

01/19/2023 10:12:47 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	School Nursing	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	School Nurses	Sub Code:	N/A

Provide Arc of Learning Input here:
Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students?From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students?From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning:

Anecdotal reports from DoDEA District and Regional Leadership, Instructional Systems Specialists.

Serious Incident Reporting (SIR) of Bullying, Student Threats, Suicide Ideations, Suicide Attempts, Suicides, Child Abuse Reports (CAR), Accident and Injury Reports (AIR)

MTSS Satisfaction Survey Results

SoS Brief Screen of Adolescent Depression (BSAD)

Results generated from quarterly School Nursing Professional Learning Evaluation.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric): Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Self-reported increase in number of IHPs and ECPs. School Nurses report understanding of the role of immunization compliance in preventing outbreaks of emerging and reemerging infectious diseases.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

The overarching goal of the School Nurses professional learning progression is to apply knowledge, provide supports, and remove barriers related to social emotional functioning, student health, threats, and suicidal behaviors through the use of prevention and intervention.

Learning Plan**Learning Plan Outcomes:**

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Back to School Day 1 & Day 2:

School Nurses will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Nurses will use this time to ensure the availability of appropriate supports for students to start the school year successfully. School Nurses will engage in the remaining four CCR professional learning events for SY 2023-2024, starting with Quarter 1 in the fall.

Quarter 1

Comprehensive Student Threat Assessment (CSTAG) Guidelines -Level 2

Apply the CSTAG model via a team approach to a variety of situations with a high degree of classification accuracy and efficiency.

Signs of Suicide (SOS)

Analyze the key components of the Signs of Suicide (SOS) curriculum required to facilitate an SOS classroom lesson such as Acknowledge, Care, Tell (ACT). Explore the foundational skills required to facilitate an SOS classroom lesson such as asking follow-up questions appropriately to better identify students at-risk and engage and educate faculty/staff and parents in suicide prevention.

DoDEA Administrative Instruction 1365.01 (DoDEA AI 1365.01)

Identify and describe the four key components of the Section 504 Process. Describe how Section 504 records are organized, maintained, and secured in a restrictive manner. Explain the process regarding Section 504 dispute resolution and complaints.

Quarter 2

Suicide Awareness and Prevention

Gain a thorough understanding of the risk factors and warning signs of suicide, as well as the legal requirements. Describe the process of intervention, referral, re-entry, and postvention. Apply their knowledge to create/enhance their school's suicide prevention efforts and support students throughout the process.

DoDEA Administrative Instruction 6210.01

Describe the importance of the School Nurse's role in identifying students through health assessments, goal setting, and health care planning. Describe the management of allergy and anaphylaxis in DoDEA schools.

Quarter 3

School Nurse Role in Special Education

Explain the terminology related to the Special Education process. Recognize the importance of the School Nurse's role in identifying students through health assessments, goal setting, and health care planning.

Emerging and Reemerging Infectious Diseases in Children and Adolescents in Schools

Develop plans and procedures for preventing and responding to outbreaks. Develop an understanding of the School Nurse's primary, secondary, and tertiary prevention responsibilities.

Quarter 4

Seizures

Develop an understanding of the causes of seizures and the type based on the originating area in the brain. Differentiate between the types of seizures based on the presenting symptoms.

Cardiac Emergency Preparedness

Develop an understanding that out-of-hospital sudden cardiac arrest is a critical public health issue. Evaluate the school's need for a Cardiac Emergency Response Plan (CERP).

Learning Plan Implementation Methods - SME:

The job-embedded protocol of student threat and suicide risk assessment process.

Collaborative practice in MTSS meetings and student threat and suicide risk assessment and intervention.

Correct completion of required AI 5200.01 forms.

Assorted MTSS student data collection.

The job-embedded protocols of documentation and development of IHP, ECP, and emergency action plans.

Use of effective strategies to increase immunization compliance to prevent outbreaks of reemerging infectious diseases.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

School nurses will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Nurses will use this time to ensure the availability of appropriate supports for students to start the school year successfully. School Nurses will engage in the remaining four CCR professional learning events for SY 2023-2024, starting with Quarter 1 in the fall.

Back to School Day 1 Session-Specific Measurable Evidence:

N/A

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

N/A

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

School nurses will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Nurses will use this time to ensure the availability of appropriate supports for students to start the school year successfully. School Nurses will engage in the remaining four CCR professional learning events for SY 2023-2024, starting with Quarter 1 in the fall.

Back to School Day 2 Session-Specific Measurable Evidence:

N/A

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

N/A

Quarter 1

Qtr 1 Session-Specific Objectives:

Comprehensive School Threat Assessment Guidelines (CSTAG) - Level 1 (For New Staff Who Did Not Complete Level 1 Last School Year)

Define threat assessment. Learn how teams identify and respond to transient, substantive, and very serious substantive threats. Learn how teams develop intervention plans.

Comprehensive Student Threat Assessment Guidelines (CSTAG) - Level 2 (For Returning Staff Who Did Complete Level 1 Last School Year)

Work as a team on increasingly complex case scenarios. Use the CSTAG decision tree to develop a safety plan.

Signs of Suicide (SOS)

Review the SOS curriculum materials.

Collaborate and engage with building-level Student Support Personnel on the implementation of the SOS curriculum.

DoDEA Administrative Instruction 1365.01 (DoDEA AI 1365.01)

Identify and describe the four key components of the Section 504 Process. Describe how Section 504 records are organized, maintained, and secured in a restrictive manner. Explain the process regarding Section 504 dispute resolution and complaints.

Qtr 1 Session-Specific Measurable Evidence:

Quarter 1

Comprehensive Student Threat Assessment Guidelines (CSTAG) - Level 1 (For New Staff Who Did Not Complete Level 1 Last School Year)

Participant performance on summative check for understanding questions.

Comprehensive Student Threat Assessment (CSTAG) Guidelines - Level 2 (For Returning Staff Who Did Not Complete Level 1 Last School Year)

Completing all nine student threat scenarios. Developing safety plans based on the specific details of the case scenario.

Signs of Suicide (SOS)

Analyze the key components of the Signs of Suicide (SOS) curriculum required to facilitate an SOS classroom lesson such as Acknowledge, Care, Tell (ACT). Explore the foundational skills required to facilitate an SOS classroom lesson such as asking follow-up questions appropriately to better identify students at-risk and engage and educate faculty/staff and parents in suicide prevention.

DoDEA Administrative Instruction 1365.01 (DoDEA AI 1365.01)

Identify and describe the four key components of the Section 504 Process. Describe how Section 504 records are organized, maintained, and secured in a restrictive manner. Explain the process regarding Section 504 dispute resolution and complaints.

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

Schoology course: School Nursing Professional Learning

Materials > SY 2023-2024 > Quarter 1 Professional Learning Access Code: BTBN6-3GH3HCSTAG Level 1 (For New Staff); CSTAG Level 1 Log In CSTAG Level 2 (For Returning Staff); CSTAG Level 2 Log In

Quarter 2

Qtr 2 Session-Specific Objectives:

Suicide Awareness and Prevention Module

Learn best practices for implementing a suicide intervention program. Recognize warning signs and risk factors. Intervene when a student is suicidal. Manage postvention and application through critical thinking exercises.

DoDEA Administrative Instruction 6210.01

Describe the new DoDEA Administrative Instruction 6210.01 policy and how it affects the School Nurse's responsibilities in managing student care. Develop a draft of the school allergy plan that complies with the DoDEA AI 6210.01 policy.

Qtr 2 Session-Specific Measurable Evidence:

QUARTER 2

Suicide Awareness and Prevention Module

Recognizing risk factors and warning signs of suicide in the students they serve. Assessing and intervening during instances of student suicidal behavior.

DoDEA Administrative Instruction 6210.01

Reporting an increase in developing IHPs for students with diagnosed health conditions requiring ECPs. Reporting an increase in the implementation of prevention interventions in the school.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Materials > SY 2023-2024 > Quarter 2 Professional Learning Access Code: BTBN6-3GH3H

Quarter 3

Qtr 3 Session-Specific Objectives:

Q3

School Nurse Role in Special Education

Explain the terminology related to the Special Education process. Recognize the importance of the School Nurse's role in identifying students through health assessments, goal setting, and health care.

Emerging and Reemerging Infectious Diseases in Children and Adolescents in Schools

Develop plans and procedures for preventing and responding to outbreaks. Develop an understanding of the School Nurse's primary, secondary, and tertiary prevention responsibilities.

Qtr 3 Session-Specific Measurable Evidence:

Quarter 3

School Nurse Role in Special Education

Reporting an increase in developing IHPs for students with diagnosed health conditions requiring an IEP. Reporting an increased participation in CSC Business meetings.

Emerging and Reemerging Infectious Diseases in Children and Adolescents in Schools

Each school will have a list of community public health contacts. School Nurses will provide education on hygiene and infection control. School Nurses will monitor immunization compliance.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Materials > SY 2023-2024 > Quarter 3 Professional Learning Access Code: BTBN6-3GH3H

Quarter 4

Qtr 4 Session-Specific Objectives:

Q4

Seizures: "We are sorry to inform you that the scheduled date for the Professional Learning training module on Seizures has been delayed. It is projected to be available in SY 24-25. We apologize for any inconvenience and thank you for your understanding."

Develop an understanding of the causes of seizures and the type based on the originating area in the brain. Differentiate between the types of seizures based on the presenting symptoms.

Cardiac Emergency Preparedness

Develop an understanding that out-of-hospital sudden cardiac arrest is a critical public health issue. Evaluate the school's need for a Cardiac Emergency Response Plan (CERP)

Qtr 4 Session-Specific Measurable Evidence:

QUARTER 4

Seizures

Students diagnosed with a seizure disorder or epilepsy will have an Emergency Care Plan. Every teacher supervising a student with a seizure disorder will have a copy of the Emergency Care Plan, including instructions for managing the student during a seizure.

Cardiac Emergency Preparedness

Each school will have a CERP.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Materials > SY 2023-2024 > Quarter 4 Professional Learning Access Code: BTBN6-3GH3H

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

03/27/2024 15:44:55 - (b)(6) (Comments)
Approved

03/27/2024 15:42:20 - (b)(6) (Comments)
Approved

01/25/2024 16:23:35 - (b)(6) (Comments)
Approved

01/22/2024 15:30:51 - (b)(6) (Comments)
Approved

10/17/2023 16:15:50 - (b)(6) (Comments)
Approved

09/25/2023 11:13:18 - (b)(6) (Comments)
Approved

09/25/2023 09:39:56 - (b)(6) (Comments)
Returned to complete entry of materials for CCR.

08/25/2023 08:16:26 - (b)(6) (Comments)
Approved

06/15/2023 16:08:08 - (b)(6) (Comments)
Approved

06/13/2023 08:23:26 - (b)(6) (Comments)
Approved

05/25/2023 10:44:47 - (b)(6) (Comments)
Approved

01/19/2023 10:12:46 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	School Psychology	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	School Psychologists	Sub Code:	N/A

Provide Arc of Learning input here:
Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred?Task 2: Identify what data is needed to evaluate professional learning.What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students?From participants?What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students?From participants?Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

- Anecdotal reports from DoDEA District and Regional Leadership, Instructional Systems Specialists
- Serious Incident Reporting (SIR) of Bullying, Student Threats, Suicide Ideations, Suicide Attempts, Suicides, Child Abuse Reports (CAR), Accident and Injury Reports (AIR)
- MTSS Satisfaction Survey Results
- SoS Brief Screen of Adolescent Depression (BSAD)
- Results generated from quarterly School Psychologist Professional Learning Evaluations

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Quantitative and qualitative data which is gathered from a variety of sources, and utilizes multiple metrics, collaborative participation in interdisciplinary teams, as well as increased fidelity in documentation. Personalized Safety Plans for students which reflect improved quality and a greater variety of supports for students which can be successfully implemented in an educational setting. An increase in the number of SIR initially submitted with personalized safety plans and re-entry meetings included as supports

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

The overarching goal of the school psychologist professional learning progression is to apply knowledge, provide supports, and remove barriers related to social-emotional functioning, student threat, and suicidal behaviors through the use of prevention and intervention.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

BACK TO SCHOOL

DAY 1

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework.

Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation.

Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies

Align applicable requirements of DoDEA administrative instructions and Executive Order 13160.

Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Describe safe, unsafe, and unwanted touch, permission to touch, public versus private, and active supervision.

Understand modeling of culturally and developmentally appropriate permission to touch.

Support children and adolescents through reporting safe, unsafe, and unwanted touch.

Know how to respond to sexual behavior challenges.

DoDEA Mandatory Training**

*Educators that have already completed PSBCY training will begin completion of annual mandatory training during this time.

Access the DODEA Annual Mandatory training courses via Cornerstone on Demand.

Begin completion of DODEA Annual Mandatory training courses in anticipation of the September 30, 2024 deadline

DAY 2

Signs of Suicide (SOS)

Analyze the key components of the Signs of Suicide (SOS) curriculum required to facilitate an SOS classroom lesson such as Acknowledge, Care, Tell (ACT). Explore the foundational skills required to facilitate an SOS classroom lesson such as asking follow-up questions appropriately to better identify students at-risk and engage and educate faculty/staff and parents in suicide prevention.

QUARTER 1

Comprehensive School Threat Assessment Guidelines (CSTAG) – Level 2

Apply the CSTAG model via a team approach to a variety of situations with a high degree of classification accuracy and efficiency.

DoDEA Administrative Instruction 1365.01 (DoDEA AI 1365.01)

Identify and describe the four key components of the Section 504 Process. Describe how Section 504 records are organized, maintained, and secured in a restrictive manner. Explain the process regarding Section 504 dispute resolution and complaints.

QUARTER 2

Suicide Awareness and Prevention Module

Gain a thorough understanding of the risk factors and warning signs of suicide, as well as the legal requirements. Describe the process of intervention, referral, re-entry, and postvention. Apply their knowledge to create/enhance their school's suicide prevention efforts and support students throughout the process

QUARTER 3

NCTSN Foundational Knowledge Course

Gain an overview of the 12 Core Concepts of the traumatic stress response in children and families. Explore trauma and development. Understand the complexity of traumatic experiences. Understand the impact of provider distress.

QUARTER 4

NCTSN Foundational Knowledge Course

Gain an overview of the 12 Core Concepts of the traumatic stress response in children and families. Explore trauma and development. Understand the complexity of traumatic experiences. Understand the impact of provider distress.

Crisis Management Processes Course

Review their school's existing Emergency Action plan or work towards developing a written crisis management plan to guide school staff in responding to a critical incident or crisis event

Documentation of Suicide Prevention Efforts Course

Identify and implement best practices for documenting the suicide prevention process.

Suicide Prevention Documentation Review

Review documentation of their own service delivery/prevention efforts for consistency with best practice. Identify opportunities for improvement within their documentation practice.

Learning Plan Implementation Methods - SME:

The job embedded protocol of student threat and suicide risk assessment process

Collaborative practice in MTSS meetings and student threat and suicide risk assessment and intervention

Correct completion of required AI 5200.01 forms

Sufficiently documented suicide prevention and intervention efforts

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework.

Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation.

Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies

Align applicable requirements of DoDEA administrative instructions and Executive Order 13160.

Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Describe safe, unsafe, and unwanted touch, permission to touch, public versus private, and active supervision.

Understand modeling of culturally and developmentally appropriate permission to touch.

Support children and adolescents through reporting safe, unsafe, and unwanted touch.

Know how to respond to sexual behavior challenges.

DoDEA Mandatory Training**

*Educators that have already completed PSBCY training will begin completion of annual mandatory training during this time.

Access the DODEA Annual Mandatory training courses via Cornerstone on Demand.

Begin completion of DODEA Annual Mandatory training courses in anticipation of the September 30, 2024 deadline

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment

Digital journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements as they relates to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the leaning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001 -> School Year 2023-24 Professional Learning->Back to School (BTS)

Student Discipline and Dress Code:

<https://dau.csod.com/ui/lms-learning-details/app/curriculum/43713359-1e0c-4a4c-8455-7e2de705beb4>

Problematic Sexual Behavior in Children and Youth (PSBCY):

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Signs of Suicide (SOS)

Review the SOS curriculum materials. Collaborate and engage with building level Student Support Personnel on implementation of the SOS curriculum.

Back to School Day 2 Session-Specific Measurable Evidence:

Signs of Suicide (SOS)

Analyze the key components of the Signs of Suicide (SOS) curriculum required to facilitate an SOS classroom lesson such as Acknowledge, Care, Tell (ACT). Explore the foundational skills required to facilitate an SOS classroom lesson such as asking follow-up questions appropriately to better identify students at-risk and engage and educate faculty/staff and parents in suicide prevention.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

The Signs of Suicide platform can be found at: https://www.mindwisehq.org/learn/sign_out?client=dodea

Quarter 1

Qtr 1 Session-Specific Objectives:

Comprehensive School Threat Assessment Guidelines (CSTAG)– Level 1 (For New Staff Who Did Not Complete Level 1 Last School Year)

Define threat assessment. Learn how teams identify and respond to transient, substantive, and very serious substantive threats. Learn how teams develop intervention plans.

Comprehensive School Threat Assessment Guidelines (CSTAG)– Level 2 (For Returning Staff Who Did Complete Level 1 Last School Year)

Work as a team on increasingly complex case scenarios. Use the CSTAG decision tree to develop a safety plan.

DoDEA Administrative Instruction 1365.01 (DoDEA AI 1365.01)

Collaborate to identify, evaluate, determine, and support students with Section 504 eligibility who require accommodations. Apply gained knowledge when working as a member of a Section 504 Team

Qtr 1 Session-Specific Measurable Evidence:

Comprehensive School Threat Assessment Guidelines (CSTAG)– Level 1 (For New Staff Who Did Not Complete Level 1 Last School Year)

Participant performance on summative check for understanding questions.

Comprehensive School Threat Assessment Guidelines (CSTAG)– Level 2 (For Returning Staff Who Did Complete Level 1 Last School Year)

Completing all nine student threat scenarios. Developing safety plans based on the specific details of the case scenario.

DoDEA Administrative Instruction 1365.01 (DoDEA AI 1365.01)

Identify and describe the four key components of the Section 504 Process. Describe how Section 504 records are organized, maintained, and secured in a restrictive manner. Explain the process regarding Section 504 dispute resolution and complaints.

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

Schoolology course: DoDEA Administrative Instruction 1365.01

Materials -> SY 2023-2024 -> Quarter 1 PL 2023-2024 SY -> DoDEA Administrative Instruction 1365.01

Comprehensive |School Threat Assessment Guidelines (CSTAG) - Level 1 (For New Staff Who Did Not Complete Level 1 Last School Year)

CSTAG Level 1 Log In

Comprehensive |School Threat Assessment Guidelines (CSTAG) - Level 2 (For Returning Staff Who Did Complete Level 1 Last School Year)

CSTAG Level 2 Log In

Quarter 2

Qtr 2 Session-Specific Objectives:

Suicide Awareness and Prevention Module

Learn best practices for implementing a suicide intervention program. Recognize warning signs and risk factors. Intervene when a student is suicidal. Manage postvention and application through critical thinking exercises.

Qtr 2 Session-Specific Measurable Evidence:

Suicide Awareness and Prevention Module

Recognizing risk factors and warning signs of suicide in the students they serve. Recognizing assessing and intervening during instances of student suicidal behavior.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Second quarter school psychology professional learning will not occur on Schoology. Utilize the link below to access the professional learning content.

Suicide Awareness and Prevention Curriculum Module Log In

Quarter 3**Qtr 3 Session-Specific Objectives:**

NCTSN Foundational Knowledge Course

Learn best practices for recognizing traumatic stress and the effect of childhood traumatic stress on military families. Learners will utilize the content during their ongoing work supporting military connected children and youth

Qtr 3 Session-Specific Measurable Evidence:

NCTSN Foundational Knowledge Course

Recognize risk factors and warning signs of traumatic stress in the students they serve. School psychologists and other student services staff will assess and intervene when presented with instances of traumatic stress in the children and youth that they serve.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Third quarter school psychology professional learning will not occur on Schoology. Utilize the link below to access the professional learning content.

NCTSN Academy Website Log In Link

Quarter 4**Qtr 4 Session-Specific Objectives:**

Crisis Management Processes Course

Learn the four phases of crisis management and apply the Crisis Analysis Model and apply them to their school's Emergency Action Plan.

Documentation of Suicide Prevention Efforts Course

Identify and implement best practices for documenting the suicide prevention process.

Suicide Prevention Documentation Review Module

Review documentation of their own suicide prevention service delivery documentation for consistency with best practice.

Qtr 4 Session-Specific Measurable Evidence:

Crisis Management Processes Course

Locate their school's Emergency Action Plan. Review their school's Emergency Action Plan. Identify any areas of responsibility they have within the school's Emergency Action Plan. Identify potential opportunities for improvement within the school's Emergency Action Plan.

Documentation of Suicide Prevention Efforts Course

Identify and implement best practices for documenting the suicide prevention process. Locate their own documented suicide prevention efforts. Review their suicide prevention documentation for consistency with established best practice. Identify potential opportunities for improvement within their suicide prevention documentation.

Suicide Prevention Documentation Review

Locate their own documented suicide prevention efforts. Review their suicide prevention documentation for consistency with established best practice.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Fourth quarter school psychology professional learning will not occur on Schoology. Utilize the links below to access the professional learning content. Click the red "Open Module" button after clicking the link.

[Crisis Management Processes Module Link](#)

[Documentation of Suicide Prevention Efforts Module Link](#)

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Run By : (b)(6)

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

11/09/2023 12:52:41 - (b)(6) (Comments)
Approved

10/13/2023 13:13:17 - (b)(6) (Comments)
Approved

09/25/2023 10:07:24 - (b)(6) (Comments)
Approved

08/25/2023 08:17:43 - (b)(6) (Comments)
Approved

08/25/2023 08:17:27 - (b)(6) (Comments)
Approved

08/11/2023 09:02:20 - (b)(6) (Comments)
Approved

07/26/2023 17:59:07 - (b)(6) (Comments)
Approved

07/26/2023 12:11:07 - (b)(6) (Comments)
Approved

07/26/2023 12:07:55 - (b)(6) (Comments)
Approved

07/26/2023 12:06:02 - (b)(6) (Comments)
Approved

07/26/2023 07:59:26 - (b)(6) (Comments)
Approved

07/19/2023 08:10:22 - (b)(6) (Comments)
Approved

07/11/2023 12:25:30 - (b)(6) (Comments)
Approved

07/11/2023 10:07:26 - (b)(6) (Comments)

Run By : (b)(6)

09/11/2025 08:15:56 Eastern Daylight Time

Please look at the learning plan.

06/15/2023 16:14:23 - (b)(6) (Comments)
Approved

05/25/2023 12:34:43 - (b)(6) (Comments)
Approved

01/19/2023 10:12:47 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Speech Language Pathologists	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	Speech Language Pathologists	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Speech-Language Pathologists Evaluation Feedback from CCRS Quarterly PLs Qualitative analysis of Speech-Language Pathologists work samples in Schoology for CCRS Quarterly PL activities

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Speech and Language Pathologists deliver high-quality speech and language services to ensure access to enable a child to make appropriate progress in communication. Speech and Language Pathologists use reflective practices and collaborative approaches to become aware of their underlying beliefs and assumptions about learning and teaching as well as promote a positive learning environment. Increased content knowledge, skills and service delivery practices necessary for delivering high-quality speech and language services for increased student outcomes.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

High-quality speech and language service delivery models increase engagement and academic achievement of students with disabilities. Utilizing reflective practice and collaborative approaches informs high quality speech/language therapy service delivery practices for students with disabilities.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Back to School

Day 1: Agency-wide Professional Learning Day 2: Learn and understand instructional and therapy techniques to include articulation skills, fluency (stuttering), voice, language, pragmatic language/social skills and others (such as phonology approaches (complexity approach), orofacial myofunctional disorders, early language, play-based therapy approaches, etc.)

Quarter 1

Explore Research-based therapy approaches. Engage in the Data collection/progress monitoring techniques and methods.

Quarter 2

Learn and understand Linguistic and metalinguistic needs in language/literacy and other subjects

Quarter 3

Learn and understand the need for culturally competent services.

Quarter 4

Engage in opportunities for speech language pathologists to develop/improve/update their skills

Learning Plan Implementation Methods - SME:

Asynchronous training modules: Review and build upon content knowledge, skills and instructional practices necessary for delivery of databased decisions to inform speech and language practices for learning. Collaborative discussion boards: Provides opportunity to work and collaborate to learn and grow together as a professional learning community. ISS support: ISS supports speech and language pathologists with the application of their learning to their work with students.

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework.

Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation.

Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies

Align applicable requirements of DoDEA administrative instructions and Executive Order 13160.

Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment

Digital journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements as they relates to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the learning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6)@dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001 -> School Year 2023-24 Professional Learning->Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a>

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Utilize SpeechPathology.com content via the DoDEA Speech Pathology Learning Center Professional Learning Webinars and reflect on speech-language therapy practices. Utilize reflective practice and collaborative approaches to inform high quality speech-language therapy approaches for students with disabilities.

Back to School Day 2 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices. Utilize problem solving techniques to determine appropriate service delivery model and implement based on student needs.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology Course: DoDEA Speech and Language Pathologists

Access Code: N7HW-P35M-BD8X3

Schoology Folder: Folder: SY23-24 Speech-Language Pathologists Professional Learning Sessions for CCR Days

Quarter 1

Qtr 1 Session-Specific Objectives:

Utilize SpeechPathology.com content via the DoDEA Speech Pathology Learning Center Professional Learning Webinars and reflect on speech-language therapy practices. Utilize reflective practice and collaborative approaches to inform high quality speech-language therapy approaches for students with disabilities.

Qtr 1 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices. Utilize problem solving techniques to determine appropriate service delivery model and implement based on student needs.

Qtr 1 - Method of Delivery:

Run By : (b)(6)

09/11/2025 08:19:22 Eastern Daylight Time

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology Course: DoDEA Speech and Language Pathologists

Access Code: N7HW-P35M-BD8X3

Schoology Folder: Folder: SY23-24 Speech-Language Pathologists Professional Learning Sessions for CCR Days

Quarter 2

Qtr 2 Session-Specific Objectives:

Utilize SpeechPathology.com content via the DoDEA Speech Pathology Learning Center Professional Learning Webinars and reflect on speech-language therapy practices. Utilize reflective practice and collaborative approaches to inform high quality speech-language therapy approaches for students with disabilities.

Qtr 2 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices. Utilize problem solving techniques to determine appropriate service delivery model and implement based on student needs.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology Course: DoDEA Speech and Language Pathologists

Access Code: N7HW-P35M-BD8X3

Schoology Folder: Folder: SY23-24 Speech-Language Pathologists Professional Learning Sessions for CCR Days

Quarter 3

Qtr 3 Session-Specific Objectives:

Utilize SpeechPathology.com content via the DoDEA Speech Pathology Learning Center Professional Learning Webinars and reflect on speech-language therapy practices. Utilize reflective practice and collaborative approaches to inform high quality speech-language therapy approaches for students with disabilities.

Qtr 3 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices. Utilize problem solving techniques to determine appropriate service delivery model and implement based on student needs.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology Course: DoDEA Speech and Language Pathologists

Access Code: N7HW-P35M-BD8X3

Schoology Folder: Folder: SY23-24 Speech-Language Pathologists Professional Learning Sessions for CCR Days

Quarter 4

Qtr 4 Session-Specific Objectives:

Utilize SpeechPathology.com content via the DoDEA Speech Pathology Learning Center Professional Learning Webinars and reflect on speech-language therapy practices. Utilize reflective practice and collaborative approaches to inform high quality speech-language therapy approaches for students with disabilities.

Qtr 4 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices. Utilize problem solving techniques to determine appropriate service delivery model and implement based on student needs.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology Course: DoDEA Speech and Language Pathologists

Access Code: N7HW-P35M-BD8X3

Schoology Folder: Folder: SY23-24 Speech-Language Pathologists Professional Learning Sessions for CCR Days

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

03/28/2024 14:26:39 - (b)(6) (Comments)
Approved

08/11/2023 08:59:14 - (b)(6) (Comments)
Approved

08/09/2023 08:52:22 - (b)(6) (Comments)
Approved

08/02/2023 12:02:39 - (b)(6) (Comments)
Approved

07/27/2023 22:35:06 - (b)(6) (Comments)
Approved

07/25/2023 08:29:27 - (b)(6) (Comments)
Approved

05/24/2023 14:12:15 - (b)(6) (Comments)
Approved

01/19/2023 10:12:46 - (b)(6) (Comments)
Please add any comments here

Run By : (b)(6)

09/11/2025 08:19:22 Eastern Daylight Time

Professional Learning Event

Arc Name:	Science 6-12	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	6-12 Science Teachers	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening?

Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Science Program Evaluation
Chemical Hygiene Tools used in schools
Common Paced Assessments (as available)
Student evidence of learning
AP science data
Feedback from the field
LWT data –focused through standard indicators for productive struggle, problem-solving, or reasoning, higher-ordered questions.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Using science instructional resources
Using common science experiences and common paced assessments
Utilizing self-reflection tools
Gathering student work that demonstrates students authentically engaged in the science and engineering practices to learn content.
Modeling effective science and engineering practices with students
Using AVID strategies to build academic language, discourse and create opportunities for inquiry-based instruction
Using the science and engineering practices as the pedagogy for students learning science

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Providing authentic scientific experiences for all students prepares them to be critical consumers of scientific information. Engaging in discourse around student work provides a platform for improvement and shifts practice. Actively engaging students through science and engineering practices (SEP) provides opportunities for students to deepen their scientific learning around crosscutting concepts and disciplinary core ideas. Shifts in practice occur when teams use vetted tools and resources in classrooms as a platform for collaboration, support, and reflection.

Learning Plan**Learning Plan Outcomes:**

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Use DoDEA Science instructional resources to support authentic science learning of the science and engineering practices and crosscutting concepts. Engage in discourse around student work to identify and develop shifts in practice. Use the science and engineering practices as the pedagogy for learning science. Use reflection tools to collaborate and support ongoing reflection. Deepen and solidify their understanding of academic language and discourse. Identify ways to integrate academic language and discourse into their lessons.

Learning Plan Implementation Methods - SME:

DoDEA Science Instructional Resources in class – Core Instruction and Interventions (MTSS) Common Science Experiences and Common Paced Assessments Commitment statements from teachers at the conclusion of each CCRS day Completion of safety artifacts/tasks Learn AVID strategies to develop academic language and discourse among students Develop inquiry-based lessons using AVID strategies

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework.

Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation.

Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies

Align applicable requirements of DoDEA administrative instructions and Executive Order 13160.

Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Describe safe, unsafe, and unwanted touch, permission to touch, public versus private, and active supervision.

Understand modeling of culturally and developmentally appropriate permission to touch.

Support children and adolescents through reporting safe, unsafe, and unwanted touch.

Know how to respond to sexual behavior challenges.

DoDEA Mandatory Training**

*Educators that have already completed PSBCY training will begin completion of annual mandatory training during this time.

Access the DODEA Annual Mandatory training courses via Cornerstone on Demand.

Begin completion of DODEA Annual Mandatory training courses in anticipation of the September 30, 2024 deadline

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment

Digital journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements as they relates to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the learning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6) @dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001 -> School Year 2023-24 Professional Learning -> Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6) @dodea.edu)

<https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a>

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6) @dodea.edu)

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Explore, identify, and incorporate DoDEA-adopted resources and DoDEA expectations for instruction and engagement to engage all students in scientific learning through the science and engineering practices(SEP)and crosscutting concepts(CCC).Select and incorporate SEP and CCC in DoDEA-adopted resources in unit planning to meet the evidence statements in the standards to deepen student understanding of science concepts and processesUse safety practices in science to support sustainable safety in all science spaces with 100% compliance of AI1302.01

Back to School Day 2 Session-Specific Measurable Evidence:

Use of DoDEA-adopted instructional resourcesImplementation of AVID strategiesParticipant commitment statements and reflectionsReflection from District ISS on participant support Chemical hygiene tools/checklist

Back to School Day 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 2 - Location of PL Materials:

Schoology Course: CCRSS Science Professional Learning: Secondary--> SY23-24 CCRSS Professional Learning - Secondary Science-->SY23-24 Quarter Back to School Day 2 (Code: KVFH7-FGFDF)

Quarter 1

Qtr 1 Session-Specific Objectives:

Utilize reflection practices, such as self-reflection, peer observation, or analysis of student work, to identify areas for growth and improvement in their teaching practiceIdentify and use common data from student work to inform instructional decisions, such as adjusting teaching strategies, modifying curriculum, or providing additional support or challenge to students with DoDEA science instructional materialsBuild academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners Use safety practices in science to support sustainable safety in all science spaces with 100% compliance of AI1302.01

Qtr 1 Session-Specific Measurable Evidence:

Use of DoDEA-adopted instructional resourcesImplementation of AVID strategiesGathering student work that demonstrates students authentically engaged in the science and engineering practices to learn content.Participant commitment statements and reflectionsReflection from District ISS on participant support Quarterly lab/classroom checklist for chemical hygiene

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

Schoology Course: CCRSS Science Professional Learning: Secondary (Code: KVFH7-FGFDF)

Quarter 2

Qtr 2 Session-Specific Objectives:

Select and incorporate SEP and CCC in DoDEA-adopted resources in unit planning to meet the evidence statements for the DoDEA standards to deepen student understanding of science concepts and processes
Apply and calibrate CCC reflection tools to common video/artifacts to support student learning and teacher practices aligned to DoDEA standards
Identify teacher behaviors to match student experiences for deepening their understanding of specific CCC embedded in DoDEA standards
Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners
Use safety practices in science to support sustainable safety in all science spaces with 100% compliance of AI1302.01

Qtr 2 Session-Specific Measurable Evidence:

Use of DoDEA-adopted instructional resources
Implementation of AVID strategies
Participant commitment statements and reflections
Reflection from District ISS on participant support
Quarterly lab/classroom checklist for chemical hygiene
L-W Data

Qtr 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 2 - Professional Learning Location:

Schoology Course: CCRSS Science Professional Learning: Secondary (Code: KVFH7-FGFDF)

Quarter 3

Qtr 3 Session-Specific Objectives:

Evaluate and reach consensus on what evidence of student learning will be collected to demonstrate student mastery
Calibrate understanding of crosscutting concepts in student work to support student learning
Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners
Use safety practices in science to support sustainable safety in all science spaces with 100% compliance of AI1302.01

Qtr 3 Session-Specific Measurable Evidence:

Use of DoDEA-adopted instructional resources
Implementation of AVID strategies
Participant commitment statements and reflections
Reflection from District ISS on participant support
Quarterly lab/classroom checklist for chemical hygiene
L-W Data

Qtr 3 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 3 - Location of PL Materials:

Schoology Course: CCRSS Science Professional Learning: Secondary (Code: KVFH7-FGFDF)

Quarter 4

Qtr 4 Session-Specific Objectives:

Select and incorporate SEP and CCC in DoDEA-adopted resources in unit planning for all students to support diverse learnersEvaluate and reach consensus on what evidence of student learning will be collected to demonstrate student learningBuild academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learnersUse safety practices in science to support sustainable safety in all science spaces with 100% compliance of AI1302.01

Qtr 4 Session-Specific Measurable Evidence:

Use of DoDEA-adopted instructional resourcesImplementation of AVID strategiesParticipant commitment statements and reflectionsReflection from District ISS on participant supportQuarterly lab/classroom checklist for chemical hygieneL-W Data

Qtr 4 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 4 - Location of PL Materials:

Schoology Course: CCRSS Science Professional Learning: Secondary (Code: KVFH7-FGFDF)

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

10/10/2023 11:52:34 - (b)(6) (Comments)
Approved

09/18/2023 09:48:48 - (b)(6) (Comments)
Approved

09/18/2023 09:48:20 - (b)(6) (Comments)
Approved

08/11/2023 08:55:25 - (b)(6) (Comments)
Approved

08/09/2023 10:46:49 - (b)(6) (Comments)
Approved

08/08/2023 11:41:21 - (b)(6) (Comments)
Approved

08/02/2023 11:52:28 - (b)(6) (Comments)
Approved

07/27/2023 22:26:50 - (b)(6) (Comments)
Approved

07/26/2023 19:59:21 - (b)(6) (Comments)
Approved

06/15/2023 16:22:10 - (b)(6) (Comments)
Approved

05/25/2023 09:04:27 - (b)(6) (Comments)
Approved

01/19/2023 10:12:47 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	World Languages - Host Nation	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	World Languages - Host Nation Educators	Sub Code:	N/A

Provide Arc of Learning input here:

Coming Soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data sources were used in reasoning and planning:

CCRS Host Nation Self-Assessment data set Evidence of need, as observed during SY22-23 Strategic School Visits to Host Nation classrooms, conversations with Host Nation teachers and conversations with Host Nation students.

As a result of the data analysis, the following Enduring Understanding and Learning Outcomes were developed.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

The Host Nation teachers developing parent and community resources to expand awareness of Host Nation program and promote partnership The incorporation into planning and instruction of "Core Six" teaching and learning strategies that support language, content, and culture learning that is age, grade and Host Nation specific. Results of professional learning assessment embedded into the SY23-24 CCRS Professional Learning for Host Nation teachers. Observable classroom behaviors that support the use of vetted IT resources in the Host Nation classroom. Observable classroom behaviors that support the use of "Core Six" strategies for teaching and learning in the Host Nation classroom.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions, as follows:

Enduring Understanding - SME:

That engaging both students and families builds and fosters connections between school, home and community. Students expand their knowledge about the Host Nation language and culture through content area learning connections. The application of selected "Core Six" learning and literacy strategies support language and culture Standards-based learning for all students. Classroom data collected by Host Nation teachers informs their own classroom practice.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

OVERALL OUTCOMES FOR SY23-24:

Educators will demonstrate behaviors that indicate that they have gained an understanding of uses of the new Host Nation online resources in the Host Nation classroom. Educators will demonstrate behaviors that indicate that they are applying selected "Core Six" strategies for teaching and learning Host Nation language and culture. Educators will use DoDEA IT-vetted online resources (i.e., featured online tools and the new Host Nation Resource Collections) that support classroom instruction and student engagement in teaching language, literacy and culture in the Host Nation classroom. Educators will plan, implement and update their instructional plans to integrate "Core Six" pedagogical strategies and online IT-vetted tools.

IMPLEMENTATION TOOLS AND TECHNIQUES FOR SY23-24:

Focused Collaborations (Note: For Host Nation Educators, collaborations with other Host Nation teachers in the school or Region) Curricular Planning

Learning Plan Implementation Methods - SME:

Back To School, Day 2:

Educators will Reflect on main pedagogical concepts for the "Core Six" literacy strategies, and how they can be applicable to the Host Nation classroom. Educators will explore the use of the NEW Host Nation Resource Collections, and how these can be used to plan culture, language and literacy instruction in the Host Nation classroom. Educators will create a Host Nation School Year Plan for SY23-24 that incorporates "Core Six" strategies. Educators will revise the previous school year's (SY22-23) "Welcome to Host Nation" parent resource to update it as a version for SY23-24 that includes: Host Nation bio and personal teaching philosophy, Host nation standards, Host Nation Can-Do Statements, Host Nation language and culture(s) instructional objectives specific to the target language and culture, Host Nations program's classroom rules and regulations.

Quarter 1:

Educators will explore selected DoDEA IT-vetted online resources that support classroom instruction and student engagement in teaching language, literacy and culture in the Host Nation classroom. Educators will investigate what are the applications of selected "The Core Six Essential Strategies for Achieving Excellence with the Common Core" in the Host Nation classroom, and specifically, Essential Strategy #2 "Compare and Contrast." Educators will make connections of strategy with content instruction and resources by applying a "Core Six" strategy to the teaching of two of the NEW Host Nation Resources Collections' reading selections.

Quarter 2:

Educators will explore selected DoDEA IT-vetted online resources that support classroom instruction and student engagement in teaching language, literacy and culture in the Host Nation classroom. Educators will explore one of the Core Six Essential Strategies for Achieving Excellence with the Common Core" in the Host Nation classroom, specifically, Essential Strategy #4 "Circle of Knowledge." Educators will make connections of strategy with content instruction and resources by applying a "Core Six" strategy to the teaching of two of the NEW Host Nation Resources Collections' reading selections.

Quarter 3:

Educators will explore selected DoDEA IT-vetted online resources that support classroom instruction and student engagement in teaching language, literacy and culture in the Host Nation classroom. Educators will explore one of the Core Six Essential Strategies for Achieving Excellence with the Common Core" in the Host Nation classroom, specifically, Essential Strategy #6 "Vocabulary's CODE." Educators will make connections of strategy with content instruction and resources by applying a "Core Six" strategy to the teaching of two of the NEW Host Nation Resources Collections' reading selections.

Quarter 4:

Educators will review the Core Six Strategies highlighted during SY23-24 Professional Development and explore instructional connections with IT-vetted online resources highlighted throughout the year, including the Host Nation Online Resource Collection. Educators will analyze available student achievement data to inform classroom planning and instruction for SY24-25. Educators will develop a SY24-25 Host Nation Curricular Plan that incorporates connections with IT-vetted online resources highlighted throughout the year, including the Host Nation Online Resource Collection.

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework.

Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation.

Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies

Align applicable requirements of DoDEA administrative instructions and Executive Order 13160.

Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Describe safe, unsafe, and unwanted touch, permission to touch, public versus private, and active supervision.

Understand modeling of culturally and developmentally appropriate permission to touch.

Support children and adolescents through reporting safe, unsafe, and unwanted touch.

Know how to respond to sexual behavior challenges.

DoDEA Mandatory Training**

*Educators that have already completed PSBCY training will begin the completion of annual mandatory training during this time.

Access the DODEA Annual Mandatory training courses via Cornerstone on Demand.

Begin completing DODEA Annual Mandatory training courses in anticipation of the September 30, 2024, deadline.

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment

Digital journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements as they relates to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the leaning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6) @dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001 -> School Year 2023-24 Professional Learning->Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6) @dodea.edu)

<https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a>

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6) @dodea.edu)

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Introduction to the "Core Six" Literacy Strategies. Introduction to the NEW Host Nation Resource Collection (how to navigate it, suggestion for classroom use, etc.) Review IT-vetted digital resources (i.e.: where are they, how to find them, process to request IT approval for non-vetted digital/online resources, etc.) available to Host Nation teachers to support teaching and learning. Use available resources to plan and prepare for SY23-24. Revision of SY22-23 "Welcome to Host Nation" parent resource.

Back to School Day 2 Session-Specific Measurable Evidence:

Evidence of a SY23-24 "Welcome to Host Nation" parent resource to include the noted criteria. Evidence of understanding the use of the NEW Host Nation Resource Collection, as demonstrated by professional development formative assessments administered during BTS Day 2. Evidence of understanding the general concepts of "Core Six" teaching and learning strategies, as demonstrated by professional development formative assessments administered during BTS Day 2. Evidence of the use of IT-vetted digital resources and the NEW Host Nation Resource Collection, as per observational data during the SY23-24 Strategic Instructional Visits.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology: Host Nation Professional Learning: Section 001 : SY23-24 CCRS Quarterly Professional Learning: Back to School (One Day) ... Course Code 5WZXJ-K93SZ

Quarter 1

Qtr 1 Session-Specific Objectives:

Review "Core Six" Literacy Strategy of "Compare and Contrast" Revisiting the NEW Host Nation Resource Collection to identify a Host Nation reading selection and create a mini-lesson using a "Core Six" Strategy Review an IT-vetted digital resource (i.e.: where is it, how to find it) available to Host Nation teachers to support teaching and learning. Continue to use available resources to plan for SY23-24 lessons.

Qtr 1 Session-Specific Measurable Evidence:

Run By : (b)(6)

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Evidence of understanding the use of the NEW Host Nation Resource Collection, as demonstrated by the development of a mini lesson that utilizes a resource from the Host Nation Resource Collection. Evidence of understanding "Core Six" teaching and learning strategies, as demonstrated by developing a mini-lesson using a Host Nation Resource Collection resource and one "Core Six" Strategy. Evidence of the use the selected IT-vetted digital resources and the NEW Host Nation Resource Collection, as per observational data during the SY23-24 Strategic Instructional Visits.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology: Host Nation Professional Learning: Section 001: SY23-24 CCRS Quarterly Professional Learning: Quarter 1 ... Course Code 5WZXJ-K93SZ

Quarter 2

Qtr 2 Session-Specific Objectives:

Review "Core Six" Literacy Strategy of "Inductive Learning" Revisiting the NEW Host Nation Resource Collection to identify a Host Nation reading selection and create a mini-lesson using a "Core Six" Strategy. Review an IT-vetted digital resource (i.e.: where is it, how to find it) available to Host Nation teachers to support teaching and learning. Continue to use available resources to plan for SY23-24 lessons.

Qtr 2 Session-Specific Measurable Evidence:

Evidence of understanding the use of the NEW Host Nation Resource Collection, as demonstrated by the development of a mini lesson that utilizes a resource from the Host Nation Resource Collection. Evidence of understanding "Core Six" teaching and learning strategies, as demonstrated by developing a mini-lesson using a Host Nation Resource Collection resource and one "Core Six" Strategy. Evidence of the use the selected IT-vetted digital resources and the NEW Host Nation Resource Collection, as per observational data during the SY23-24 Strategic Instructional Visits.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology: Host Nation Professional Learning: Section 001 : SY23-24 CCRS Quarterly Professional Learning: Quarter 2 ... Course Code 5WZXJ-K93SZ

Quarter 3

Qtr 3 Session-Specific Objectives:

Educators will explore a DoDEA IT-vetted online resources that support classroom instruction and student engagement in teaching language, literacy and culture in the Host Nation classroom. Educators will explore one of the Core Six Essential Strategies for Achieving Excellence with the Common Core" in the Host Nation classroom, specifically, Essential Strategy #6 "Vocabulary's CODE." Educators will make connections of strategy with content instruction and resources by applying a "Core Six" strategy to the teaching of one of the NEW Host Nation Resources Collections' digital reading selections.

Qtr 3 Session-Specific Measurable Evidence:

Evidence of understanding the use of the NEW Host Nation Resource Collection, as demonstrated by the development of a mini lesson that utilizes a resource from the Host Nation Resource Collection, and observable classroom behaviors. Evidence of understanding "Core Six" teaching and learning strategies, as demonstrated by developing a mini-lesson using a Host Nation Resource Collection resource and one "Core Six" Strategy, Essential Strategy #6 "Vocabulary's C.O.D.E." and observable classroom behaviors. Evidence of the use select IT-vetted digital resources and of the NEW Host Nation Resource Collection digital reading selections, as demonstrated by the mini-lesson and observable classroom behaviors.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology: Host Nation Professional Learning: Section 001 : SY23-24 CCRS Quarterly Professional Learning: Quarter 3 ... Course Code 5WZXJ-K93SZ

Quarter 4

Qtr 4 Session-Specific Objectives:

Educators will review the Core Six Strategies highlighted during SY23-24 Professional Development and explore instructional connections with IT-vetted online resources highlighted throughout the year, including the Host Nation Digital Resource Collection. Educators will analyze their own available student achievement data to inform their planning and classroom instruction for SY24-25. Educators will review and reflect on their SY23-24 Host Nation Plan and use it as draft to develop a SY24-25 Host Nation Plan that incorporates connections with the "Core Six" literacy strategies and IT-vetted online resources, including the Host Nation Digital Resource Collection digital reading resources.

Qtr 4 Session-Specific Measurable Evidence:

Evidence of a Host Nation SY24-25 School Year Plan that incorporates the use of the Core Six strategies and the use of digital resources presented during SY23-24 BTS, Q1, Q2, Q3. Evidence of understanding the use of the Host Nation Digital Resource Collection, as demonstrated by their Host Nation SY24-25 School Year Plan and by observable classroom behaviors of the use of these digital reading resources. Evidence of understanding "Core Six" teaching and learning literacy strategies, as demonstrated by their incorporation into their Host Nation SY24-25 School Year Plan and by observable classroom behaviors of the use of literacy strategies. Evidence of the use the selected IT-vetted digital resources (including the Host Nation Digital Resource Collection), as demonstrated by their incorporation into their Host Nation SY24-25 School Year Plan and by observable classroom behaviors of the use of those digital resources.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology: Host Nation Professional Learning: Section 001 : SY23-24 CCRS Quarterly Professional Learning: Quarter 4 ... Course Code 5WZXJ-K93SZ

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

- Winter - Specific Objectives:
- Winter - Specific Measurable Evidence:
- Winter - Method of Delivery:
- Winter - Location of PL Materials:

Spring

- Spring - Specific Objectives:
- Spring - Specific Measurable Evidence:
- Spring - Method of Delivery:
- Spring - Location of PL Materials:

Notes/Comments

Comments:

01/25/2024 15:01:57 - (b)(6) (Comments)

Approved

10/11/2023 13:25:40 (b)(6) (Comments)

Approved

08/11/2023 09:03:34 - (b)(6) (Comments)

Approved

08/09/2023 11:28:54 - (b)(6) (Comments)

Approved

08/02/2023 12:09:57 - (b)(6) (Comments)

Approved

07/27/2023 22:39:54 - (b)(6) (Comments)

Approved

06/15/2023 11:12:20 - (b)(6) (Comments)

Approved

05/24/2023 15:36:27 - (b)(6) (Comments)

Approved

01/19/2023 10:12:46 - (b)(6) (Comments)

Please add any comments here

Professional Learning Event

Arc Name:	Social Studies 6-12	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Pending Supervisory Approval
Participant Audience:	6-12 Social Studies Educators	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data sources were used in reasoning and planning:
The preliminary data from the 6-12 social studies program evaluation. Professional learning evaluations from PL 22-23
As a result of the data analysis, the following Enduring Understanding and Learning Outcomes were developed.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric);

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Social studies educators will show evidence of learning by creating and implementing a lesson and/or unit plan incorporating DoDEA-adopted standards, DoDEA-adopted resources, and DoDEA expectations for instruction and engagement for each of the social studies practices. Social studies educators will show evidence of learning by incorporating libraries and museums for primary and secondary resources as well as a teaching tool to support teaching and learning of the social studies' disciplinary practices. Social studies educators will show evidence of learning by creating and implementing formative and/or summative assessments on the disciplinary practices of social studies. Social studies educators will show evidence of learning by deepening and solidifying their understanding of academic language and discourse. Social studies educators will show evidence of learning by identifying ways to integrate academic language and discourse into their lessons.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Enduring Understanding: The disciplinary practices of the social studies (gathering, interpreting, and using evidence, chronological reasoning and causation, comparison and contextualization, geographic reasoning, economics and economic systems, and civic participation) are the foundation of an engaged and informed citizen in a democratic society.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Back to School:

Review/Learn AVID strategies to strategies to develop academic language and discourse among students to support Tier I instruction. CLOSE Reading for the Oath of Office The DoDEA Graduate (Wiggins and McTighe Tool Kit) Participation in Data Protocol (transfer to using data in collaborative teams) Review social studies standards and resources including the supports available within the online resources for Tier 1 instruction. Review Social Studies Practices using AVID strategies that develop academic language and discourse among students.

Quarter 1:

Use/learn an AVID Strategy that develops academic language and discourse among students to review the Economic Practices and Standards. Strategies to assess the practices (formative) Tech Tool connected to Economics and Economic Systems

Fiscal Ship

Federal Reserve Professional Learning – How can you incorporate Economics and Economic Systems into the courses you teach? Develop an inquiry-based mini-lesson using AVID strategies and formative assessment focusing on economics and economic systems aligned to a content standard that includes differentiation for Advanced Learners, students with identified learning needs, and/or English Language Learners.

Quarter 2:

Use/learn an AVID Strategy that develops academic language and discourse among students to review Chronological Reasoning and Causation AND Comparison and Contextualization. Strategies to assess the practices (formative) Tech Tool Connected to either Chronological Reasoning and Causation AND Comparison and Contextualization

Grades 7-8 Mission US <https://www.mission-us.org/play/Tools> from NARA

Chronological Thinking Middle School Chronological Thinking High School

Instructional Resources:

<https://tc2.ca/uploads/PDFs/sit/SIT-Contextualizing-historical-events.pdf> Develop an inquiry-based mini-lesson using AVID strategies and formative assessment aligned to a standard with either Chronological Reasoning and Causation OR Comparison and Contextualization that includes differentiation and a strategy to address the social –emotional and behavioral needs of students.

Virtual Field Trip to Achieve the Social Studies Disciplinary Practices – National Museum of the US Army (Live Remote)

Choice – Resources at the US National Military Museums (what's available? What's aligned with the content and practices? How will you use it in the classroom to support the "graduate"? Explore the resources from the National Museums of the Marine Corps, Navy, Airforce, and Army aligned to the social studies practices to select/develop a standard aligned, inquiry-based lessons using AVID strategies to incorporate into the third quarter.

Navy Museum Navymuseum@navy.mil USMC Museum teacher@marineheritage.org Airforce Museum nationalmuseum.mut@us.af.mil or call (937) 255-8048o Army Museum [\(b\)\(6\)@army.mil](mailto:(b)(6)@army.mil)

Quarter 3:

Use/learn an AVID Strategy that develops academic language and discourse among students to review the practices in civic engagement. Article on addressing the social and emotional needs of students in the social studies classroom.

Social Studies Content Knowledge Interventions for Students With Emotional and Behavioral Disorders: A Meta-Analysis (sagepub.com)

Strategies to assess the practices (formative) Tech Tool Connected to Civic Engagement

iCivics <https://www.icivics.org/Partnership> with the Jimmy Carter Presidential Library Teaching Civic Literacy & Engagement with Primary Sources Develop an inquiry-based mini-lesson using AVID strategies and formative assessment focusing on geographic reasoning aligned to a content standard, differentiation, and includes an instructional practice that supports the social-emotional and behavioral needs of students.

Quarter 4:

Use/learn an AVID Strategy that develops academic language and discourse among students to review the practices in geographic reasoning. Strategies to assess the practices (formative) Tech Tool connected to Geographic Reasoning

TBD

National Geographic

National Geographic Explorer Mindset Framework | National Geographic Society Video Tutorials Map Maker https://youtube.com/playlist?list=PLwDYgc65Zhn7GHDQNbvSML1A3_KNOb9A_

Develop an inquiry-based mini-lesson using AVID strategies and formative assessment focusing on geographic reasoning aligned to a content standard that includes differentiation for Advanced Learners, students with identified learning needs, and/or English Language Learners using DoDEA resources and/or strategies.

Learning Plan Outcomes - SME:

Educators will intentionally integrate social studies disciplinary practices into lessons to support learners' knowledge acquisition through skills. Educators will use (Tier 1) academic instructional practices that incorporate DoDEA-adopted standards, DoDEA-adopted resources, and DoDEA expectations for instruction and engagement. Educators will use libraries and museums for primary and secondary resources as well as a teaching tool to support teaching and learning of the social studies disciplinary practices. Educators will incorporate AVID instructional strategies that engage diverse learners in supporting the social studies disciplinary practices. Educators will utilize formative assessments to measure student learning of the disciplinary practices. Educators will deepen and solidify their understanding of academic language and discourse. Educators will identify ways to integrate academic language and discourse into their lessons.

Learning Plan Implementation Methods - SME:

The Oath (Set the Stage) The Vision of the Graduate (Set the Stage) The Social Studies Advocate (Set the Stage) Review of the Program Evaluation Data (ORID Protocol) Focus on the Disciplinary Practices Partnerships and/or Resources for the Disciplinary Practices (Synchronous Virtual or Asynchronous)
National Military Museums (Army, Marine Corps, Navy, Airforce assigned as appropriate) Economics and Economic Systems – Federal Reserve St. Louis Civic Participation – Jimmy Carter Presidential Library Geographic Reasoning – National Geographic Society (Resources) National Geospatial-Intelligence Agency (NGA) Chronological Reasoning and Causation – TBD Comparison and Contextualization - TBD Gathering, Interpreting, and Using Evidence – TBD
AVID Strategies Embedded and Discussed Opportunity to create a standards-based learning experience and assessment for each disciplinary practice.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework.

Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation.

Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies

Align applicable requirements of DoDEA administrative instructions and Executive Order 13160.

Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Describe safe, unsafe, and unwanted touch, permission to touch, public versus private, and active supervision.

Understand modeling of culturally and developmentally appropriate permission to touch.

Support children and adolescents through reporting safe, unsafe, and unwanted touch.

Know how to respond to sexual behavior challenges.

DoDEA Mandatory Training**

*Educators that have already completed PSBCY training will begin completion of annual mandatory training during this time.

Access the DODEA Annual Mandatory training courses via Cornerstone on Demand.

Begin completion of DODEA Annual Mandatory training courses in anticipation of the September 30, 2024 deadline

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment Digital journal Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements as they relate to the unique educator roles at the school level

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the learning as it relates to the unique educator roles at the school level

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6)@dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001->School Year 2023-24 Professional Learning->Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a>

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Social Studies educators will:1. Articulate the importance of social studies education in a democratic society.2. Contribute to future professional learning by participating in a data analysis protocol of the social studies program evaluation.3. Study DoDEA-adopted standards, DoDEA-adopted resources, and DoDEA expectations for instruction and engagement to support Tier 1 academic instruction.4. Articulate each of the social studies practices.5. Learn AVID strategies to develop academic language and discourse among students6. Develop inquiry-based lessons using AVID strategies

Back to School Day 2 Session-Specific Measurable Evidence:

Program Monitoring via site visits

Learning Walkthrough Tool

District ISS follow-up and support

Two weeks after action follow-up email (crafted by the ISS team)

Quarter 1 Professional Learning – Incorporate an AVID strategy for reflecting on how they used the learning in the classroom.

Back to School Day 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 2 - Location of PL Materials:

Access directions below. Contact your local ISS for assistance.

Part 1 Schoology Course: Secondary Core Instruction: Section 001 -- Access Code 4C5C-VGFT-GJM83 Part 2 Option 1 Cornerstone: 6-12 Social Studies Back to School Professional Learning SY 23-24"Part

2 Option 2 Schoology Course: Social Studies Collaborative: Section 1: "6-12 Social Studies Back to School Professional Learning SY 23-24" --- Access Code H2TN-62PC-FQR5Z

Quarter 1

Qtr 1 Session-Specific Objectives:

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Social Studies educators will:

Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners. Describe instructional practices for Economics and Economic Systems. Use resources and core instructional strategies to engage diverse learners in practices in Economics and Economic systems (Tier 1). Create a mini lesson and a formative assessment aligned to a standard with an economic practice supporting Tier 1 instruction using DoDEA resources and core instructional strategies.

Qtr 1 Session-Specific Measurable Evidence:

Program Monitoring via site visits

Learning Walkthrough Tool

District ISS follow-up and support.

Two weeks after action follow-up email (crafted by the ISS team)

Contribution to grade level or content bank lesson plan and formative assessment.

Quarter 2 Professional Learning – Incorporate an AVID strategy for reflecting on how they used the learning from Quarter 1 in the classroom.

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

Cornerstone

6-12 Social Studies Quarter 1 Professional Learning SY 23-24

Schoology

Social Studies Collaborative Course H2TN-62PC-FQR5Z

Zoom Link - Live with the Federal Reserve

<https://stlouisfed-org.zoomgov.com/meeting/register/vJltdeuqrj8rGdj-LhOrin2503qRyaYPswE>

Quarter 2

Qtr 2 Session-Specific Objectives:

Social Studies educators will:

Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners. Describe instructional practices for Chronological Reasoning and Causation AND Comparison and Contextualization. Use resources and core instructional strategies to engage diverse learners in practices in Chronological Reasoning and Causation AND Comparison and Contextualization. Create an inquiry-based mini-lesson and a formative assessment that may incorporate a remote fieldtrip or resources from a museum aligned to a standard with either Chronological Reasoning and Causation OR Comparison and Contextualization to support Tier 1 instruction.

Qtr 2 Session-Specific Measurable Evidence:

AVID reflection strategy of Quarter 1 learning (see Quarter 1)Program Monitoring via site visits

Learning Walkthrough Tool

District ISS follow-up and support.

Two weeks after action follow-up email (crafted by the ISS team)

Contribution to grade level or content bank lesson plan and formative assessment.Quarter 3 Professional Learning – Incorporate an AVID strategy reflecting on how they used the learning in the classroom.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology

Social Studies Collaborative Course | Join Code: H2TN-62PC-FQR5Z Schoology>Materials --> SY 23-24 Professional Learning --> Quarter2

Cornerstone

Social Studies Professional Learning: SY 22 - 23 Quarter 2 (csod.com)

Quarter 3

Qtr 3 Session-Specific Objectives:

Social Studies educators will:

Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners.Describe instructional practices for civic engagement.Incorporate DoDEA-adopted resources and DoDEA expectations to address the social-emotional and behavioral needs of students with social studies best practices (Tier1).Use resources and strategies (including AVID) to engage diverse learners in practices in civic engagement.Create an inquiry-based mini-lesson aligned to a standard with civic engagement practices, differentiation, and includes an instructional practice that supports the social-emotional and behavioral needs of students.

Qtr 3 Session-Specific Measurable Evidence:

AVID reflection strategy of Quarter 2 learning (see Quarter 2)Program Monitoring via site visits

Learning Walkthrough Tool

District ISS follow-up and support.

Two weeks after action follow up email (crafted by the ISS team)

Contribution to grade level or content bank lesson plan and formative assessment.Quarter 3 Professional Learning – Incorporate an AVID strategy reflecting on how they used the learning in the classroom.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Professional Learning resources are embedded in the course.

Schoology - Social Studies Collaborative (Course Code - H2TN-62PC-FQR5Z)

Cornerstone - 6-12 Social Studies Civic Practices Q3 Professional Learning SY 23-24

Quarter 4

Qtr 4 Session-Specific Objectives:

Social Studies educators will:1. Build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices to support all learners.
2. Describe instructional practices for geographic reasoning.3. Use resources and strategies (including AVID) to engage diverse learners in practices in geographic reasoning (Tier 1)
4. Review the updated Scope and Sequence in preparation for the 2024 - 2025 school year.5. Create an inquiry-based mini-lesson aligned to a standard with a geographic reasoning practice that includes differentiation and a strategy to address the social –emotional and behavioral needs of students.

Qtr 4 Session-Specific Measurable Evidence:

AVID Reflection Strategy of Quarter 3 (See Quarter 3)Program Monitoring via site visits
Learning Walkthrough Tool
District ISS follow-up and support.
Two weeks after action follow-up email (crafted by the ISS team)
Contribution to grade level or content bank lesson plan and formative assessment.Final Reflection – Flip Grid or Other Tech Presentation Tool (choice board)

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Professional Learning resources are embedded in the course.
Schoolology - Social Studies Collaborative (Course Code - H2TN-62PC-FQR5Z)
Cornerstone - 6-12 Social Studies Geographic Practices Q4 Professional Learning SY 23-24

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

02/06/2024 06:53:30 - (b)(6) (Comments)
Approved

01/09/2024 20:08:06 - (b)(6) (Comments)
Approved

01/06/2024 11:00:14 - (b)(6) (Comments)
Approved

10/11/2023 11:39:13 - (b)(6) (Comments)
Approved

10/11/2023 11:38:54 - (b)(6) (Comments)
Approved

10/10/2023 11:53:28 - (b)(6) (Comments)
Approved

09/26/2023 10:00:35 - (b)(6) (Comments)
Approved

09/26/2023 10:00:09 - (b)(6) (Comments)
Approved

09/15/2023 12:01:55 - (b)(6) (Comments)
Approved

09/15/2023 11:26:38 - (b)(6) (Comments)
Approved

09/15/2023 11:26:36 - (b)(6) (Comments)
Approved

08/11/2023 08:56:36 - (b)(6) (Comments)
Approved

08/10/2023 16:03:12 - (b)(6) (Comments)
Approved

08/08/2023 13:52:54 - (b)(6) (Comments)

Approved

08/02/2023 11:57:19 - (b)(6) (Comments)

Approved

07/27/2023 22:29:56 (b)(6) (Comments)

Approved

07/26/2023 20:00:36 - (b)(6) (Comments)

Approved

07/25/2023 13:12:51 - (b)(6) (Comments)

Approved

06/15/2023 16:19:41 - (b)(6) (Comments)

Approved

05/25/2023 07:49:13 (b)(6) (Comments)

Approved

01/19/2023 10:12:47 - (b)(6) (Comments)

Please add any comments here

Professional Learning Event

Arc Name:	Special Ed: Alternate Content Standards	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	LIMS and LISP Teachers	Sub Code:	

Provide Arc of Learning input here:
Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred?Task 2: Identify what data is needed to evaluate professional learning.What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students?From participants?What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students?From participants?Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:
Teacher Evaluation Feedback from CCRS Quarterly PLsTeacher Evaluation Feedback from ACS PLsQualitative analysis of teacher work samples in Schoology for CCRS Quarterly PL activitiesSpecial Ed Catapult Professional Learning Evaluation ResponsesCatapult Coaching Conversations

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Special Education LIMS-LISP Teachers deliver specially designed instruction that ensures access to the general curriculum through modifications so that the student can meet the same academic standards as his/her nondisabled peers and to ensure progress toward meeting IEP goals and objectives. Autism Teacher Leaders (AUTLs) support the delivery of specially designed instruction that ensures access to the general curriculum through modifications so that the student can meet the same academic standards as his/her nondisabled peers and to ensure progress toward meeting IEP goals and objectives. Special Education LIMS-LISP Teachers and AUTLs use data-driven decisions to inform specially designed instructional strategies and practices to increase engagement and academic achievement of students with disabilities utilizing the alternate content standards. Special Education LIMS-LISP Teachers and AUTLs use reflective practices and collaborative approaches to become aware of their underlying beliefs and assumptions about learning and teaching, promote a positive learning environment, and inform high-quality teaching and learning approaches for students with significant cognitive disabilities.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Data-driven decisions inform specially designed instructional strategies and practices to increase engagement and academic achievement of students with disabilities. Utilizing reflective practice and collaborative approaches informs high-quality teaching and learning approaches for students with significant cognitive disabilities. Unpacking the Alternate Content Standards for Science and Social Studies is a critical process that enables Special Education LIMS-LISP Teachers to effectively meet the diverse learning needs of students with significant cognitive disabilities by breaking down complex standards into smaller, more manageable components.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Back to School

Day 1: Agency-wide Professional Learning Day 2: Learn and understand skills and strategies gained through Unique Learning System's professional-led webinars can help educators spark growth and

achievement in unique learner.

Teachers will deepen knowledge and refine instructional practices for demonstrated measurable improvement in student outcomes.

Demonstrate how evidence-based strategies and supports in the Unique Learning System will engage and increase participation in students who require maximum support.

Teachers will pinpoint learning gaps, identify precise intervention strategies, and implement with ULS solutions for at least four students in their classroom.

Fall ACS PL

After unpacking the Alternate Content Standards for Science to identify key concepts and skills, educators will be able to intentionally plan lessons across disciplines. Educators will identify and develop a question or problem to investigate based on an alternate content standard, determine background knowledge and vocabulary needed related to the standard and write an accessible "wonder story" for students to serve as an anchoring event to an inquiry lesson for the ACS in science and the ACS in social studies.

Quarter 1

Revisit ULS Interims (first timers/Refreshers) to complete a checkpoint, calendar, timeline, and data interpretation to ensure the system is implemented.

Teachers will review the implementation steps necessary for completing 100% of all ULS Interims for required reporting periods.

Understand the need for individualized learning, moving away from the broader College and Career Ready Standards (CCRS) to focus on specially designed instruction provided by LIMS and LISP teachers who teach students with the most significant cognitive disabilities.

Teachers will learn at least two strategies to adapt, as appropriate, to the needs of a student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum.

Quarter 2

Learn how to build core academic and life skills and support independent skills practice using the ULS resource.

Teachers will learn to implement at least 6 of the following skills: critical softskill areas such as cause and effect, problem solving and persistence, attention to detail, task completion, goal setting, creative discovery, gains in memory, digital literacy and navigation, and social awareness to meet their students needs.

Explore ways to spark essential conversations at school and home by infusing weekly current events issues into lessons and activities.

Teachers will learn to incorporate at least 2 weekly current events into lessons and activities.

Engage in Alternate Content Standards Professional Learning coaching opportunities based on their need that focus on common challenges and areas for growth.

Teachers will focus and collaborate on their individual goals for implementing ACS with students with significant disabilities.

Quarter 3

Analyze student and classroom level data resulting from interim assessment to identify instructional shifts and support IEP planning utilizing ULS Classroom Report Analysis.

Teachers will learn how to utilize ULS assessments and reliable data to demonstrate student progress for at least four students in their classrooms.

Engage in the Rethink Ed web-based learning environment to acquire new skills and knowledge focusing on data collection/progress monitoring tools needed to work with students with significant disabilities.

Teachers will practice application exercises to implement data collection/progress monitoring tools to work with at least 4 students in their classrooms.

Apply a learner-centered approach by utilizing Rethink Ed tools and resources to create a student academic and/ or behavior plan(s), review relevant materials, collect, and analyze data, and reflect on student plan implementation in the classroom.

Identify at least three Rethink Ed resources for classroom implementation and implementation support.

Winter ACS PL

Day 1

Educators will incorporate inquiry-based learning approaches more frequently in their science and social studies lessons. Create plans using the 5E or task analytic model model when teaching the ACS Science standards using an inquiry-based approach.

What is the 5E model?When to use 5E vs task-analytic inquiry/Interdisciplinary connections to Math Essential Elements (EEs)

Students will be more engaged in the lesson and encourage to ask questions, investigate topics, and actively participate in hands-on activities, fostering a deeper understanding of the ACS Science and Social Studies Standards.

Day 2

Using the 5E lesson developed in day one, educators will revise upcoming lesson plans to include to apply principles of UDL, graphic organizers and various other scaffolds to support the accessibility and engagement of social studies alternate content studies for individual students.

Data driven instructional decisions making based on individual student data and adjusting instructional practice as needed.Plan and develop social studies instruction that incorporates a structured inquiry-based approach and makes interdisciplinary connections to the ELA EEs.Engage in reflective practice to prepare for Q4 coaching session.

Spring ACS PL

Educators will use graphic organizers as a way to scaffold learning to meet the needs of all students.Focus on implementation of the ACS key concepts and skills in Science and Social Studies standards during the know phase.Active student engagement where students contribute questions and topics specific to the standard during the want to know phase.

Lesson plans that include multiple evidence-based practices across all content areas for the first five days of next school year) based on:
Who am I teaching?What am I teaching?How am I teaching?

Quarter 4

Understand the need for individualized learning, moving away from the broader College and Career Ready Standards (CCRS) to focus on specially designed instruction provided by LIMS and LISP teachers who teach students with the most significant cognitive disabilities.

Teachers will learn strategies to adapting, as appropriate to the needs of a student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum.

Engage in Alternate Content Standards Professional Learning coaching opportunities based on their need that focus on common challenges and areas for growth.

Teachers will focus and collaborate on their individual goals for implementing ACS with students with significant disabilities.

Learning Plan Implementation Methods - SME:

Asynchronous training modules: Review and build upon content knowledge, skills and instructional practices necessary for delivery of databased decisions to inform instructional practices for learningCollaborative discussion boards: Provides opportunity to work and collaborate to learn and grow together as a professional learning communityIndividual Coaching Sessions: Coaching supports LIMS-LISP teachers to improve their capacity to reflect and apply their learning to their work with students focusing around DuFour's four essential questions to support teacher growth.ISS support with ULS/Rethink Ed: ISS supports teachers with the application of their learning to their work with students.Innovation Configuration Maps (ICMs) for teachers provide a well-defined, unique set of expected actions and behaviors for each HLP and EBP; it is an effective tool for teacher self-reflection and personal growth.Through careful planning and implementation of the DLM ELA Essential Elements to increase achievement in reading and writing for students with significant cognitive disabilities.By pairing High-Leverage Practices (HLPs) and Evidence-Based Practices (EBPs) in instruction to meet the unique needs of each student.

[Back to School Day 1](#)

Back to School Day 1 Session-Specific Objectives:**MTSS**

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework.

Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation.

Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies

Align applicable requirements of DoDEA administrative instructions and Executive Order 13160.

Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment

Digital journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements as they relates to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the learning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6)@dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001->School Year 2023-24 Professional Learning->Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a>

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Complete the Unique Learning Systems (ULS) Back-to-School Checklist Plan. Explore the Applied Behavior Analysis (ABA) Series focusing on (1) Relationship Building, (2) Setting up the Physical Environment, and (3) Motivating Operations.

Back to School Day 2 Session-Specific Measurable Evidence:

Evidence of application of data-informed instructional practices
Data informed instructional practices

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology Course: Alternate Content Standards

Access Code: X9C94-NDJT5'

Course Folder: SY23-24 LIMS-LISP Teachers Professional Learning Sessions for CCR Days

Folder.SY23-24 LIMS-LISP Teachers Professional Learning Sessions for CCR Days

Quarter 1

Qtr 1 Session-Specific Objectives:

Explore Unique Learning system resources and strategies for applying the science of reading to unique learners, utilizing data for student achievement, empower students to self-regulate, and keep the focus in learning. Explore the Applied Behavior (ABA) Series on (1) The Basics of Problem Behavior, (2) Describing Behavior, and (3) Function and Assessment of Problem Behavior.

Qtr 1 Session-Specific Measurable Evidence:

Drive instruction based on the checkpoint data collection from student pre-and post-assessments. Data informed instructional practices. Evidence of data analysis with IEP PLAAF statements

Qtr 1 - Method of Delivery:

Run By : (b)(6)

09/11/2025 08:18:01 Eastern Daylight Time

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology Course: Alternate Content Standards

Access Code: X9C94-NDJT5'

Course Folder: SY23-24 LIMS-LISP Teachers Professional Learning Sessions for CCR Days

Quarter 2

Qtr 2 Session-Specific Objectives:

Explore Unique Learning System resources and strategies for applying data-informed instructional practices. Explore the Applied Behavior (ABA) Series on the basics of how to identify reinforcers, how to know if reinforcers are effective, types of reinforcers, how to fade reinforcement, and how to identify student preferences. Understand how to know if something is reinforcing and how to implement a reinforcer preference assessment.

Qtr 2 Session-Specific Measurable Evidence:

Evidence of application of data-informed instructional practices Evidence of application of coaching process within instructional practices for students Evidence of application of reinforcing within the classroom

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology Course: Alternate Content Standards

Access Code: X9C94-NDJT5'

Course Folder: SY23-24 LIMS-LISP Teachers Professional Learning Sessions for CCR Days

Quarter 3

Qtr 3 Session-Specific Objectives:

Teachers will learn how to utilize ULS assessments and reliable data to demonstrate student progress for at least four students in their classrooms Teachers will practice application exercises to implement data collection/progress monitoring tools to work with at least 4 students in their classrooms. Teachers will identify at least three Rethink Ed resources for classroom implementation and implementation support.

Qtr 3 Session-Specific Measurable Evidence:

Evidence of application of data-informed instructional practices Evidence of data analysis with IEP PLAAF statement

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology Course: Alternate Content Standards

Access Code: X9C94-NDJT5'

Course Folder: SY23-24 LIMS-LISP Teachers Professional Learning Sessions for CCR Days

Quarter 4

Qtr 4 Session-Specific Objectives:

Teachers will learn strategies to adapting, as appropriate to the needs of a student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum. Teachers will focus and collaborate on their individual goals for implementing ACS with students with significant disabilities.

Qtr 4 Session-Specific Measurable Evidence:

Evidence of application of data-informed instructional practicesEvidence of data analysis with IEP PLAAF statementsEvidence of application of coaching process within instructional practices for students

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology Course: Alternate Content Standards

Access Code: X9C94-NDJT5'

Course Folder: SY23-24 LIMS-LISP Teachers Professional Learning Sessions for CCR Days

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Identify shifts in science instruction for students with significant cognitive disabilities.Explore and identify key concepts and skills of DoDEA Alternate Content Standards in Science. Identify how to integrate alternate content standards in science with DoDEA Instructional Resources including the ELA and Math Essential Elements.Using the Alternate Content Standards in Science, identify and use the inquiry process to develop a Wonder Story

Fall Day 1 Session-Specific Measurable Evidence:

After unpacking the Alternate Content Standards for Science to identify key concepts and skills, educators will be able to intentionally plan lessons across disciplines. Educators will identify and develop a question or problem to investigate based on an alternate content standard, determine background knowledge and vocabulary needed related to the standard and write an accessible "wonder story" for students to serve as an anchoring event to an inquiry lesson for the ACS in science and the ACS in social studies.

Fall Day 1 - Method of Delivery:

Asynchronous

Fall Day 1 - Location of PL Materials:

Schoology Course NAME: Alternate Content Standards

Access Code --> X9C94-NDJT5

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Identify shifts in science instruction for students with significant cognitive disabilities. Explore and identify key concepts and skills of DoDEA Alternate Content Standards in Social Studies. Identify how to integrate alternate content standards in science with DoDEA Instructional Resources including the ELA Essential Elements. Using the Alternate Content Standards in Social Studies, identify and use the inquiry process to develop a Wonder Story

Fall Day 2 Session-Specific Measurable Evidence:

After unpacking the Alternate Content Standards for Social Studies, educators will be able to identify key concepts and skills and intentionally plan to teach the standards during ELA and Social Studies. Educators will identify and develop a question or problem to investigate based on an alternate content standard for social studies, determine background knowledge and vocabulary needed related to the standard and write an accessible "wonder story" for students to serve as an anchoring event to an inquiry lesson.

Fall Day 2 - Method of Delivery:

Asynchronous

Fall Day 2 - Location of PL Materials:

Schoology Course NAME: Alternate Content Standards

Access Code --> X9C94-NDJT5

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Identify the components of the 5E (Engage, Explore, Explain, Elaborate, and Evaluate). Using the inquiry-based instructional model and an Alternate Content Standard for Science and Social studies, develop model 5E (Engage, Explore, Explain, Elaborate, and Evaluate) activities to teach the Alternate Content Standards in the classroom.

Winter Day 1 Session-Specific Measurable Evidence:

Educators will incorporate inquiry-based learning approaches more frequently in their science and social studies lessons. Create plans using the 5E or task analytic model when teaching the ACS Science standards using an inquiry-based approach.

What is the 5E model? When to use 5E vs task-analytic inquiry? Interdisciplinary connections to Math Essential Elements (EEs)

Students will be more engaged in the lesson and encourage to ask questions, investigate topics, and actively participate in hands-on activities, fostering a deeper understanding of the ACS Science and Social Studies Standards.

Winter Day 1 - Method of Delivery:

Asynchronous

Winter Day 1 - Location of PL Materials:

Schoology Course NAME: Alternate Content Standards

Access Code --> X9C94-NDJT5

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Identify the core principles of UDL and how to provide multiple means of engagement, representation, and action and expression when teaching the Alternate Content Standards Science and Social Studies. Implement Universal Design for Learning (UDL) principles within the context of the 5E to meet the diverse and unique needs of students with significant disabilities in Science and Social Studies. Reflect on current teaching practices to prepare for Q4 coaching session.

Winter Day 2 Session-Specific Measurable Evidence:

Using the 5E lesson developed in day one, educators will revise upcoming lesson plans to include to apply principles of UDL, graphic organizers and various other scaffolds to support the accessibility and engagement of social studies alternate content studies for individual students.

Data driven instructional decisions making based on individual student data and adjusting instructional practice as needed. Plan and develop social studies instruction that incorporates a structured inquiry-based approach and makes interdisciplinary connections to the ELA EEs. Engage in reflective practice to prepare for Q4 coaching session.

Winter Day 2 - Method of Delivery:

Asynchronous

Winter Day 2 - Location of PL Materials:

Schoology Course NAME: Alternate Content Standards

Access Code --> X9C94-NDJT5

Spring Day 1**Spring Day 1 Session-Specific Objectives:**

Identify and review use of graphic organizers such as the K-W-H-L graphic organizer in scaffolding and teaching content and knowledge found in the Alternate Content Standards for Science and Social Studies. Develop a model K-W-H-L graphic organizer to use for teaching and scaffolding the content and knowledge found in the Alternate Content Standards for Science and Social Studies.

Spring Day 1 Session-Specific Measurable Evidence:

Educators will use graphic organizers as a way to scaffold learning to meet the needs of all students. Focus on implementation of the ACS key concepts and skills in Science and Social Studies standards during the know phase. Active student engagement where students contribute questions and topics specific to the standard during the want to know phase.

Spring Day 1 - Method of Delivery:

Asynchronous

Spring Day 1 - Location of PL Materials:

Schoology Course NAME: Alternate Content Standards

Access Code --> X9C94-NDJT5

Spring Day 2

Run By : (b)(6)

09/11/2025 08:18:01 Eastern Daylight Time

Spring Day 2 Session-Specific Objectives:

Teach students to maintain and generalize new learning across multiple times and settings. As a culminating activity, participants will intentionally plan the first five days of the 2024-2025 school year using the following evidence-based practices (explicit instruction, systematic prompting, multiple exemplars, task analytic inquiry instruction, graphic organizers, principles of universal design for learning, and cognitive and metacognitive strategies to provide intensive instruction for students with significant disabilities across all four content areas.

Spring Day 2 Session-Specific Measurable Evidence:

Lesson plans that include multiple evidence-based practices across all content areas for the first five days of next school year) based on:
Who am I teaching? What am I teaching? How am I teaching?

Spring Day 2 - Method of Delivery:

Asynchronous

Spring Day 2 - Location of PL Materials:

Schoology Course NAME: Alternate Content Standards
Access Code --> X9C94-NDJT5

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

03/28/2024 14:25:14 - (b)(6) (Comments)
Approved

10/13/2023 11:21:25 - (b)(6) (Comments)
Approved

10/13/2023 11:21:09 - (b)(6) (Comments)
Approved

09/22/2023 15:41:29 - (b)(6) (Comments)
Approved

09/22/2023 15:41:29 - (b)(6) (Comments)
Approved

09/22/2023 15:41:09 - (b)(6) (Comments)
Approved

08/11/2023 14:52:20 - (b)(6) (Comments)
Approved

08/11/2023 14:45:36 - (b)(6) (Comments)
Approved

08/11/2023 14:43:21 - (b)(6) (Comments)
Add sub code

08/11/2023 08:57:52 - (b)(6) (Comments)
Approved

08/09/2023 08:52:45 - (b)(6) (Comments)
Approved

08/03/2023 09:00:42 - (b)(6) (Comments)
Approved

08/02/2023 11:59:31 - (b)(6) (Comments)
Approved

07/27/2023 22:33:06 - (b)(6) (Comments)

Run By : (b)(6)

09/11/2025 08:18:01 Eastern Daylight Time

Approved

07/27/2023 11:15:34 - (b)(6) (Comments)

Approved

07/26/2023 13:54:23 - (b)(6) (Comments)

Approved

05/24/2023 14:13:27 - (b)(6) (Comments)

Approved

01/19/2023 10:12:47 - (b)(6) (Comments)

Please add any comments here

Professional Learning Event

Arc Name:	Special Ed: Assessors & Speech Assessors	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	Special Education Assessors and Speech/Language Assessors	Sub Code:	N/A

Provide Arc of Learning input here:
Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred?Task 2: Identify what data is needed to evaluate professional learning.What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students?From participants?What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students?From participants?Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:
Assessors Evaluation Feedback from CCRS Quarterly PLsQualitative analysis of Assessors work samples in Schoology for CCRS Quarterly PL activities

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Special Education Assessors and Speech/Language Assessors deliver high-quality evaluation services to the CSC team to ensure the delivery of high-quality assessment practices. Special Education Assessors and Speech/Language Assessors use reflective practices and collaborative approaches to become aware of their underlying beliefs and assumptions about assessment practices, learning and teaching as well as promote a positive learning environment.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Special Education Assessors and Speech/Language Assessors deliver high-quality evaluation services to the CSC team to ensure the delivery of high-quality assessment practices. Special Education Assessors and Speech/Language Assessors use reflective practices and collaborative approaches to become aware of their underlying beliefs and assumptions about assessment practices, learning and teaching as well as promote a positive learning environment.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Back to School

Day 1: Agency-wide Professional Learning Day 2: Review and build upon content knowledge, skills, and service delivery practices necessary for delivering high-quality assessment and evaluation services for increased outcomes that include but are not limited to (1) how to use assessment data for educational planning and skill development, (2) how to write an accurate and defensible assessment report which meets the applicable legislation, court precedent, and policy, such as Individuals with Disabilities Education Improvement Act and DoD Memorandum 1342.12

Quarter 1

Review and build upon content knowledge, skills, and service delivery practices necessary for delivering high-quality assessment and evaluation services for increased outcomes that include but are not limited to (3) how to report results such as, explaining the results to the individualized education program (IEP) team, as well as accurate and defensible report writing (in a readily consumable manner which avoids reliance on jargon and technical terms where possible). Practice the skill of connecting assessment outcomes to instruction, i.e., connecting the skills the student demonstrated in the assessment are then translated into present levels of performance and measurable IEP goals.

Quarter 2

Use reflective practices and collaborative approaches to become aware of their underlying beliefs and assumptions about assessment practices, learning and teaching as well as promote a positive learning environment to include (1) study of the ethics of assessment, and relevant court cases/ legislation, (2) review of assessments in native language, standard vs non-standard administration, and other applicable assessment types, and (3) exploration of IEP collaboration techniques.

Quarter 3

Learn and understand best practices designed for both special education assessors and speech/language assessors. Topics may include:
Best practices in eligibility determination Using non-standardized assessments to obtain information for eligibility

Quarter 4

Learn and understand best practices designed for both special education assessors and speech/language assessors. Topics may include:
Autism English learners (ELs) Emotional disability Other health impairments Specific learning disabilities

Learning Plan Implementation Methods - SME:

Asynchronous training modules: Review and build upon content knowledge, skills, and service delivery practices necessary for delivering high quality assessment and evaluation services for increased outcomes. Collaborative discussion boards: Provides opportunity to work and collaborate to learn and grow together as a professional learning community. ISS support: ISS supports assessors with the application of their learning to their work with students.

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

MTSS

Educators will self-assess their current reality on select principles and practices from the DoDEA MTSS Framework.

Educators will reflect on foundational knowledge, skills, and beliefs related to MTSS implementation.

Educators will be able to use the DoDEA MTSS Guide to locate guidance and resources for MTSS implementation.

Student Discipline and Dress Code

Provide an overview of the revised Student Rights and Responsibilities (DoDEA AI 1353.01) and Student Disciplinary Rules and Procedures (DoDEA AI 1347.01) policies

Align applicable requirements of DoDEA administrative instructions and Executive Order 13160.

Introduce new reporting requirements and procedures for DoDEA educators at all levels

Problematic Sexual Behavior in Children and Youth (PSBCY)*

*Educators are required to complete this training if they did not complete within the last 3 years.

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment

Digital journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements as they relates to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the leaning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6)@dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001 -> School Year 2023-24 Professional Learning->Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a>

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Develop and identify the characteristics of dyslexia
Develop an understanding of the policy requirements for Specific Learning Disability (SLD) assessment
Define and identify the steps and tasks to complete within the Core Selective Evaluation Process (C-SEP)
Participate in the data review process prior to conducting assessments for dyslexia

Back to School Day 2 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices.
Utilize C-SEP problem-solving process to determine appropriate assessment plan for dyslexia.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology Course: DoDEA Special Education Assessors & Speech and Language Assessors

Access Code: P8TK-XTTD-SBMPH

Quarter 1

Qtr 1 Session-Specific Objectives:

Utilize reflective practice and collaborative approaches informs high quality evaluation and assessment approaches for students with disabilities.
Develop and identify the characteristics of dyslexia
Develop an understanding of the policy requirements for Specific Learning Disability (SLD) assessment

Qtr 1 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices.
Utilize C-SEP problem-solving process to determine appropriate assessment plan for dyslexia.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology Course: DoDEA Special Education Assessors & Speech and Language Assessors
Access Code: P8TK-XTTD-SBMPH

Quarter 2

Qtr 2 Session-Specific Objectives:

Provide an overview of the WIIP dyslexia assessment using Woodcock Johnson, VI assessment tools. Develop assessment techniques using the Woodcock Johnson, IV Oral Language, Cognitive, and Achievement Assessment batteries.

Qtr 2 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices. Utilize assessment results to identify students with dyslexia.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology Course: DoDEA Special Education Assessors & Speech and Language Assessors

Access Code: P8TK-XTTD-SBMPH

Quarter 3

Qtr 3 Session-Specific Objectives:

Utilize reflective practice and collaborative approaches informs high quality evaluation and assessment approaches for students with disabilities. Develop and identify the characteristics of dyslexia. Develop an understanding of the policy requirements for Specific Learning Disability (SLD) assessment

Qtr 3 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices. Utilize C-SEP problem-solving process to determine appropriate assessment plan for dyslexia.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology Course: DoDEA Special Education Assessors & Speech and Language Assessors

Access Code: P8TK-XTTD-SBMPH

Quarter 4

Qtr 4 Session-Specific Objectives:

Utilize reflective practice and collaborative approaches informs high quality evaluation and assessment approaches for students with disabilities. Develop and identify the characteristics of dyslexia. Develop an understanding of the policy requirements for Specific Learning Disability (SLD) assessment

Qtr 4 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices.Utilize C-SEP problem-solving process to determine appropriate assessment plan for dyslexia.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology Course: DoDEA Special Education Assessors & Speech and Language Assessors

Access Code: P8TK-XTTD-SBMPH

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Run By : (b)(6)

09/11/2025 08:18:41 Eastern Daylight Time

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

03/28/2024 14:27:48 - (b)(6) (Comments)
Approved

10/13/2023 10:34:56 - (b)(6) (Comments)
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08/11/2023 09:00:39 - (b)(6) (Comments)
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08/09/2023 08:53:19 - (b)(6) (Comments)
Approved

08/02/2023 12:07:51 - (b)(6) (Comments)
Approved

07/27/2023 22:36:58 - (b)(6) (Comments)
Approved

07/26/2023 13:12:49 - (b)(6) (Comments)
Approved

05/24/2023 14:10:43 - (b)(6) (Comments)
Approved

01/19/2023 10:12:47 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	World Language – Secondary Language Teachers	School Year:	2023-2024
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	World Language Educators	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

World Language course enrollment by language
 Student Data from ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) (Language proficiency and performance assessment for student in all language levels 2 and 4)

LWT Data

SY22-23 data indicators high % of NOT observed indicators:

SF03 Digital Multiple Media SF06 Flexible Grouping SFO11 Complex Text

SY22-23 Strategic School Visits

Evidence of need, as observed during SY22-23 Strategic School Visits to World Language classrooms, conversations with World Language teachers and conversations with World Language students.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

World Language teachers use teaching and learning strategies that are conducive to increased language proficiency, as evidenced by teaching and learning behaviors observed during SY23-24 Strategic Instructional Visits. World Language Teachers deliver purposeful communicative language learning that is conducive to increased language acquisition (as evidenced by available LWT data). World Language Teachers use student data to inform and differentiate classroom learning experiences for increased student language acquisition through project-based learning (PBL). An increase of student scores in the DoDEA-CAS language performance and proficiency assessment (currently, the AAPPL) in the areas of listening and speaking.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Delivering purposeful communicative language learning increases student language acquisition. Student data informs and allows for differentiated classroom learning experiences to further increase student language acquisition.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Educators will engage in observable teaching behaviors that evidence purposeful communicative language teaching, with the goal of increasing student language competence that prioritizes interpersonal (listening and speaking) and presentational (speaking and writing) skills, but that also integrates interpretative (reading and writing) skills. Educators will engage in observable teaching behaviors that evidence the application of research-based second language theory and methodology to planning and instruction. Educators will use available student data from summative and formative assessment data sources to inform differentiated classroom learning experiences to further increase student language acquisition. Educators will use DoDEA-IT vetted online tools and apps in their classrooms to enrich and extend target language and culture(s) instruction.

Learning Plan Implementation Methods - SME:

General Learning Plan for SY23-24:

Educators will explore core instruction teaching and learning strategies to build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices that support all learners in a world language classroom. Educators will explore research-based language acquisition and communicative theory that must drive World Language Standards-driven classroom instruction to help them draw connections between theoretical concepts and their own experiences as a language educator. Educators will access, explore and independently practice the use of DoDEA IT-vetted and approved online tools and its applications in the world language classroom. Educators will examine second language acquisition myths, and how learning about the research-based facts that dispel those myths may better support their own teaching towards a more communicative and proficiency-oriented classroom.

Implementation Tools and Techniques for SY23-24:

Focused Collaboration (Whenever possible, with other world language teachers in the school or Region) Data Analysis Protocols Summative and Formative Assessment Analysis Analysis of Student Work Intentional Planning Reflective Practices

BTS Day 2:

Educators will explore core instruction teaching and learning strategies to build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices that support all learners in a world language classroom. Educators will explore strategies from ACTFL's VLM #1 Input Processing to Output that align with instruction that supports the DoDEA CCRS World Language Standards and how they translate to the world language classroom. Educators will investigate and explore second language acquisition myths, share their findings with others, and how understanding them provides opportunities to modify their instruction to be even more focused on communication. Educators will access, explore and independently practice a DoDEA IT-vetted and approved online tools.

Quarter 1:

Educators will continue to explore core instruction teaching and learning strategies to build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices that support all learners in a world language classroom. Educators will research and examine the following language acquisition myths: "Everyone agrees on what it means to be bilingual/Bilinguals speak two languages perfectly" and share their findings with other world language colleagues, focusing on how to serve the linguistic needs of multilingual students in their world language classrooms. Educators will review a variety of summative and formative assessments that are specific to the world language classroom, and that will allow them to use data (other than the demographic and achievement data available from the AAPPL administrations) to inform their own planning and instruction. Educators will access, explore and independently practice the use of a DoDEA IT-vetted online tool specifically to be used in the world language classroom.

Quarter 2:

Educators will continue to explore core instruction teaching and learning strategies to build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices that support all learners in a world language classroom. Educators will explore strategies for empowering learners to have them lead, discover, collaborate, take actions, make decisions about their learning, and grow as independent learners. Educators will examine a second language acquisition myth: "Learners always benefit from correction" and will draw connections to their own experiences to arrive to conclusions that help understand and dispel such myth. Educators will continue to use available student data from summative and formative assessment data sources (i.e., AAPPL BI, their own assessments and project-based language learning (PBLL) to inform classroom practices to further increase student language acquisition, with a focus on interpersonal and presentational language skills. Educators will access, explore and independently practice the use of a DoDEA IT-vetted online tool specifically to be used in the world language classroom.

Quarter 3:

Educators will continue to explore core instruction teaching and learning strategies to build academic language, discourse, and inquiry-based learning using Core/Tier I instructional best practices that support all learners in a world language classroom. Educators will explore teacher and student interactions that increase the everyday use of the target language in the classroom; specifically, interpersonal communications, language negotiation in form and in meaning, and the role of interactive feedback, and will draw connections to their own experiences as an educator. Educators will continue to use available student data from summative and formative assessment data sources (i.e., AAPPL BI, their own formative assessments and project-based language learning (PBLL) to inform classroom practices to further increase student language acquisition, with a focus on interpersonal and presentational language skills. Educators will access, explore and independently practice the use of DoDEA IT-vetted online tools that can be used in the world language classroom.

Quarter 4:

Educators will review SY23-24 Professional Learning core instruction teaching and learning strategies to build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices that support all learners in a world language classroom. Educators will review and reflect on the language acquisition concepts and "myths" presented during SY23-24 CCRS World Languages professional development and draw personal conclusions on how learning about these aspects of second language acquisition informs their own classroom practices. Educators will continue to use available student data from summative and formative assessment data sources (i.e., AAPPL BI, their own assessments and project-based language learning (PBLL) to plan for SY24-25 to increase student target language acquisition, with a focus on interpersonal and presentational language skills. Educators will develop a SY24-25 Instructional Map, incorporating the second language acquisition concepts, technology tools and core instruction concepts highlighted during SY23-24 quarterly professional learning session.

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

MTSS

Self-assessment

Digital journal

Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements as they relate to the unique educator roles at the school level

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the learning as it relates to the unique educator roles at the school level

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level

Back to School Day 1 Session-Specific Measurable Evidence:

MTSS

Self-assessment Digital journal Participant responses to knowledge checks

Student Discipline and Dress Code

Effectively apply the policy requirements as they relates to the unique educator roles at the school level.

Problematic Sexual Behavior in Children and Youth (PSBCY)

Effectively apply the learning as it relates to the unique educator roles at the school level.

DoDEA Mandatory Training

Effectively apply the learning as it relates to the unique educator roles at the school level.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

MTSS (POC: (b)(6)@dodea.edu)

Schoology COURSE name: DoDEA MTSS Framework

Join Code: J782-3RTH-RKDHV

Breadcrumb: DoDEA (Department of Defense Education Activity) -> DoDEA MTSS Framework: Section 001 -> School Year 2023-24 Professional Learning->Back to School (BTS)

Student Discipline and Dress Code: (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/ui/lms-learning-details/app/course/578cf867-1718-4024-8d3c-5518b681c48a>

Problematic Sexual Behavior in Children and Youth (PSBCY): (POC: (b)(6)@dodea.edu)

<https://dau.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=bed504a0-e45e-4f6c-8205-74757c783841>

DoDEA Mandatory Trainings:

<https://www.dodea.edu/employees/CSOD/index.cfm>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Teachers will explore core instruction teaching and learning strategies to build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices that support all learners in a world language classroom. Explore strategies from ACTFL's VLM #1 Input Processing to Output that align with instruction that supports the DoDEA CCRS World Language Standards and how they translate to the world language classroom. Teachers will investigate and explore second language acquisition myths, share their findings with others, and how understanding them provides opportunities to modify their instruction to be even more focused on communication. Teachers will access, explore and practice using one of DoDEA's vetted and approved online tools (FLIP, also known as Flipgrid)

Back to School Day 2 Session-Specific Measurable Evidence:

Evidence of general awareness of what core instruction strategies are, and how they might be applicable to the world language classroom, as measured by Professional Learning Questionnaire data, as experienced during SY 2023-24 Strategic Instructional Visits, and in conversations with teachers and students. Evidence of formative assessment results embedded in quarterly professional development sessions that indicate understanding of the main ideas presented during teacher training. Evidence of use of DoDEA-vetted and approved online tools and resources to support student learning, as experienced during SY 2023-24 Strategic Instructional Visits, and in conversations with teachers and students. An increase of student scores in the DoDEA-CAS language performance and proficiency assessment (currently, the AAPPL) in the areas of listening and speaking. An increase of observable teacher behaviors that support CCRS World Languages Standards-based instruction, as measured by the DoDEA Learning Walk-Through Tool (LWT). Observable evidence of the incorporation of the language acquisition concepts presented during CCRS Professional Learning for World Language teachers, as experienced during SY 2023-24 Strategic Instructional Visits, and in conversations with teachers and students.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology -- World Language Professional Development (Secondary): Section 001 --- Access Code: BBHHH-F3G2V --- SY23-24 Quarterly World Languages Professional Learning ----> Back to School Day 2

Quarter 1

Qtr 1 Session-Specific Objectives:

Run By : (b)(6)

09/11/2025 08:19:54 Eastern Daylight Time

Continue to explore language acquisition concepts that align with instruction that supports the DoDEA CCRS World Language Standards and how they translate to the world language classroom: Teachers will explore core instruction strategies to build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices that support all learners in a world language classroom. Teachers will research and examine the following language acquisition myths: "Everyone agrees on what it means to be bilingual/Bilinguals speak two languages perfectly" and share their findings with other world language colleagues, focusing on how to serve the linguistic needs of multilingual students in their world language classrooms. Teachers will review a variety of summative and formative assessments that are specific to the world language classroom, and that will allow them to use data (other than the demographic and achievement data available from the AAPPL administrations) to inform their own planning and instruction. Teachers will access, explore and practice using the following DoDEA It-vetted online tool specifically in the world language classroom: Kahoot! (Free version)

Qtr 1 Session-Specific Measurable Evidence:

Evidence of general awareness of what a core instruction strategy is, and how it might be applicable to the world language classroom, as measured by Professional Learning Questionnaire administered during the CCRS Professional Development sessions. Evidence of use of DoDEA-vetted and approved online tools and resources to support student learning, as experienced during SY 2023-24 Strategic Instructional Visits, and in conversations with teachers and students. An increase of student scores in the DoDEA-CAS language performance and proficiency assessment (currently, the AAPPL) in the areas of listening and speaking. An increase of observable teacher behaviors that support CCRS World Languages Standards-based instruction, as measured by the DoDEA Learning Walk-Through Tool (LWT). Observable evidence of the incorporation of the language acquisition concepts presented during CCRS Professional Learning for World Language teachers, as experienced during SY 2023-24 Strategic Instructional Visits, and in conversations with teachers and students.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology -- World Language Professional Development (Secondary): Section 001 --- Access Code: BBHHH-F3G2V --- SY23-24 Quarterly World Languages Professional Learning

Quarter 2

Qtr 2 Session-Specific Objectives:

Educators will continue to explore core instruction teaching and learning strategies to build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices that support all learners in a world language classroom. Educators will explore strategies for empowering learners to have them lead, discover, collaborate, take actions, make decisions about their learning, and grow as independent language learners. Educators will examine a second language acquisition myth: "Learners always benefit from correction" and will draw connections to their own experiences to arrive to conclusions that help understand and dispel such myth. Educators will continue to use available student data from summative and formative assessment data sources (i.e., AAPPL BI, their own assessments and project-based language learning (PBLL) to inform classroom practices to further increase student language acquisition, with a focus on interpersonal and presentational language skills. Educators will access, explore and independently practice the use of a DoDEA IT-vetted online tool specifically to be used in the world language classroom.

Qtr 2 Session-Specific Measurable Evidence:

Evidence of general awareness of core instruction strategies are, and how they might be applicable to the world language classroom, as measured by the Professional Learning Questionnaire administered during the CCRS Professional Development sessions. Evidence of use of DoDEA-vetted and approved online tools and resources to support student learning, as experienced during SY 2023-24 Strategic Instructional Visits, and in conversations with teachers and students. An increase of student scores in the DoDEA-CAS language performance and proficiency assessment (currently, the AAPPL) in the areas of listening and speaking. An increase of observable teacher behaviors that support CCRS World Languages Standards-based instruction, as measured by the DoDEA Learning Walk-Through Tool (LWT). Observable evidence of the incorporation of the language acquisition, differentiation and tiered support concepts presented during CCRS Professional Learning for World Language teachers, as experienced during SY 2023-24 Strategic Instructional Visits, and in conversations with teachers and students.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology -- World Language Professional Development (Secondary): Section 001 --- Access Code: BBHHH-F3G2V --- SY23-24 Quarterly World Languages Professional Learning

Quarter 3

Qtr 3 Session-Specific Objectives:

Educators will continue to explore core instruction teaching and learning strategies to build academic language, discourse, and inquiry-based learning using Core/Tier I instructional best practices that support all learners in a world language classroom. Educators will explore teacher and student interactions that increase the everyday use of the target language in the classroom; specifically, interpersonal communications, language negotiation in form and in meaning, and the role of interactive feedback, and will draw connections to their own experiences as an educator. Educators continue to use available student data available from summative and formative assessment data sources (i.e., AAPPL BI, their own formative assessments and project-based language learning (PBL) to inform classroom practices to further increase student language acquisition, with a focus on interpersonal and presentational language skills. Educators will access, explore and independently practice the use of DoDEA IT-vetted online tools that can be used in the world language classroom.

Qtr 3 Session-Specific Measurable Evidence:

Evidence of general awareness of what core instruction strategies are and how they might be applicable to the world language classroom, as measured by the CCRS Quarterly Professional Learning Questionnaire administered during the CCRS Professional Development sessions. Evidence of use of DoDEA-vetted and approved online tools and resources to support student learning, as measured by the CCRS Quarterly Professional Learning Questionnaire administered during the CCRS Professional Development sessions and experienced during SY 2023-24 Strategic Instructional Visits and in conversations with teachers and students. Evidence of understanding the communicative proficiency instructional strategies, as measured by the Professional Learning Quarterly Questionnaire administered during the CCRS Quarterly Professional Development sessions. Evidence of an increase in overall student scores in the DoDEA-CAS language performance and proficiency assessment (currently, the AAPPL) in the areas of listening and speaking, where the evidence is partial, since the assessment is currently administered only to Level II and Level IV students. An increase in observable teacher behaviors that support CCRS World Languages Standards-based instruction, as measured by available data on the DoDEA Learning Walk-Through Tool (LWT) on world language teacher behaviors. An increase in observable evidence of the incorporation of the language acquisition, differentiation and tiered support concepts presented during CCRS Professional Learning for World Language teachers, as experienced during Strategic Instructional Visits and in conversations with teachers and students.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology -- World Language Professional Development (Secondary): Section 001 --- Access Code: BBHHH-F3G2V --- SY23-24 Quarterly World Languages Professional Learning

Quarter 4

Qtr 4 Session-Specific Objectives:

Quarter 4:

Educators will review and reflect on the SY23-24 Professional Learning core instruction teaching and learning strategies to build academic language, discourse, and inquiry-based strategies using Core/Tier I instructional best practices that support all learners in a world language classroom. Educators will review and reflect on the language acquisition concepts and "myths" presented during SY23-24 CCRS World Languages professional development and draw personal conclusions on how learning about these aspects of second language acquisition informs their own classroom practices. Educators will use available student data from summative and formative assessment student data sources (i.e., AAPPL BI, their own assessments and project-based language learning (PBL) to plan for SY24-25 instruction that aims to increase student target language acquisition, with a focus on interpersonal and presentational language skills. Educators will develop a SY24-25 Instructional Map, incorporating the second language acquisition concepts, technology tools and core instruction concepts highlighted during SY23-24 quarterly professional learning session.

Qtr 4 Session-Specific Measurable Evidence:

Evidence of general awareness of what core instruction strategies are, and how they might be applicable to the world language classroom, as measured by the Professional Learning Questionnaire administered during the CCRS Professional Development sessions and their CCRS Quarter 4 SY24-25 Instructional Map. Evidence of use of DoDEA-vetted and approved online tools and resources to support student learning, as experienced during SY 2023-24 Strategic Instructional Visits, and in conversations with teachers and students, and their CCRS Quarter 4 SY24-25 Instructional Map. An increase of student scores in the DoDEA-CAS language performance and proficiency assessment (currently, the AAPPL) in the areas of listening and speaking. An increase of observable teacher behaviors that support CCRS World Languages Standards-based instruction, as measured by the DoDEA Learning Walk-Through Tool (LWT). Observable evidence of the incorporation of the language acquisition, differentiation and tiered support concepts presented during CCRS Professional Learning for World Language teachers, as experienced during SY 2023-24 Strategic Instructional Visits, in conversations with teachers and students and their CCRS Quarter 4 SY24-25 Instructional Map.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology -- World Language Professional Development (Secondary): Section 001 --- Access Code: BBHHH-F3G2V --- SY23-24 Quarterly World Languages Professional Learning

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

07/11/2024 12:55:28 (b)(6) Comments
Approved

06/17/2024 09:14:55 (b)(6) (Comments)
Approved

03/27/2024 15:07:02 (b)(6) Comments
Approved

01/25/2024 15:02:53 (b)(6) Comments
Approved

11/08/2023 10:17:45 (b)(6) (Comments)
Approved

10/11/2023 11:48:26 (b)(6) (Comments)
Approved

10/05/2023 16:04:10 (b)(6) (Comments)
Approved

10/05/2023 15:13:33 (b)(6) (Comments)
Approved

09/18/2023 09:09:44 (b)(6) (Comments)
Approved

08/11/2023 09:05:01 (b)(6) (Comments)
Approved

08/09/2023 11:36:16 (b)(6) Comments
Approved

08/02/2023 12:13:03 (b)(6) Comments
Approved

07/27/2023 22:41:31 (b)(6) Comments
Approved

07/26/2023 20:01:37 (b)(6) (Comments)

Run By : (b)(6)

09/11/2025 08:19:54 Eastern Daylight Time

Approved

06/13/2023 14:30:22 - (b)(6) (Comments)

Approved

05/24/2023 15:56:28 - (b)(6) (Comments)

Approved

01/19/2023 10:12:48 - (b)(6) (Comments)

Please add any comments here

Professional Learning Event

Arc Name:	Advanced Academics – AAPS	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	AAPS Resource Teachers	Sub Code:	TBD

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data sources were evaluated for professional learning planning and showed:

Recent purchases of the book: Collaboration, Coteaching, and Coaching in Gifted Education

LWT/FCOT Data

LWT #5: – Lesson tasks require productive struggle, problem-solving, or reasoning. Use this from LWT data and “gifted”

LWT #9: - Lesson tasks require productive struggle, problem-solving, or reasoning

LWT #12: Students respond to and/or use higher-order questions in classroom discourse. Students respond to questions that require application, analysis, synthesis and evaluation

FCOT Question 1, Stage 4c: Develop lesson plans with differentiation and higher-level cognitive demands

FCOT Question 4, Stage 5e: Develop flexible groups and strategies for interventions and enrichment based on assessment results

FCOT Question 4, Stage 6c: Share instructional practices with colleagues (What worked well? What did not?)

Student access data from gifted program reports – level of service, identification trends, testing status

RAPS audit (AAPS Aspen Ed Plan)

Programming CCRSGE Needs Assessment

Barriers for content accelerated students access to advanced curriculum – anecdotal data, Aspen data pull

As a result of the data analysis, the following Enduring Understanding and Learning Outcomes were developed.

As a result of the data analysis, the following Enduring Understanding and Learning Outcomes were developed.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric): Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Vendor-specific data: Usage data of digital resources will indicate how often teachers are accessing resources.

Increased collaboration, co-teaching, and coaching among AAPS RTs and classroom teachers

Increased percentage of underserved students receiving LoS III and/or IV

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Vendor-specific data: Usage data of digital resources will indicate how often teachers are accessing resources.

Increased collaboration, co-teaching, and coaching among AAPS RTs and classroom teachers

Increased percentage of underserved students receiving LoS III and/or IV

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Collaboration can directly facilitate the evidence-based practices tied to CCRSGE Programming Standards.

Equitable access to resources, instruction, and educational supports is essential for all students with advanced learning needs.

AAPS is a multi-tiered system of support and response to intervention for students with advanced strengths.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Back to School Day 1

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 2

No specific AAPS PL – AAPS RTs will join elementary classroom teachers

Fall

thinkLaw Vendor will provide outcomes

Winter

AAPS RTs will explore specific considerations and supports that can be shared with others pertaining to meeting the needs of diverse populations of advanced learners, especially those from culturally, linguistically, and economically diverse backgrounds.

Spring

thinkLaw Vendor will provide outcomes

Learning Plan Implementation Methods - SME:

thinkLaw vendor provided resources, methodologies, and techniques Synchronous discussions; breakout room for small group discussions Having read Chapter 10 in Collaboration, Coteaching, and Coaching in Gifted Education, AAPS RTs will:

Apply the collaborative consultation process to focus on the needs of diverse populations of advanced learners

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

TBD

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers

Back to School Day 2 Session-Specific Measurable Evidence:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers.

Quarter 1

Qtr 1 Session-Specific Objectives:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers

Qtr 1 Session-Specific Measurable Evidence:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers

Quarter 2

Qtr 2 Session-Specific Objectives:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers

Qtr 2 Session-Specific Measurable Evidence:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers

Quarter 3

Qtr 3 Session-Specific Objectives:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers

Qtr 3 Session-Specific Measurable Evidence:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers

Quarter 4

Qtr 4 Session-Specific Objectives:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers

Qtr 4 Session-Specific Measurable Evidence:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

thinkLaw Vendor will provide PL:

So Many Moves, So Little Movement: Practical Strategies for Transferring the Learnings of Gifted Curriculum into Core Instructional Practices

Have you ever used GPS for directions to the same place repeatedly? It's not shocking when you realize you don't actually know how to get there yourself.

This is a key issue thinkLaw has faced as a provider of gifted curriculum that is common across the board: how do you translate the plethora of instructional moves outlined in gifted instructional resources to a teacher's core instructional practices? Join the thinkLaw team for a hands-on workshop that makes the invisible magic of high-quality gifted curriculum visible and inherently doable for ALL educators so you will be able to impact not just your students, but support your general education colleagues in using these tactics to raise the bar for ALL students.

Fall - Specific Measurable Evidence:

thinkLaw Vendor will provide PL resources

Fall - Method of Delivery:

Asynchronous

Fall - Location of PL Materials:

DoDEA Advanced Academic Program and Services Team

thinkLaw Channel

Winter

Winter - Specific Objectives:

AAPS RTs will explore specific considerations and supports that can be shared with others pertaining to meeting the needs of diverse populations of advanced learners, especially those from culturally, linguistically, and economically diverse backgrounds.

Winter - Specific Measurable Evidence:

Synchronous discussions; breakout room for small group discussions

Having read Chapter 10 in Collaboration, Coteaching, and Coaching in Gifted Education, AAPS RTs will:

Apply the collaborative consultation process to focus on the needs of diverse populations of advanced learners

Winter - Method of Delivery:

Asynchronous

Winter - Location of PL Materials:

AAPS RTs will use specific resources in the book to meet the outcomes of the session.

DoDEA Advanced Academic Program and Services Team

General Channel --> Training folder --> SY24-25 folder

Spring

Spring - Specific Objectives:

thinkLaw Vendor will provide PL:

Feedback on Feedback: Maximizing Productive Struggle with Strategic Unhelpfulness

How can we challenge our gifted learners through feedback while still allowing productive struggle? Providing effective feedback is an essential skill for teachers seeking to challenge gifted learners. However, feedback given too freely can undermine productive struggle, an important part of the learning process. With the right balance of support and struggle, we help gifted learners embrace challenges, learn from mistakes, and reach their full potential. In this interactive session, participants will explore practical strategies to maximize productive struggle through strategic unhelpfulness as part of the feedback process. Participants will leave with a deeper understanding of how strategic unhelpfulness can strengthen gifted students' critical thinking.

Spring - Specific Measurable Evidence:

thinkLaw Vendor will provide PL resources

Spring - Method of Delivery:

Asynchronous

Spring - Location of PL Materials:

DoDEA Advanced Academic Program and Services Team

thinkLaw Channel

Notes/Comments

Comments:

05/22/2024 17:35:20 - (b)(6) (Comments)
Approved

03/27/2024 15:17:44 - (b)(6) (Comments)
Approved

03/27/2024 15:02:11 (b)(6) (Comments)
SME requested to put back in draft so ThinkLaw descriptions can be added

03/15/2024 16:24:31 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	School Counseling	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	School Counselors	Sub Code:	N/A

Provide Arc of Learning input here:
Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students?From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students?From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Anecdotal reports from DoDEA District and Regional Leadership, Instructional Systems Specialists.

Serious Incident Reporting (SIR) of Bullying, Student Threats, Suicide Ideations, Suicide Attempts, and Suicides, Problematic Sexual behaviors in Children and Youth (PSB-CY), Child Abuse Reports (CAR), Accident and Injury Reports (AIR)

MTSS Survey Results

Adolescent Screeners

SchoolLinks Scope and Sequence Data

Personal Safety and Healthy Relationship Questionnaire Data

Results generated from quarterly School Counseling Professional Learning Evaluation

Evidence of Learning

Evidence of Learning:

Run By (b)(6)

06/18/2024 10:24:56 Eastern Daylight Time

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Quantitative and qualitative data, which is gathered from a variety of sources, utilizes multiple metrics, collaborative participation in interdisciplinary teams, as well as increased fidelity in documentation. Personalized Safety Plans for students reflect improved quality and a greater variety of support for students which can be successfully implemented in an educational setting. Data to support a correlation of educational prevention programming and students feeling safe to report personal safety concerns. Increase student and district usage of Schoolinks and student lessons within the system.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

The overarching goal of the school counseling professional learning progression is to apply knowledge, provide supports with college and career planning, students 4-6 year plans, and remove barriers related to social-emotional functioning, student threat, and suicidal behaviors through the use of prevention and intervention.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

School Counselors will engage in professional learning that follows the roles and responsibilities of the American School Counseling Association categories of academic support, career counseling, personal/social development, crisis intervention, advocacy/collaboration and prevention programming. Objectives include:

School counselors will be able to implement evidence-based strategies for fostering a safe and inclusive school environment, including techniques to address suicide ideation, bullying, personal safety, prevention programming in problematic sexual behavior and child abuse. School counselors will be able to demonstrate proficiency in middle school and high school career exploration, and resources used to support students 4–6-year planning. School counselors will be able to enhance their skills in recognizing early signs of emotional distress and provide appropriate interventions, supports and using evidence based best practices utilizing a variety of approved programming.

Learning Plan Implementation Methods - SME:

The job-embedded protocol of student threat and suicide risk assessment process

Collaborative practice in MTSS meetings and student threat and suicide risk assessment and intervention

Sufficiently documented suicide prevention and intervention efforts

Data collection, reporting, and plan of action using the Scope and Sequence deadlines in SchoolLinks for the 4/6 year student graduation plan

Data collection and reporting for curriculum personal safety and healthy relationships

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

"This day/time is reserved for professional learning that will support agency wide initiatives."

School Counselors will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Counselors will use this time to ensure appropriate support is in place for students to start the school year successfully. School Counselors will engage in the remaining four CCR professional learning events for SY 2023-2024, starting with Quarter 1 in the fall.

Back to School Day 1 Session-Specific Measurable Evidence:

"This day/time is reserved for professional learning that will support agency wide initiatives."

School Counselors will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Counselors will use this time to ensure appropriate support is in place for students to start the school year successfully. School Counselors will engage in the remaining four CCR professional learning events for SY 2023-2024, starting with Quarter 1 in the fall.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

"This day/time is reserved for professional learning that will support agency wide initiatives."

School Counselors will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Counselors will use this time to ensure appropriate support is in place for students to start the school year successfully. School Counselors will engage in the remaining four CCR professional learning events for SY 2023-2024, starting with Quarter 1 in the fall.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

In support of school-level requests to maintain continuity of services to our military-connected students and families, School Counselors will use this time to ensure appropriate support is in place for students to start the school year successfully. School Counselors will engage in the remaining four CCR professional learning events for SY 2024-2025, starting with Quarter 1 in the fall

Back to School Day 2 Session-Specific Measurable Evidence:

In support of school-level requests to maintain continuity of services to our military-connected students and families, School Counselors will use this time to ensure appropriate support is in place for students to start the school year successfully. School Counselors will engage in the remaining four CCR professional learning events for SY 2024-2025, starting with Quarter 1 in the fall

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

In support of school-level requests to maintain continuity of services to our military-connected students and families, School Counselors will use this time to ensure appropriate support is in place for students to start the school year successfully. School Counselors will engage in the remaining four CCR professional learning events for SY 2024-2025, starting with Quarter 1 in the fall

Quarter 1

Qtr 1 Session-Specific Objectives:

SEL/MTSS placeholder K-5

One Op (bullying)

K-5 participants will:

Define bullying and cyberbullying

Understand the subgroups of youth at risk for bullying involvement

Identify risk and protective factors associated with bullying and its developmental changes into other forms of violence

Recognize the effectiveness of school-based interventions

Schoollinks Training 6th-12th Grade Counselors

Participants will:

Develop proficiency in platform navigation and features using the school counselor dashboard to monitor and assist student completion rates

Review Scope & Sequence benchmarks for completion along with their due dates

Suicide Prevention Refresher

Participants will:

Review the suicide prevention curriculum materials.

Collaborate with building-level Student Support Personnel on the suicide prevention curriculum.

DoDEA Transcript and Student and Record Training 7th-12th Grade Counselors

Participants will:

Identify systemic process and understand alignment of DoDEA transcripts to the DoDEA Grad AI and graduation requirements

Qtr 1 Session-Specific Measurable Evidence:

SEL/MTSS placeholder K-5

One Op (Bullying)

K-5 participants will:

Participate in check for understandings.

Collaboration efforts within the Schoology site for counseling best practices.

Schoolinks Training 6th-12th Grade Counselors

Participants will:

Counselors will participate in checks for understanding throughout the videos by stopping when prompted.

Utilize collaborative discussion with colleagues and district Counseling ISS.

Suicide Prevention Refreshers

Analyze the key components of the suicide prevention curriculum required to facilitate a classroom.

Explore the foundational skills required to facilitate a classroom lesson such as asking follow-up questions appropriately to better identify students at-risk and engage and educate faculty/staff and parents in suicide prevention.

DoDEA Transcript and Student and Record Training 7th-12th Grade Counselors

Complete Checks for Understanding

Review content with District ISS in small group format

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Run By : (b)(6)

06/18/2024 10:24:56 Eastern Daylight Time

All training links material will be in the Student Services School Counseling Professional Learning Course in Schoology

Access code (3/15/2024): MG7S-WQDF-837FD

Quarter 2

Qtr 2 Session-Specific Objectives:

Personal Safety and Healthy Relationships

K-12 Participants will:

Understand and identify the learning theory behind effective child abuse prevention and personal safety education and how to structure the curriculum lesson by grade levels.

Explore the role of the facilitator in teaching the curriculum and additional resources to assist in lessons and conversations with students and parents.

SEL/MTSS placeholder counselors grades K-5

Schoolinks Training 6th-12th Grade Counselors

Participants will:

Develop proficiency in platform navigation and features using the school counselor dashboard to monitor and assist student completion rates

Review Scope & Sequence data by grade level to ensure objectives are being met.

National Child Traumatic Stress Network:

PSBCY training K-12

Participants will:

Familiarize with DoD Polices, work through a case vignette to implement clinical and organizational practices.

Explore additional resources related to PSB-CY

Qtr 2 Session-Specific Measurable Evidence:

Personal Safety and Healthy Relationships:

Participants will:

Participants will collaborate and engage in activities, discussions, and data-based, decision-making teams regarding how to manage lessons, data monitoring (referrals from lessons), and overall safety within the students school and home.

Schoolinks Training 6th-12th Grade Counselors

Counselors will participate in checks for understanding throughout the videos

Utilize collaborative discussion with colleagues and district Counseling ISS.

International Records Training 7-12th Grade Counselors

Counselors will participate in checks for understanding throughout the training and practice interpretation and review.

Utilize collaborative discussion with colleagues and district Counseling ISS to determine the best student outcome.

National Child Traumatic Stress Network:

PSB-CY

Post-test and course evaluations.

Learners will be eligible to receive 2/5 continuing education credits from APA, NASW, NBCC.

MDT:

Tabletop presentation on case scenarios.

Utilize collaborative discussion with colleagues and district Counseling ISS to determine the best student outcome.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

All training links material will be in the Student Services School Counseling Professional Learning Course in Schoology

Access code (3/15/2024): MG7S-WQDF-837FD

Quarter 3

Qtr 3 Session-Specific Objectives:

Personal Safety and Healthy Relationships

K-12 Participants will:

Understand and identify the learning theory behind effective child abuse prevention and personal safety education and how to structure the curriculum lesson by grade levels.

Explore the role of the facilitator in teaching the curriculum and additional resources to assist in lessons and conversations with students and parents.

SEL/MTSS Placeholder Counselors grades K-5

Schoolinks Training 6th-12th Grade Counselors

Participants will:

Run By : (b)(6)

06/18/2024 10:24:56 Eastern Daylight Time

Explore SchoolLinks through the Online Academy for preparation to instruct students and parents.

Develop proficiency in platform navigation and features using the school counselor dashboard

International Records Training 7-12th Grade Counselors

Participants will:

Learn about the intake process to review and evaluate incoming international student's records.

Explore documents and procedures to assign US credits for work done in student's home countries based on school records and family intake interviews.

National Child Traumatic Stress Network:

PSBCY training K-12

Participants will:

Familiarize with DoD Polices, work through a case vignette to implement clinical and organizational practices.

Explore additional resources related to PSB-CY

MDT purple training

Participants will:

Understand the PSB-CY multidisciplinary team expectations as a DoDI.

Understand the collaborative and coordinated decision-making and response to PSB-CY.

Understand DoD effective case management systems, and constructive collaboration with family outreach when addressing PSB-CY.

management

Constructive parent and family engagement strategies

Qtr 3 Session-Specific Measurable Evidence:

Personal Safety and Healthy Relationships:

Participants will:

Participants will collaborate and engage in activities, discussions, and data-based, decision-making teams regarding how to manage lessons, data monitoring (referrals from lessons), and overall safety within the students school and home.

SEL/MTSS Placeholder Counselors Grade K-5

Schoolinks Training 6th-12th Grade Counselors

Counselors will participate in checks for understanding throughout the videos

Utilize collaborative discussion with colleagues and district Counseling ISS.

International Records Training 7-12th Grade Counselors

Counselors will participate in checks for understanding throughout the training and practice interpretation and review.

Utilize collaborative discussion with colleagues and district Counseling ISS to determine the best student outcome.

National Child Traumatic Stress Network:

PSB-CY

Post-test and course evaluations.

Learners will be eligible to receive 2/5 continuing education credits from APA, NASW, NBCC.

MDT:

Tabletop presentation on case scenarios.

Utilize collaborative discussion with colleagues and district Counseling ISS to determine the best student outcome.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

All training links material will be in the Student Services School Counseling Professional Learning Course in Schoology

Access code (3/15/2024): MG7S-WQDF-837F

Quarter 4

Qtr 4 Session-Specific Objectives:

Personal Safety and Healthy Relationships

K-12 Participants will:

Understand and identify the learning theory behind effective child abuse prevention and personal safety education and how to structure the curriculum lesson by grade levels.

Explore the facilitator's role in teaching the curriculum and additional resources to assist in lessons and conversations with students and parents.

SEL/MTSS placeholder counselors K-5 (additional time for Data collection, screeners, and course of action for next school year SEL/MTSS)

Schoollinks Training 6th-12th Grade Counselors

Integrate SchoolLinks to DoDEA Annual Counseling Plan, American School Counseling Association, and the DoDEA Blueprint for Continuous Improvement

DoDEA Annual School Counseling Plan, 6th-12th Grade Counselors

Participants will develop annual plans aligned to ASCA outlining DoDEA events (example: Decision Day, Bullying Prevention Month).

Annual Plans will be developed with a collaboration with District ISS and submitted to building level administrators based on school needs.

K-12 Participants:

This year, we are opening up the opportunity to provide feedback on the SY24-25 Arc of Learning for School Counselors. What is the Arc of Learning? It is a document available in the DoDEA ServiceNow platform that outlines the plans for professional learning and is regularly updated. This feedback is separate from quarterly feedback opportunities that occur after CCR professional learning. Previewing the SY24-25 AoL and providing feedback is an opportunity to have your voice heard on the upcoming professional learning development for your content. If you would like to preview the SY24-25 AoL and provide feedback: School Counselors <https://forms.office.com/r/dZiCzedwPf>

Please note that the AoL is dynamic and can be revised through the year as new opportunities for professional learning are developed. Thank you for your feedback!

Qtr 4 Session-Specific Measurable Evidence:

Personal Safety and Healthy Relationships:

Participants will:

Participants will collaborate and engage in activities, discussions, and data-based, decision-making teams regarding how to manage lessons, data monitoring (referrals from lessons), and overall safety within the students school and home.

SEL/MTSS placeholder counselors grade K-5

Run By : (b)(6)

06/18/2024 10:24:56 Eastern Daylight Time

Schoolinks Training 6th-12th Grade Counselors

Counselors will participate in checks for understanding throughout the videos

Utilize collaborative discussion with colleagues and district Counseling ISS.

DoDEA Annual School Counseling Plan 6th-12th Grade Counselors

Collaborate with building level team members and stakeholders to complete an annual plan that aligns with the American School Counseling Association and meets the diverse needs of students, families, and staff.

Seek input from District ISSs for feedback on their Annual Plan.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

All training links material will be in the Student Services School Counseling Professional Learning Course in Schoology

Access code (3/15/2024): MG7S-WQDF-837FD

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

05/22/2024 16:04:01 - (b)(6) (Comments)
Approved

03/27/2024 08:16:18 - (b)(6) (Comments)
Approved

03/26/2024 08:42:52 - (b)(6) (Comments)
Approved

03/26/2024 08:42:51 - (b)(6) (Comments)
Approved

03/22/2024 15:12:47 - (b)(6) (Comments)
Approved

03/15/2024 16:30:51 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Career & Technical Education 6-12	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	Grades 6-12 CTE Instructors	Sub Code:	N/A

Provide Arc of Learning input here:
Coming Soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

- Anecdotal data of participants – knowledge of those with content knowledge needs and pedagogical needs Collaborative Teams Content Channels providing feedback/data/evidence on instructional barriers
- Professional Learning Evaluation Data – attendance barriers, quantitative data from participants
- Procurement actions based on ongoing program updates – data around resources, digital products/tools (current access and use) CTE graduation credit requirement (2 credits)
- National trends in CTE show shifts in strategies and materials used to prepare the future workforce

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Secondary and Specialized Content objective: To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

As a result of the participation in all CTE professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Learning Walkthrough Trend Data

Industry credentials: Pre and Post Test administration to all students enrolled in courses offering an industry credential opportunity.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Teachers will implement DoDEA Adopted Resources and industry best practices to advance pathway enrollment, completion, and certification of students.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Increase in application of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Learners will be able to utilize adopted DoDEA CTE resources for scheduled courses during SY24-25 to support Tier 1 instruction.

Integrate appropriate Tier 1 Instructional Strategies to support High-Quality CTE Instruction.

Describe and implement comprehensive career pathway systems.

Learning Plan Implementation Methods - SME:

DoDEA's High Quality CTE Framework

Individual Professional Learning Plans

Individual Course Resource Shells

Individual CTE Instructional Plans

Pathway Analysis and Revision worksheets

Digital Resource Request Process

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

BTS: Review of SY23-24 learning

Participants will...

Review Core Instruction strategies for academic language, academic discourse, and inquiry.

Determine the alignment of their School Improvement/Action Plans (SIP, SAP), Core Instruction, Multi-Tiered Systems and Support (MTSS), and instructional practices in their classrooms.

Create a visual product demonstrating understanding of alignments of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms.

BTS: CTE Instruction – Welcome to SY24-25

Participants will...

Setting Goals for SY24-25

Explore DoDEA Adopted Instructional Supports for CTE.

Structure student access for all instructional materials to prepare for SY24-25.

Back to School Day 2 Session-Specific Measurable Evidence:

Teachers will create SMART goals for SY24-25.

Teachers will be able to access and prepare instructional materials for student access from CTE Adopted Resources site.

Complete checklist for Adopted Resource Access.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

DoDEA CTE PL Site: https://dodea.sharepoint.com/sites/CTEStaff_USER/SitePages/DoDEA-CTE-Professional-Learning.aspx

Quarter 1

Qtr 1 Session-Specific Objectives:

Q1: Core Instruction – Introduction of New Content

Participants will...

Be introduced to collaborative discourse strategies.

Integrate academic language and discourse into their lessons to increase student engagement.

Make connections to MTSS-SEL in instruction.

Q1: CTE Instruction – A closer look at CTE Instruction

Participants will...

Lean into the High Quality CTE Instructional Framework to support Tier 1 Instruction

Learn how to utilize Instructional Centers for differentiated instruction in the Secondary Space

Qtr 1 Session-Specific Measurable Evidence:

Develop an instructional plan to apply selected CTE Tier 1 instructional strategies within daily instruction.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

DoDEA CTE PL Site: https://dodea.sharepoint.com/sites/CTEStaff_USER/SitePages/DoDEA-CTE-Professional-Learning.aspx

Quarter 2

Qtr 2 Session-Specific Objectives:

Q2: Core Instruction – Teacher Focused instructional strategies.

Participants will...

Identify the modes of discourse.

Determine the modes of discourse that is appropriate to their content areas.

Create a lesson plan or activity that incorporates multiple discourse modes that supports student-centered learning.

Make connections to MTSS-SEL in instruction.

Q2: CTE Instruction – A snapshot of DoDEA CTE

Participants will...

Analyze Pathway Structures

Develop a vision for future CTE innovations

Qtr 2 Session-Specific Measurable Evidence:

Complete analysis documents related to current pathway models.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

DoDEA CTE PL Site: https://dodea.sharepoint.com/sites/CTESTaff_USER/SitePages/DoDEA-CTE-Professional-Learning.aspx

Quarter 3

Qtr 3 Session-Specific Objectives:

Q3: Core Instruction – Student Focused instructional strategies

Participants will...

Review the modes of discourse and collaborative discourse strategies.

Understand how and when to use various modes of discourse to incorporate academic language while fostering student-led dialogue.

Make connections to MTSS-SEL in instruction.

Q3: CTE Instruction – A Look Ahead

Participants will...

Craft their own vision for DoDEA CTE

Qtr 3 Session-Specific Measurable Evidence:

Propose a revised pathway model with details and justification of changes for at least one pathway.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

DoDEA CTE PL Site: https://dodea.sharepoint.com/sites/CTEStaff_USER/SitePages/DoDEA-CTE-Professional-Learning.aspx

Quarter 4

Qtr 4 Session-Specific Objectives:

Q4: Core Instruction – Culmination of questioning, discourse, and language

Participants will...

Review SIP/SAP to confirm/validate alignment among Core Instruction, MTSS, and instructional practices in their classrooms.

Create a visual product demonstrating alignments and/or opportunities for growth of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms.

Make connections to MTSS-SEL in instruction.

Q4: CTE Instruction – Reflect and Refocus

Participants will...

Reflect on SY24-25

Be provided updates on resources for SY25-26

Learn how to request additional resources for adoption

Qtr 4 Session-Specific Measurable Evidence:

Submit reflections and suggestions related to needs for upcoming school years.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

DoDEA CTE PL Site: https://dodea.sharepoint.com/sites/CTESTaff_USER/SitePages/DoDEA-CTE-Professional-Learning.aspx

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:
Fall Day 1 - Method of Delivery:
Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:
Fall Day 2 Session-Specific Measurable Evidence:
Fall Day 2 - Method of Delivery:
Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:
Winter Day 1 Session-Specific Measurable Evidence:
Winter Day 1 - Method of Delivery:
Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:
Winter Day 2 Session-Specific Measurable Evidence:
Winter Day 2 - Method of Delivery:
Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:
Spring Day 1 Session-Specific Measurable Evidence:
Spring Day 1 - Method of Delivery:
Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:
Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

03/28/2024 14:19:37 - (b)(6) (Comments)
Approved

03/25/2024 12:10:18 - (b)(6) (Comments)
Approved

03/15/2024 16:25:05 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	English/Language Arts 6-12	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	6-12 teachers: ELA, SLI & Teachers (AVID, if applicable)	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data sources were evaluated for professional learning planning and showed:

To be Added:

Data Charts for AoL.docx

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

The learner will show evidence of learning:

Secondary and Specialized Content objective: To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Ensure high quality instructional practices by collaborating with peers to create and share workshop lessons for reading and writing.

Enhance educator capacity to create and share lessons for academic language and discourse and inquiry-based learning using AVID-based strategies.

Ensure equitable and responsive teaching practices by using workshop models in the classroom.

Increase student learning and engagement with intentional use of technology.

Enhance educator capacity to differentiate instruction for students and provide intervention and enrichment.

Utilize assessment data for instructional planning.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Core Instruction strategies for academic language, academic discourse, and inquiry can increase student-centered learning.

Modeling writing is an effective instructional strategy to develop student writers.

Literacy workshops for reading and writing help build student engagement and motivation to read complex text and write with clarity and expression.

Judicious use of technology can help students become more assessment-capable visible learners and reflective writers.

High quality assessments can yield valuable information to teachers as they plan for instruction.

High quality core instructional practices foster student success as 21st century learners and promote positive social-emotional well-being.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

There will be an increase in application of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

SLI teachers will implement the revised SLI curriculum to increase student proficiency in reading with greater fidelity.

ELA teachers will know how to plan and use formative assessments and assessment data to plan for instruction.

ELA teachers will know how to plan and implement literacy workshops that include core instructional practices.

ELA teachers will know how to use technology for learning.

Learning Plan Implementation Methods - SME:

Vendor-provided PL sessions and ongoing modules

Partnership with Ronald Reagan Presidential Library and National Archives for discourse and writing

Follow-up professional learning opportunities – “choice modules” will be available after the required CCRSL PL morning sessions each quarter.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Core Instruction: Review of SY23-24 learning

To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Participants will:

Review Core Instruction strategies for academic language, academic discourse, and inquiry.

Determine the alignment of their School Improvement/Action Plans (SIP, SAP), Core Instruction, Multi-Tiered Systems and Support (MTSS), and instructional practices in their classrooms.

Create a visual product demonstrating understanding of alignments of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms.

READ 180: Two Hour Vendor Training for SLI teachers (revised platform)

Using Assessments in ELA (recurring theme for each quarter)

Use of AI

Introduction to FocalPoint K-12

Assessments for Instruction

Understanding the ELA Standards (recurring theme for each quarter)

Run By : (b)(6)

06/18/2024 10:15:16 Eastern Daylight Time

Back to School Day 2 Session-Specific Measurable Evidence:

Classroom observation and walkthroughs

Strategic instructional visits and

SLI teacher feedback

Teacher feedback and collaboration, sharing

Teacher feedback and collaboration, sharing

Back to School Day 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 2 - Location of PL Materials:

Accessed in Schoology Core Instruction course

Provided by vendor

Accessed in Schoology 6-12 ELA course

Accessed in Schoology 6-12 ELA course

Quarter 1

Qtr 1 Session-Specific Objectives:

Run By (b)(6)

06/18/2024 10:15:16 Eastern Daylight Time

Core Instruction: Review of SY23-24 learning

To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Participants will:

Review Core Instruction strategies for academic language, academic discourse, and inquiry.

Determine the alignment of their School Improvement/Action Plans (SIP, SAP), Core Instruction, Multi-Tiered Systems and Support (MTSS), and instructional practices in their classrooms.

Create a visual product demonstrating understanding of alignments of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms.

READ 180: Two Hour Vendor Training for SLI teachers (revised platform)

Using Assessments in ELA (recurring theme for each quarter)

Use of AI

Introduction to FocalPoint K-12

Assessments for Instruction

Understanding the ELA Standards (recurring theme for each quarter)

Qtr 1 Session-Specific Measurable Evidence:

Classroom observation and walkthroughs

Strategic instructional visits and

SLI teacher feedback

Teacher feedback and collaboration, sharing

Teacher feedback and collaboration, sharing

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

Accessed in Schoology Core Instruction course

Provided by vendor

Accessed in Schoology 6-12 ELA course

Accessed in Schoology 6-12 ELA course

Quarter 2

Qtr 2 Session-Specific Objectives:

Core Instruction - Teacher Focused Instructional Strategies

To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Participants will...

Identify the modes of discourse.

Determine the modes of discourse that is appropriate to their content areas.

Create a lesson plan or activity that incorporates multiple discourse modes that supports student-centered learning.

Make connections to MTSS-SEL in instruction.

READ 180 Teacher Success Pathway Modules

Using Assessments in ELA (recurring theme for each quarter)

Use of AI

FocalPoint K-12

Assessments for Instruction

Understanding the ELA Standards (recurring theme for each quarter)

Secondary Literacy Workshops

Writer's Workshops

Reader's Workshops

Qtr 2 Session-Specific Measurable Evidence:

1. Classroom observation and walkthroughs

2. Strategic instructional visits and

SLI teacher feedback

3. Teacher feedback and collaboration, sharing

4. Teacher feedback and collaboration, sharing

5. Teacher feedback and collaboration, sharing

Qtr 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 2 - Professional Learning Location:

1. Accessed in Schoology Core Instruction course

2. Provided by vendor

3. Accessed in Schoology 6-12 ELA course

4. Accessed in Schoology 6-12 ELA course

5. Accessed in Schoology 6-12 ELA course

Quarter 3

Qtr 3 Session-Specific Objectives:

Core Instruction - Student Focused Instructional Strategies

To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Participants will...

Review the modes of discourse and collaborative discourse strategies.

Understand how and when to use various modes of discourse to incorporate academic language while fostering student-led dialogue.

Make connections to MTSS-SEL in instruction.

2. READ 180 Teacher Success Pathway Modules

3. Using Assessments in ELA (recurring theme for each quarter)

a. Use of AI

b. FocalPoint K-12

c. Assessments for Instruction

4. Understanding the ELA Standards (recurring theme for each quarter)

5. Secondary Literacy Workshops

Writer's Workshops

Reader's Workshops

Strengthening Discourse and Writing: Partnership with Ronald Reagan Presidential Library

Qtr 3 Session-Specific Measurable Evidence:

1. Classroom observation and walkthroughs

2. Strategic instructional visits and

SLI teacher feedback

3. Teacher feedback and collaboration, sharing

4. Teacher feedback and collaboration, sharing

5. Teacher feedback and collaboration, sharing

6. Teacher feedback and collaboration, sharing

Qtr 3 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 3 - Location of PL Materials:

1. Accessed in Schoology Core Instruction course

2. Provided by vendor

3. Accessed in Schoology 6-12 ELA course

4. Accessed in Schoology 6-12 ELA course

5. Accessed in Schoology 6-12 ELA course

6. Accessed in Schoology 6-12 ELA course

Quarter 4

Qtr 4 Session-Specific Objectives:

1.Core Instruction - Culmination of questioning, discourse and language

To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Review SIP/SAP to confirm/validate alignment among Core Instruction, MTSS, and instructional practices in their classrooms.

Create a visual product demonstrating alignments and/or opportunities for growth of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms.

Make connections to MTSS-SEL in instruction.

2.READ 180 Teacher Success Pathway Modules

3.Using Assessments in ELA (recurring theme for each quarter)

Use of AI

FocalPoint K-12

Assessments for Instruction

4.Understanding the ELA Standards (recurring theme for each quarter)

5.Secondary Literacy Workshops

Writer's Workshops

Reader's Workshops

6..Curriculum Training: New Procurement

Qtr 4 Session-Specific Measurable Evidence:

Run By : (b)(6)

06/18/2024 10:15:16 Eastern Daylight Time

1. Classroom observation and walkthroughs

2. Strategic instructional visits and

SLI teacher feedback

3. Teacher feedback and collaboration, sharing

4. Teacher feedback and collaboration, sharing

5. Teacher feedback and collaboration, sharing

6. Teacher feedback from vendor training

Qtr 4 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 4 - Location of PL Materials:

1. Accessed in Schoology Core Instruction course

2. Provided by vendor

3. Accessed in Schoology 6-12 ELA course

4. Accessed in Schoology 6-12 ELA course

5. Accessed in Schoology 6-12 ELA course

6. Provided by vendor and posted in Schoology 6-12 ELA course

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:
Fall Day 2 Session-Specific Measurable Evidence:
Fall Day 2 - Method of Delivery:
Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:
Winter Day 1 Session-Specific Measurable Evidence:
Winter Day 1 - Method of Delivery:
Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:
Winter Day 2 Session-Specific Measurable Evidence:
Winter Day 2 - Method of Delivery:
Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:
Spring Day 1 Session-Specific Measurable Evidence:
Spring Day 1 - Method of Delivery:
Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:
Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:
Winter - Specific Measurable Evidence:
Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

06/14/2024 09:27:14 (b)(6) (Comments)
Approved

03/25/2024 12:19:34 (b)(6) (Comments)
Approved

03/15/2024 16:27:38 (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Elementary Educators PreK-5	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
		Sub Code:	N/A
Participant Audience:	Elem Teachers K-5, SSS, AAPS, School Education Technologists, SPED (LIMM, EI, BI, VI, HI, OT/PT), PreK/Sure Start/PSCD (Q1-Q4)		

Provide Arc of Learning Input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data sources were evaluated for professional learning planning and showed:

Student Achievement Professional Learning Evaluations Program Evaluations Learning Walkthrough Data Educator, ISS, and Leader Entry Tickets Educator and Leader Professional Learning Facilitator Feedback

In the development of this Arc of Learning, the following data sources were evaluated for professional learning planning and showed:

Student Achievement Professional Learning Evaluations Program Evaluations Learning Walkthrough Data Educator, ISS, and Leader Entry Tickets Educator

Run By (b)(6)

06/18/2024 10:14:38 Eastern Daylight Time

and Leader Professional Learning Facilitator Feedback

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric):

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

Evidence of Learning - SME:

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Proactively planning instruction to account for learner variability and ensure access to learning for all students.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, Enduring Understandings are the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Fostering students' academic mindsets establishes the foundation for deep academic, social, and emotional learning.

A student-centered learning environment promotes student engagement and attends to the different ways students learn.

Standards-aligned assessment data is used to inform instructional decision-making and monitor student progress toward goals.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Apply the intentional planning process to plan lessons with DoDEA-adopted instructional resources, aligned to the DoDEA Instructional Framework Through the Lens of HQIP. Create a student-centered learning environment that supports academic mindsets. Intentionally plan for core instruction (whole group, teacher-led small group instruction) that promotes access and equity and addresses learner variability aligned to the DoDEA Instructional Framework Through the Lens of HQIP. Integrate SEL with academic instruction to ensure access and equity and address learner variability. Monitor student progress and provide feedback to students about their progress toward meeting standards. Monitor student progress during small group instruction. Increase student engagement by planning for relevance, value, and authenticity of learning experiences within the intentional planning process aligned to the DoDEA Instructional Framework Through the Lens of HQIP. Implement effective collaborative learning strategies to maximize student learning. Monitor the progress of core instruction (whole group and teacher-led small group instruction) to inform daily instruction and meet the needs of all students. Communicate

feedback about students' progress toward meeting standards. Measure student progress toward meeting standards.

Learning Plan Implementation Methods - SME:

4-step Intentional Planning Process DoDEA Instructional Framework Through the Lens of HQIP CASEL Framework Reflective Practice Focused Collaboration Data Analysis Protocol(s)

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Plan math lessons using the 4-step intentional planning process and determine how to monitor students' ongoing progress.

Apply (SEL) strategies that promote academic mindsets.

Back to School Day 2 Session-Specific Measurable Evidence:

Use K-5 math instructional resources to plan standards-aligned lesson objectives, success criteria, and formative assessments.

K-5 math lessons include components of the gradual release model: educator input, guided practice, collaborative practice, accountable independent, and collaborative work.

Incorporate the academic mindset strategies of "Set and communicate high expectations" and "Frame mistakes and struggle as part of the learning process" into lesson planning.

Back to School Day 2 - Method of Delivery:

Synchronous / In-Person

Back to School Day 2 - Location of PL Materials:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2024-25

Access Code Q58Q-VB55-R2XTW

Quarter 1

Qtr 1 Session-Specific Objectives:

Apply strategies for addressing learning variability based on specific students' needs and jagged profiles.

Apply strategies that address learning variability within a class of jagged profiles.

Plan for student engagement based on learner variability.

Describe and link SEL competencies to instruction to promote learning and attend to learning variability.

Qtr 1 Session-Specific Measurable Evidence:

Identify and document how the DoDEA-adopted instructional resources support planning for access and equity and learner variability across content.

Develop a lesson plan for core instruction (whole group) using DoDEA-adopted instructional resources that attend to learner variability by incorporating directives and questions to engage all students.

Incorporate SEL competencies into your lesson plan to support engagement and promote meaningful discourse based on students' needs.

Qtr 1 - Method of Delivery:

Synchronous / In-Person

Qtr 1 - Location of PL Materials:

Schoolology Course: Elementary Program Professional Learning: Section 001 | SY 2024-25

Access Code Q58Q-VB55-R2XTW

Quarter 2

Qtr 2 Session-Specific Objectives:

Analyze class data to form teacher-led small group instruction to differentiate instruction and meet the needs of students.

Using data, incorporate high-quality student feedback into small-group instruction.

Develop teacher-led small group instructional routines that incorporate SEL competencies to promote learning and attend to learning variability.

Plan how to monitor student progress in core instruction (teacher-led small group instruction).

Qtr 2 Session-Specific Measurable Evidence:

Develop a plan for core instruction that includes differentiated teacher-led small group instruction using DoDEA-adopted instructional resources based on class data.

Identify specific feedback opportunities during teacher-led small group instruction.

Integrate identified monitoring tools into core instruction (teacher-led small group instruction) plans.

Qtr 2 - Method of Delivery:

Synchronous / In-Person

Qtr 2 - Professional Learning Location:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2024-25

Access Code Q58Q-VB55-R2XTW

Quarter 3

Qtr 3 Session-Specific Objectives:

Analyze how to plan relevant learning tasks that will increase student engagement and maximize learning.

Refine or establish classroom agreements to address SEL competencies.

Establish the structure and protocols that promote productive group work.

Review the importance of progress monitoring in core instruction (whole group and teacher-led small group instruction).

Explain how strategic instruction aligns to core instruction.

Fulfill our collective responsibility to educate, engage, and empower students by aligning instruction and support.

Understand the process for student eligibility and enrollment in strategic instruction.

Qtr 3 Session-Specific Measurable Evidence:

Develop a lesson plan for core instruction (whole group) using DoDEA-adopted instructional resources, attending to relevance, value, and authenticity to increase student engagement.

Integrate collaborative learning protocols that require students to communicate, cooperate, share responsibility, monitor that all ideas are heard, and problem-solve into lesson plans.

Review and/or develop a SMART goal for shared students enrolled in Strategic Instruction, SPED, ESOL, and AAPS that attends to core instruction (whole group and teacher-led small group instruction) at grade level.

Qtr 3 - Method of Delivery:

Synchronous / In-Person

Qtr 3 - Location of PL Materials:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2024-25

Access Code Q58Q-VB55-R2XTW

Quarter 4

Qtr 4 Session-Specific Objectives:

Examine collaboration structures between classrooms and support educators that allow for the development of effective feedback to families regarding student progress.

Provide feedback to families and students about students' progress toward meeting standards.

Evaluate students' progress toward meeting standards using progress monitoring tools.

Explore the alignment between standards, learning objectives, and success criteria to identify proficiency.

Qtr 4 Session-Specific Measurable Evidence:

Provide clear feedback to students and families about student progress toward meeting standards.

Collaboratively develop common criteria for measuring students' progress toward meeting standards.

Qtr 4 - Method of Delivery:

Synchronous / In-Person

Qtr 4 - Location of PL Materials:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2024-25

Access Code Q58Q-VB55-R2XTW

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:
Winter Day 1 - Method of Delivery:
Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:
Winter Day 2 Session-Specific Measurable Evidence:
Winter Day 2 - Method of Delivery:
Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:
Spring Day 1 Session-Specific Measurable Evidence:
Spring Day 1 - Method of Delivery:
Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:
Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:
Winter - Specific Measurable Evidence:
Winter - Method of Delivery:
Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:
Spring - Specific Measurable Evidence:
Spring - Method of Delivery:
Spring - Location of PL Materials:

Notes/Comments

Comments:

05/23/2024 08:44:50 - (b)(6) (Comments)
Approved

04/01/2024 11:39:04 - (b)(6) (Comments)
Approved

03/28/2024 14:16:19 - (b)(6) (Comments)
Approved

03/28/2024 14:13:58 - (b)(6) (Comments)
Approved

03/15/2024 16:26:14 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	English for Speakers of Other Languages (ESOL) K-12	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	K-12 ESOL Teachers	Sub Code:	N/A

Provide Arc of Learning input here:

Coming Soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. What data sources have been reviewed and how do these effect the PL decisions for this learning cycle? What gaps or growth areas are revealed by the data that are driving the priorities and focus of CCRS PL for this learning cycle?

In the development of this Arc of Learning, the following data sources were evaluated for professional learning planning and showed:

Student Demographic Data and Achievement Data WIDA Screener and ACCESS Results Feedback from CCRS ESOL Professional Learning Feedback from WIDA eWorkshop Professional Learning Program Evaluation Data

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

The measures of participant's success as a result of the completing the learning. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2). This evidence should be an indicator to the degree to which participants will apply what they learned when they are back on the job. (Kirkpatrick level 3). Consider: What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in teacher practice and student learning?

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Engaging in collaborative practices to integrate language and content across all classroom settings. Demonstrating a strengths-based approach to language development and multilingualism. Proactively planning instruction to account for learner variability and ensure access to learning for all students.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions. Participants will engage in professional learning that strengthens established frameworks for standards-based instruction, provides relevant resources for classroom application, and supports data-driven decision-making at the classroom level.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Teachers will complete professional learning requirements and engage in ongoing collaborative discourse with content colleagues.

Learning Plan Implementation Methods - SME:

Participation and collaboration with Content Colleagues in core elementary and secondary learning.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

TBD

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Elementary ESOL Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP) Secondary ESOL Teachers will participate in professional learning that integrates language and content with ELA or Social Studies.

Back to School Day 2 Session-Specific Measurable Evidence:

Teachers will complete professional learning requirements and engage in ongoing collaborative discourse with content colleagues.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Elementary

Schoology Course: Elementary Program Professional Learning Access Code Q58Q-VB55-R2XTW

Secondary

All secondary Teachers will complete the Core Instruction module and then select between 6-12 ELA and 6-12 Social Studies.

Core Instruction Access Code - 4C5C-VGFT-GJM83ELA Schoology Course Access Code - KG6JB-CXRGRS
Social Studies Schoology Access Code - H2TN-62PC-FQR5Z

Quarter 1

Qtr 1 Session-Specific Objectives:

Elementary ESOL Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP) Secondary ESOL Teachers will participate in professional learning that integrates language and content with ELA or Social Studies.

Qtr 1 Session-Specific Measurable Evidence:

Teachers will complete professional learning requirements and engage in ongoing collaborative discourse with content colleagues.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Elementary

Schoology Course: Elementary Program Professional Learning Access Code Q58Q-VB55-R2XTW

Secondary

All secondary Teachers will complete the Core Instruction module and then select between 6-12 ELA and 6-12 Social Studies.

Core Instruction Access Code - 4C5C-VGFT-GJM83ELA Schoology Course Access Code - KG6JB-CXRGRS
Social Studies Schoology Access Code - H2TN-62PC-FQR5Z

Quarter 2

Qtr 2 Session-Specific Objectives:

Elementary ESOL Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP) Secondary ESOL Teachers will participate in professional learning that integrates language and content with ELA or Social Studies.

Qtr 2 Session-Specific Measurable Evidence:

Teachers will complete professional learning requirements and engage in ongoing collaborative discourse with content colleagues.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Elementary

Schoology Course: Elementary Program Professional Learning Access Code Q58Q-VB55-R2XTW

Secondary

All secondary Teachers will complete the Core Instruction module and then select between 6-12 ELA and 6-12 Social Studies.

Core Instruction Access Code - 4C5C-VGFT-GJM83ELA Schoology Course Access Code - KG6JB-CXRGRS
Social Studies Schoology Access Code - H2TN-62PC-FQR5Z

Quarter 3

Qtr 3 Session-Specific Objectives:

Elementary ESOL Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP) Secondary ESOL Teachers will participate in professional learning that integrates language and content with ELA or Social Studies.

Qtr 3 Session-Specific Measurable Evidence:

Teachers will complete professional learning requirements and engage in ongoing collaborative discourse with content colleagues.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Elementary

Schoology Course: Elementary Program Professional Learning Access Code Q58Q-VB55-R2XTW

Secondary

All secondary Teachers will complete the Core Instruction module and then select between 6-12 ELA and 6-12 Social Studies.

Core Instruction Access Code - 4C5C-VGFT-GJM83ELA Schoology Course Access Code - KG6JB-CXRGRSocial Studies Schoology Access Code - H2TN-62PC-FQR5Z

Quarter 4

Qtr 4 Session-Specific Objectives:

Elementary ESOL Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP)Secondary ESOL Teachers will participate in professional learning that integrates language and content with ELA or Social Studies.

Qtr 4 Session-Specific Measurable Evidence:

Teachers will complete professional learning requirements and engage in ongoing collaborative discourse with content colleagues.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Elementary

Schoology Course: Elementary Program Professional Learning Access Code Q58Q-VB55-R2XTW

Secondary

All secondary Teachers will complete the Core Instruction module and then select between 6-12 ELA and 6-12 Social Studies.

Core Instruction Access Code - 4C5C-VGFT-GJM83ELA Schoology Course Access Code - KG6JB-CXRGRSocial Studies Schoology Access Code - H2TN-62PC-FQR5Z

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

05/22/2024 15:43:56 - (b)(6) (Comments)
Approved

03/28/2024 11:42:52 - (b)(6) (Comments)
Approved

03/28/2024 11:42:52 - (b)(6) (Comments)
Approved

03/15/2024 16:27:18 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Education Technology	School Year:	2024-2025
Points of Contact:	(b)(6) 6b9b502c1b4e2d509d7b657ae54bcfb	Status:	Approved
Participant Audience:	Education Technologists	Sub Code:	CONTACT DISTRICT ET

Provide Arc of Learning input here:

<https://forms.office.com/r/pFc8AW2Hs2>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data sources were used in reasoning and planning:

SY 23-24 evaluations from school ETs' six days of trimester PL (quantitative and qualitative)
 SY 23-24 evaluations from 24hr EPIC Digital Learning Summit (quantitative and qualitative)
 SY 23-24 evaluations from Quarterly and BTS PL Secondary ELA and High Quality Instructional Practices (quantitative and qualitative)
 LWT Indicator #3 - Students use digital tools or multimedia resources to collaborate, create, produce, publish, integrate, or evaluate content
 ELEOT - G. Digital Learning Environment
 Feedback and observations gleaned from one program monitoring visits in fall 2023 in Europe
 Anecdotal feedback from school/district/ CIL ETs retrieved during monthly ISS meetings and quarterly 1:1 HQ /District ET meetings and quarterly 1:1 HQ/CIL ET meetings

According to the LWT Indicator #3 and ELEOT – G, digital learning had the lowest score of all indicators respectively. Based on the feedback from quarterly and trimester PL, classroom technologies requirements project outcomes and anecdotal feedback from school/district/ CIL ETs it is evident that there is room for growth in the area of meaningful technology integration.

In order to address these identified gaps, instructional coaching professional learning for school ETs is crucial. One of the most effective and impactful way to help teachers effectively integrate technology into instructional practice is through meaningful, just-in-time, instructional coaching. Therefore, school ETs will be provided professional learning on the DoDEA Coaching model to improve their instructional coaching practice.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Elementary school ETs -Elementary High-Quality Instructional Practices

Secondary school ETs - Secondary CCR

School ETs will:

incorporate content and strategies presented in professional learning when coaching teachers to integrate technology, conduct digital citizenship-focused professional learning for classroom teachers, create artifacts and products to promote digital citizenship (for students, parents, and educators), deliver mini-presentations or activities during staff meetings to educate teachers on digital citizenship, co-plan and/or co-teach with a classroom teacher to deliver lessons incorporating tenets of digital citizenship, promote and model the tenets of the digital citizenship standard of the ISTE Standards for Students, strengthen their relationships with other ETs within their district, region, and across the agency as evidenced by increased dialogue in the ET exchange.

Teachers will:

incorporate the tools and strategies presented by the school ET during instructional coaching activities throughout the year. When teachers incorporate these tools and strategies, it is with the goal of empowering student agency and ensuring students are prepared to thrive in a constantly evolving digital workplace.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

This professional learning will empower school ETs to fulfill their role as instructional coaches, with tools and strategies to support impactful technology use through their instructional coaching efforts.

School ETs will become empowered to promote and implement strategies for developing safe, ethical, legal, and responsible digital citizens.

At the conclusion of the Digital Learning Academy (Day 3) and Digital Learning Summit (Day 4) PL where school ETs self-selected the topics in which they seek growth, school ETs will be empowered with new strategies and/or understandings of technology can transform teaching and learning. This will fortify their ability to strategically and purposefully support teacher's instructional goals with the use of technology.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Back-to-School Day 1: Agency Required

Back-to-School Day 2 and Quarter 1, 2, 3, 4:

Elementary school ETs - Elementary High-Quality Instructional Practices Secondary school ETs - Secondary CCR

Day 1 Teaching and Learning with AI Today and Digital Citizenship Day 2 Instructional Coaching Day 3 Digital Learning Academy Day 4 Digital Learning Summit Day 5 EdCamp Day 6 Instructional Coaching

Learning Plan Implementation Methods - SME:

Teaching and Learning with AI Today Digital Citizenship Instructional Coaching Digital Learning Academy Digital Learning Summit EdCamp

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

TBD

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Elementary School ETs: See Elementary High-Quality Instructional Practices

Secondary School ETs: Choose one content area (Math, ELA, Science, Social Studies, Fine Arts) to participate and commit to for SY24-25 (See respective Secondary CCR Content Area in the Arc of Learning).

Back to School Day 2 Session-Specific Measurable Evidence:

Elementary School ETs: See Elementary High-Quality Instructional Practices

Secondary School ETs: Choose one content area (Math, ELA, Science, Social Studies, Fine Arts) to participate and commit to for SY24-25 (See respective Secondary CCR Content Area in the Arc of Learning).

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Elementary School ETs: See Elementary High-Quality Instructional Practices

Secondary School ETs: Choose one content area (Math, ELA, Science, Social Studies, Fine Arts) to participate and commit to for SY24-25 (See respective Secondary CCR Content Area in the Arc of Learning).

Quarter 1**Qtr 1 Session-Specific Objectives:**

Elementary School ETs: See Elementary High-Quality Instructional Practices

Secondary School ETs: Continue to attend the content area (Math, ELA, Science, Social Studies, Fine Arts) selected in Back to School Day 2 for the year (See respective Secondary CCR Content Area in the Arc of Learning).

Qtr 1 Session-Specific Measurable Evidence:

Elementary School ETs: See Elementary High-Quality Instructional Practices

Secondary School ETs: Continue to attend the content area (Math, ELA, Science, Social Studies, Fine Arts) selected in Back to School Day 2 for the year (See respective Secondary CCR Content Area in the Arc of Learning).

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Elementary School ETs: See Elementary High-Quality Instructional Practices

Secondary School ETs: Continue to attend the content area (Math, ELA, Science, Social Studies, Fine Arts) selected in Back to School Day 2 for the year (See respective Secondary CCR Content Area in the Arc of Learning).

Quarter 2**Qtr 2 Session-Specific Objectives:**

Elementary School ETs: See Elementary High-Quality Instructional Practices

Secondary School ETs: Continue to attend the content area (Math, ELA, Science, Social Studies, Fine Arts) selected in Back to School Day 2 for the year (See respective Secondary CCR Content Area in the Arc of Learning).

Qtr 2 Session-Specific Measurable Evidence:

Elementary School ETs: See Elementary High-Quality Instructional Practices

Secondary School ETs: Continue to attend the content area (Math, ELA, Science, Social Studies, Fine Arts) selected in Back to School Day 2 for the year (See respective Secondary CCR Content Area in the Arc of Learning).

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Elementary School ETs: See Elementary High-Quality Instructional Practices

Secondary School ETs: Continue to attend the content area (Math, ELA, Science, Social Studies, Fine Arts) selected in Back to School Day 2 for the year (See respective Secondary CCR Content Area in the Arc of Learning).

Quarter 3

Qtr 3 Session-Specific Objectives:

Elementary School ETs: See Elementary High-Quality Instructional Practices

Secondary School ETs: Continue to attend the content area (Math, ELA, Science, Social Studies, Fine Arts) selected in Back to School Day 2 for the year (See respective Secondary CCR Content Area in the Arc of Learning).

Qtr 3 Session-Specific Measurable Evidence:

Elementary School ETs: See Elementary High-Quality Instructional Practices

Secondary School ETs: Continue to attend the content area (Math, ELA, Science, Social Studies, Fine Arts) selected in Back to School Day 2 for the year (See respective Secondary CCR Content Area in the Arc of Learning).

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Elementary School ETs: See Elementary High-Quality Instructional Practices

Secondary School ETs: Continue to attend the content area (Math, ELA, Science, Social Studies, Fine Arts) selected in Back to School Day 2 for the year (See respective Secondary CCR Content Area in the Arc of Learning).

Quarter 4**Qtr 4 Session-Specific Objectives:**

Elementary School ETs: See Elementary High-Quality Instructional Practices

Secondary School ETs: Continue to attend the content area (Math, ELA, Science, Social Studies, Fine Arts) selected in Back to School Day 2 for the year (See respective Secondary CCR Content Area in the Arc of Learning).

Qtr 4 Session-Specific Measurable Evidence:

Elementary School ETs: See Elementary High-Quality Instructional Practices

Secondary School ETs: Continue to attend the content area (Math, ELA, Science, Social Studies, Fine Arts) selected in Back to School Day 2 for the year (See respective Secondary CCR Content Area in the Arc of Learning).

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Elementary School ETs: See Elementary High-Quality Instructional Practices

Secondary School ETs: Continue to attend the content area (Math, ELA, Science, Social Studies, Fine Arts) selected in Back to School Day 2 for the year (See respective Secondary CCR Content Area in the Arc of Learning).

Fall Day 1**Fall Day 1 Session-Specific Objectives:**

Day 1- Teaching and Learning with AI Today and Digital Citizenship Objectives:

School ETs will:

Teaching and Learning with AI Today

understand the dynamic AI landscape in teaching and learning today.engage in the use of AI to support teaching and learning.

Digital Citizenship

explore positive digital citizenship practices to promote a culture of responsibility.discover and share resources for parents and caregivers to promote digital citizenship outside the classroom.

Fall Day 1 Session-Specific Measurable Evidence:

Day 1

Teaching and Learning with AI Today

Embed AI in their regular practice.

Digital Citizenship

Conduct digital citizenship-focused professional learning for classroom teachers>Create artifacts, collateral, and products to promote digital citizenship (for students, parents, and educators)Promote and model the tenants of the digital citizenship standard of the ISTE Standards for Students

Fall Day 1 - Method of Delivery:

Asynchronous

Fall Day 1 - Location of PL Materials:

Resources will be distributed by District ETs.

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Day 2 - Instructional Coaching Objectives:

School ETs will:

analyze their school's action/improvement plans to identify areas of support through coaching. develop an instructional coaching plan that strategically aligns with the school's action/improvement plans.

Fall Day 2 Session-Specific Measurable Evidence:

Day 2 - Instructional Coaching

School ETs will incorporate content and strategies presented in professional learning when coaching teachers to integrate technology. Teachers will incorporate the tools and strategies presented by the school ET during instructional coaching activities throughout the year.

Fall Day 2 - Method of Delivery:

Asynchronous

Fall Day 2 - Location of PL Materials:

Resources will be distributed by District ETs.

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Day 3 – Digital Learning Academy

School ETs will:

will have a choice to work independently or join a cohort based on their learning stack of choice. will cultivate instructional strategies used to promote, model, and coach technology integration to enhance core instruction for all students. These pre-defined stacks will be developed by District & HQ ETs and will be based on topics derived from the ET community's core priorities.

Winter Day 1 Session-Specific Measurable Evidence:

Day 3 – Digital Learning Academy

School ETs will incorporate content and strategies presented in professional learning when coaching teachers to integrate technology. Teachers will incorporate the tools and strategies learned from the school ET. Demonstrate accountability of learning by outlining how they will apply what they learned to support teachers.

Winter Day 1 - Method of Delivery:

Asynchronous

Winter Day 1 - Location of PL Materials:

Resources will be distributed by District ETs.

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Day 4 – Digital Learning Summit Objectives:

School ETs will:

engage in multiple concurrent choice sessions delivered by participants based on core priorities. demonstrate concrete strategies for connecting technology to standards-based instruction or innovative practices. build their skill set of technology-rich instructional strategies used to promote, model, and coach technology integration to enhance core instruction for all students.

Winter Day 2 Session-Specific Measurable Evidence:

Day 4 - Digital Learning Summit

School ETs will incorporate content and strategies presented in professional learning when coaching teachers to integrate technology. Teachers will incorporate the tools and strategies presented by the school ET during activities throughout the year.

Winter Day 2 - Method of Delivery:

Asynchronous

Winter Day 2 - Location of PL Materials:

Resources will be distributed by District ETs.

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Day 5 - Digital Learning Summit EdCamp

School ETs will:

engage in choice sessions based on learnings from the Digital Learning Summit.reflect and share best practices and wondering from the Digital Learning Summit with peers.provide continuation of content and practices shared during the Summit.cultivate instructional strategies to promote, model, and coach technology integration to enhance core instruction for all students.

Spring Day 1 Session-Specific Measurable Evidence:

Day 5 - Digital Learning Summit EdCamp

School ETs will incorporate content and strategies presented in professional learning when coaching teachers to integrate technology.Teachers will incorporate the tools and strategies presented by the school ET during activities throughout the year.

Spring Day 1 - Method of Delivery:

Asynchronous

Spring Day 1 - Location of PL Materials:

Resources will be distributed by District ETs.

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Day 6 - Instructional Coaching

School ETs will:

reflect and evaluate the coaching support they provided that aligned with their school's action/improvement plans to identify moments to celebrate, opportunities for improvement, and adjustments to goals.apply tools, resources, and strategies for continued coaching development as it relates to the DoDEA Coaching Model for improved coaching practices to increase excellent instruction in DoDEA schools.

Spring Day 2 Session-Specific Measurable Evidence:

Day 6 - Instructional Coaching

School ETs will incorporate content and strategies presented in professional learning when coaching teachers to integrate technology.Teachers will incorporate the tools and strategies presented by the school ET during activities throughout the year.

Spring Day 2 - Method of Delivery:

Asynchronous

Spring Day 2 - Location of PL Materials:

Resources will be distributed by District ETs.

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

05/22/2024 15:51:02 (b)(6) Comments)
Approved

03/28/2024 11:42:40 (b)(6) Comments)
Approved

03/15/2024 16:25:46 (b)(6) Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Fine Arts K-12	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	K-12 Fine Arts and MusicTeachers	Sub Code:	N/A

Provide Arc of Learning input here:
Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students?From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students?From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data sources were evaluated for professional learning planning and showed:

Quarterly Professional Learning Evaluations

Reviewing the feedback received on the professional learning evaluations provided by RAE indicated that the format for professional learning used in SY23-24 was largely successful. The format involved all Fine Arts teachers exploring a specific topic (e.g., standards, student-centered learning, and rubric writing) during the first half, while the second half had a more differentiated approach through the Professional Learning Portal (PLP). All PL occurred asynchronously. Participants indicated a preference towards differentiated learning. The following list provides summary of data.

Participants were asked to rate their professional learning preference on a rating scale of 1 (I prefer PL that involves working independently) to 5 (I prefer PL that involves working collaboratively). After data were collected, a Kruskal-Wallis test indicated no significant difference for mean rating scores between quarters, $H(2) = 0.29, p = .87$. Participants appeared to either prefer working independently or have no preference (BTS, 61%; Q1, 61%; Q2, 60%) compared to working collaboratively between quarters (BTS, 39%; Q1, 39%; Q2, 40%). The quantity of participants who submitted evaluations decreased over time. Due to inconsistent numbers of participants for each question, the mean quantities were collected: Back to School (M = 210), Quarter 1 (M = 197), Quarter 2 (M = 182), Quarter 3 (Data not yet collected), Quarter 4 (Data not yet collected)

Fine Arts-Created Professional Learning Evaluations

Instructional Site Visits: During our visits to schools, we asked teachers for their feedback on professional learning content. Several teachers shared how they appreciated that the content was Fine Arts-specific. Teachers also shared that they appreciated and started to use concepts discussed last school year (i.e., Student-Centered Learning and Core Instruction). Last school year, we created the Teacher Lesson Portal (TLP) and incorporated it into our PL. During Instructional Site Visits, teachers shared their excitement regarding its usefulness and explained that they acquire lessons from the TLP to be used in their instruction. Teachers provided feedback on future PL topics which included advocacy for the arts, recruiting and retention strategies, and artificial intelligence in arts education.

In addition to the Fine Arts-specific concepts, teachers expressed their appreciation for the differentiated options of PL offered on the Professional Learning Portal. They provided suggestions for PL topics to cover during the differentiated section.

Discussions with Regional ISSs: Anecdotal data through discussions with regional ISSs indicate a need for PL on specific fine arts courses and topics.

Topics include printmaking, Orff instruments, choral pedagogy, Finale v27, Quaver Music, and critiquing artwork.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric): Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

The professional learning will provide teachers with the tools to:

Ensure that instruction incorporates the Create Standards by guiding students how to conceive and develop new artistic ideas and work. Advocate for their Fine Arts program by sharing information on evidence-based research supporting arts education, career opportunities in arts-related fields, recruiting and retention as it relates to a transient population of military-connected students, and the intrinsic value of arts. Ensure the thoughtful inclusion of technology in Fine Arts courses to improve student learning. Incorporate and provide feedback on the DoDEA-created assessments for the Perform/Produce/Present Standards. Explore and incorporate the DoDEA-created assessments for the Connect Standards.

By the end of school year 2024–2025, educators will engage in intentional planning and reflective practice to achieve excellence in education for every student, every day, everywhere in all Fine Arts content areas as evidenced by professional learning evaluations, Learning Walkthroughs, focused collaboration, student work (e.g., compositions, performances, productions, presentations), and teacher artifacts.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

The professional learning will provide teachers with the tools to:

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By the end of school year 2024–2025, educators will engage in intentional planning and reflective practice to achieve excellence in education for every student, every day, everywhere in all Fine Arts content areas as evidenced by professional learning evaluations, Learning Walkthroughs, focused collaboration, student work (e.g., compositions, performances, productions, presentations), and teacher artifacts.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Fine Arts educators will more fully implement the Connect Standards from the College and Career Ready Standards for Arts adopted from the National Arts Standards into academic instruction. Fine Arts educators will implement Fine Arts advocacy strategies to better support their programs to meet student learning needs.

Fine Arts educators will ensure the thoughtful inclusion of technology in Fine Arts courses to improve student learning.

Incorporate and provide feedback on the DoDEA-created assessments for the Perform/Produce/Present Standards. Explore and incorporate the DoDEA-created assessments for the Connect Standards.

Fine Arts educators will use the Fine Arts Teacher Resource Portal to share and adapt teacher-created resources in their instruction. Fine Arts educators will use the Fine Arts Teacher Lesson Portal to share and adapt teacher-created lessons in their instruction. Fine Arts educators will incorporate objectives from differentiated professional learning from the Fine Arts Professional Learning Portal specific to their content area into their classroom instruction.

Learning Plan Implementation Methods - SME:

The DoDEA College and Career Ready Standards for Arts adopted from the National Arts Standards. Focused Collaboration. Schoology discussion board participation. Reflective practice. Sharing and analysis of lesson plans from the Fine Arts Teacher Lesson Portal. Sharing and analysis of teacher-created resources from the Fine Arts Teacher Resource Portal. Vendor-created professional learning and training on DoDEA approved resources from the Fine Arts Professional Learning Portal. The Learning Walkthrough Tool.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Core Instruction

Participants will review Core Instruction strategies for academic language, academic discourse, and inquiry. Participants will determine the alignment of their School Improvement/Action Plans (SIP, SAP), Core Instruction, Multi-Tiered Systems and Support (MTSS), and instructional practices in their classrooms. Participants will create a visual product demonstrating understanding of alignments of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms.

Fine Arts teachers will:

Review Student-Centered learning through a self-directed professional learning module.

Review Teaching Artistic Behavior and Studio Habits of Mind. Reflect on how to incorporate Student-Centered Learning during school year 2024–2025.

Review the Create Standards from the College and Career Ready Standards for Arts (CCRSA) adopted from the National Arts Standards.

Review the four categories of CCRSA: Create, Perform/Present/Produce, Respond, and Connecting. Review how each category interacts with other categories. Review the three Anchor Standards in the Create category.

Review the digital and physical resources available through a self-directed professional learning module.

Locate and check the status of listed physical resources. Locate and log into all listed digital resources. Explore digital and physical resources.

Be introduced to this school year's focus regarding advocacy for the Arts. Topics will include the Learning Walkthrough Tool, evidence-based research, careers, recruiting and retention, and intrinsic value.

Review Fine Arts Assessment Portal. They will continue to

Field-test the Perform/Present/Produce Assessments in their classroom instruction.

Select their own content-specific professional learning needs using a differentiated menu of professional learning options.

Objectives vary, depending on the selected professional learning. Vendor-procured professional learning objectives will include exploring new items available in digital resources.

Back to School Day 2 Session-Specific Measurable Evidence:

Teachers will participate in online asynchronous discussion boards and share insights, experiences, and best practices with each other. Evidence of learning will be demonstrated by their active engagement on discussion boards. Teachers will explore digital resources by logging into their accounts and verifying access. They will also explore physical resources that are available to them.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Please follow the listed steps to access our Fine Arts CCR PL.

Step 1. Go to the Schoology course, "K–12 Fine Arts CCRS PL: Section 001" (Enrollment Instructions link) Step 2. Go to Materials Step 3. Go to "CCR SY 2024–2025" Step 4. Go to "BTS SY24/25"

If required, the access code is DRRD-NM6V-N6JFJ

Quarter 1**Qtr 1 Session-Specific Objectives:****Core Instruction**

Participants will be introduced to collaborative discourse strategies. Participants will integrate academic language and discourse into their lessons to increase student engagement.

Fine Arts teachers will...

Explore the Create Standards from the College and Career Ready Standards for Arts (CCRSA) adopted from the National Arts Standards, through a self-directed professional learning module. Participants will...

Analyze standards vertically. Reflect on analysis findings.

Explore evidence-based research regarding the benefits of the arts in the development of a child through a self-directed professional learning module.

Field-test the Perform/Present/Produce Assessments in their classroom instruction.

Select their own content-specific professional learning needs using a differentiated menu of professional learning options.

Objectives vary, depending on the selected professional learning. Vendor-procured professional learning objectives will include exploring new items available in digital resources.

Qtr 1 Session-Specific Measurable Evidence:

Teachers will participate in online asynchronous discussion boards and share insights, experiences, and best practices with each other. Evidence of learning will be demonstrated by their active engagement on discussion boards. Teachers will attend program-specific trainings on DoDEA-adopted resources, pedagogy, and techniques, responding afterwards with how they will utilize what they learned in their classrooms

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Please follow the listed steps to access our Fine Arts CCR PL.

Step 1. Go to the Schoology course, "K-12 Fine Arts CCRS PL: Section 001" (Enrollment Instructions link) Step 2. Go to Materials Step 3. Go to "CCR SY 2024-2025" Step 4. Go to "BTS SY24/25"

If required, the access code is DRRD-NM6V-N6JFJ

Quarter 2**Qtr 2 Session-Specific Objectives:****Core Instruction**

Participants will identify the modes of discourse. Participants will determine the modes of discourse that is appropriate to their content areas. Participants will create a lesson plan or activity that incorporates multiple discourse modes that supports student-centered learning.

Fine Arts teachers will...

Share lesson plans incorporating the Create Standards from the College and Career Ready Standards for Arts (CCRSA) adopted from the National Arts Standards, through a self-directed professional learning module and the Teacher Lesson Plan (TLP) portal on the Fine Arts SharePoint site. Participants will...

Share lesson plans incorporating the Create standards on the TLP.

Explore career opportunities in arts-related fields through a self-directed professional learning module. Participants will...

Share stories about their experience with other career fields in the arts.

Provide feedback on the Perform/Present/Produce Assessments.

Select their own content-specific professional learning needs using a differentiated menu of professional learning options.

Objectives vary, depending on the selected professional learning.

Vendor-procured professional learning objectives will include exploring new items available in digital resources.

Qtr 2 Session-Specific Measurable Evidence:

Teachers will participate in online asynchronous discussion boards and share insights, experiences, and best practices with each other. Evidence of learning will be demonstrated by their active engagement on discussion boards. Teachers will share content-specific lessons that incorporate the Create Standards from the CCRSA and share it on the Teacher Lesson Portal. Evidence of learning will be provided on the inclusion of the Create Standards on their lessons.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Please follow the listed steps to access our Fine Arts CCR PL.

Step 1. Go to the Schoology course, "K-12 Fine Arts CCRS PL: Section 001" (Enrollment Instructions link) Step 2. Go to Materials Step 3. Go to "CCR SY 2024-2025" Step 4. Go to "BTS SY24/25"

If required, the access code is DRRD-NM6V-NJFJ

Quarter 3**Qtr 3 Session-Specific Objectives:**

Core Instruction

Participants will review the modes of discourse and collaborative discourse strategies. Participants will understand how and when to use various modes of discourse to incorporate academic language while fostering student-led dialogue.

Fine Arts teachers will...

Investigate content-specific projects and lessons previously submitted to the Teacher Lesson Portal (TLP) that emphasize the Create standards from the College and Career Ready Standards for Arts (CCRSA) adopted from the National Arts Standards and provide reflections on the content. Participants will...
Explore the TLP for relevant lessons. Select a lesson from the TLP and reflect on its inclusion in their own classroom instruction.

Explore recruiting and retention strategies in arts education as it relates to a transient population of military-connected students through a self-directed professional learning module. Participants will...

Share strategies through discussion boards. Share recruiting and retention resources on the Teacher Resource Portal.

Locate Connect Assessments relevant to course(s) taught. Participants will...

Explore the assessment(s). Discuss with job-alike peers ways of using the assessment in the next quarter. Create a plan for field-testing the assessment over the next year.

Be introduced to concepts regarding technology in the arts. Participants will...

Understand how technology could be used to improve student learning in the arts. Share best practices on incorporating technology in the arts through discussion boards.

Select their own content-specific professional learning needs using a differentiated menu of professional learning options.

Objectives vary, depending on the selected professional learning.

Vendor-procured professional learning objectives will include exploring new items available in digital resources.

Qtr 3 Session-Specific Measurable Evidence:

Teachers will participate in online asynchronous discussion boards and share insights, experiences, and best practices with each other. Evidence of learning will be demonstrated by their active engagement on discussion boards. Teachers will share recruiting and retention strategies on the discussion boards or resources on the Teacher Resource Portal. Evidence of learning will be provided based on the content of discussion board responses and shared resources. Teachers will attend program-specific trainings on DoDEA-adopted resources, pedagogy, and techniques, responding afterwards with how they will utilize what they learned in their classrooms.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Please follow the listed steps to access our Fine Arts CCR PL.

Step 1. Go to the Schoology course, "K-12 Fine Arts CCRS PL: Section 001" (Enrollment Instructions link) Step 2. Go to Materials Step 3. Go to "CCR SY 2024-2025" Step 4. Go to "BTS SY24/25"

If required, the access code is DRRD-NM6V-N6JFJ

Quarter 4**Qtr 4 Session-Specific Objectives:****Core Instruction**

Participants will review SIP/SAP to confirm/validate alignment among Core Instruction, MTSS, and instructional practices in their classrooms. Participants will create a visual product demonstrating alignments and/or opportunities for growth of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms.

Fine Arts teachers will...

Explore the intrinsic value of arts education for the purpose of creating and enjoying arts and how to advocate for it.

Be reminded to field test the DoDEA-created Assessments for the Connect Standards from the from the College and Career Ready Standards for Arts (CCRSA) adopted from the National Arts Standards.

Deepen understanding regarding technology in the arts. Participants will...

Be introduced to artificial intelligence and its implications for arts education.

Share best practices on incorporating artificial intelligence in the classroom through discussion boards.

Select their own content-specific professional learning needs using a differentiated menu of professional learning options.

Objectives vary, depending on the selected professional learning.

Vendor-procured professional learning objectives will include exploring new items available in digital resources

Qtr 4 Session-Specific Measurable Evidence:

Teachers will participate in online asynchronous discussion boards and share insights, experiences, and best practices with each other. Evidence of learning will be demonstrated by their active engagement on discussion boards. Teachers will attend program-specific trainings on DoDEA-adopted resources, pedagogy, and techniques, responding afterwards with how they will utilize what they learned in their classrooms.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Please follow the listed steps to access our Fine Arts CCR PL.

Step 1. Go to the Schoology course, "K-12 Fine Arts CCRS PL: Section 001" (Enrollment Instructions link) Step 2. Go to Materials Step 3. Go to "CCR SY 2024-2025" Step 4. Go to "BTS SY24/25"

If required, the access code is DRRD-NM6V-N6JFJ

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:
Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:
Winter - Specific Measurable Evidence:
Winter - Method of Delivery:
Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:
Spring - Specific Measurable Evidence:
Spring - Method of Delivery:
Spring - Location of PL Materials:

Notes/Comments

Comments:
03/27/2024 11:05:27 (b)(6) (Comments)
Approved
03/15/2024 16:28:39 (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	World Languages - Host Nation	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	World Languages - Host Nation Educators	Sub Code:	N/A

Provide Arc of Learning input here:

Coming Soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning for the K-6 Host Nation program, the following data sources were evaluated for professional learning.

CCRS Host Nation Quarterly Self-Assessment data set Evidence of need, as observed during SY23-24 and SY24-25 Strategic School Visits to Host Nation classrooms, and in conversations and feedback with Host Nation teachers and with Host Nation students. Input from Regional Host Nation Instructional Systems Specialists.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

The Host Nation teachers developing parent and community resources to expand awareness of Host Nation program and promote partnerships. The incorporation into planning and instruction of teaching and learning strategies that support language, content, and culture learning that is age, grade, and Host Nation (country) specific. Results of professional learning self-assessment embedded into the SY23-24 CCRS Professional Learning for Host Nation teachers. Observable classroom behaviors that support the use of vetted IT resources in the Host Nation classroom. Observable classroom behaviors that support the use of strategies for teaching and learning in the Host Nation classroom.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions, as follows:

Enduring Understanding - SME:

Enduring Understandings

As a result of the data analysis, the following Enduring Understanding were developed:

Engaging both students and families in understanding the Host Nation program builds and fosters connections between school, home, and community. Students expand their knowledge about the Host Nation language and culture through content area learning connections. The exploration and application of selected strategies support language and culture Standards-based learning for all students participating in a Host Nation program.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Educators will continue to demonstrate behaviors that indicate that they understand the uses of the Host Nation Digital Collection and other IT-vetted resources in the Host Nation classroom. Educators will continue to demonstrate behaviors that indicate that they are applying select strategies (TBD) for teaching and learning Host Nation language and culture. Educators will continue to plan, implement, and update their instructional plans to integrate select pedagogical strategies and available IT-vetted online resources applicable to teaching and learning in the Host Nation classroom.

Learning Plan Implementation Methods - SME:

Implementation Tools and Techniques for SY24-25:

Focused Collaborations (Note: For Host Nation Educators, collaborations with other Host Nation teachers in their school or Region) Curricular Planning for Selected Teaching Strategies Development/Revision of a SY24-25 "Welcome to Host Nation" plan to inform parents/guardians about the Host Nation Program at their schools

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Educators will revisit and edit the SY24-25 "Welcome to Host Nation" parent resource that was developed during SY23-24 CCRS Quarter 4. Educators will review the Host Nation Resource Collections (how to navigate it, suggestion for classroom use, etc.) Educators will review existing IT-vetted digital/online resources available to Host Nation teachers to plan and prepare for SY24-25

Back to School Day 2 Session-Specific Measurable Evidence:

Evidence of a SY24-25 "Welcome to Host Nation" parent resource to include the noted revisions. Evidence of understanding the use of the Host Nation Resource Collection, as per observational data during the SY23-24 and SY24-25 Strategic Instructional Visits. Evidence of the use of IT-vetted digital resources and the NEW Host Nation Resource Collection, as per observational data during the SY23-24 and SY24-25 Strategic Instructional Visits.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology: Host Nation Professional Learning: Section 001: SY24-25 CCRS Quarterly
 Professional Learning: Back to School (Day 2) Course Code 5WZXJ-K93SZ

Quarter 1**Qtr 1 Session-Specific Objectives:**

Fall 2024, 1 day (6 hours):

Educators will review of Teaching Strategy #1 (TBD).Educators will revisit the Host Nation Resource Collection to identify a Host Nation reading selection to integrate strategy into teaching using the selection.Educators will review an IT-vetted digital resource (i.e.: where is it, how to find it) available to Host Nation teachers to support teaching and learning.Educators will continue to use available resources to plan for SY24-25 lessons.

Qtr 1 Session-Specific Measurable Evidence:

Evidence of understanding Teaching Strategy #1(TBD) as demonstrated by developing a mini lesson using a Host Nation Resource Collection resource and implementing the strategy.Evidence of understanding the use of the Host Nation Resource Collection, as demonstrated by the development of a mini lesson that utilizes a resource from the Host Nation Resource Collection.Evidence of the use of select IT-vetted digital resources, as per observational data during the SY23-24 and SY24-25 Strategic Instructional Visits.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology: Host Nation Professional Learning: Section 001: SY24-25 CCRS Quarterly
 Professional Learning: Quarter 1 Professional Learning (Fall 2024) Course Code 5WZXJ-K93SZ

Quarter 2**Qtr 2 Session-Specific Objectives:**

Educators will review of Teaching Strategy #2 (TBD).Educators will Revisit the Host Nation Resource Collection to identify a Host Nation reading selection to integrate strategy into teaching using the selection.Educators will review an IT-vetted digital resource (i.e.: where is it, how to find it) available to Host Nation teachers to support teaching and learning.Educators will continue to use available resources to plan for SY24-25 lessons.

Qtr 2 Session-Specific Measurable Evidence:

Evidence of understanding Teaching Strategy #2(TBD), as demonstrated by developing a mini lesson using a Host Nation Resource Collection resource and implementing the strategy.Evidence of understanding the use of the Host Nation Resource Collection, as demonstrated by the development of a mini lesson that utilizes a resource from the Host Nation Resource Collection.Evidence of the use of select IT-vetted digital resources, as per observational data during the SY23-24 and SY24-25 Strategic Instructional Visits.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology: Host Nation Professional Learning: Section 001: SY24-25 CCRS Quarterly
 Professional Learning: Quarter 2 Professional Learning (Winter 2024) Course Code 5WZXJ-K93SZ

Quarter 3**Qtr 3 Session-Specific Objectives:**

Educators will review of Teaching Strategy #3 (TBD).Educators will revisit the Host Nation Resource Collection to identify a Host Nation reading selection to integrate strategy into teaching using the selection.Educators will review an IT-vetted digital resource (i.e.: where is it, how to find it) available to Host Nation teachers to support teaching and learning.Educators will continue to use available resources to plan for SY24-25 lessons.

Qtr 3 Session-Specific Measurable Evidence:

Evidence of understanding Teaching Strategy #3(TBD), as demonstrated by developing a mini lesson using a Host Nation Resource Collection resource and implementing the strategy.Evidence of understanding the use of the Host Nation Resource Collection, as demonstrated by the development of a mini lesson that utilizes a resource from the Host Nation Resource Collection.Evidence of the use of select IT-vetted digital resources, as per observational data during the SY23-24 and SY24-25 Strategic Instructional Visits.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology: Host Nation Professional Learning: Section 001: SY24-25 CCRS Quarterly

Professional Learning: Quarter 3 Professional Learning (Spring 2025) Course Code 5WZXJ-K93SZ

Quarter 4

Qtr 4 Session-Specific Objectives:

Educators will revisit, review, and reflect on Teaching Strategies #1, #2 and #3 (TBD) learned through the SY24-25 CCRS Host Nation professional development sessions.Educators will revisit, review, and reflect on their SY24-25 "Welcome to Host Nation Plan" from SY24-25 Back to School, Day 2, and use it as a draft to develop a NEW SY25-26 "Welcome to Host Nation" plan that incorporates connections with teaching strategies highlighted during SY24-25 CCRS Host Nation professional development and with IT-vetted online resources, including the Host Nation Digital Resource Collection digital reading resources.

Qtr 4 Session-Specific Measurable Evidence:

Evidence of a Host Nation SY25-26 "Welcome to DoDEA" that incorporates a presentation to parents/guardians on how to use at home or support students learning language and culture of the Host Nation by using applicable teaching strategies and IT-vetted digital resources presented during SY23-24 CCRS Sessions for BTS, Day 2, Q1, Q2 and Q3.Evidence of understanding the use of the Host Nation Digital Resource Collection, as demonstrated and by observable classroom behaviors during SY23-24 and SY24-25 Strategic Instructional Visits. Evidence of understanding Learning Strategies #1, #2 and #3, as demonstrated by observable classroom behaviors and teachers' conversations during the SY23-24 and SY24-25 Strategic Instructional Visits, and by incorporating these Teaching Strategies in their "Welcome to Host Nation" parent/guardian information plan.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology: Host Nation Professional Learning: Section 001: SY24-25 CCRS Quarterly

Professional Learning: Quarter 4 Professional Learning (Spring/Summer 2025) Course Code 5WZXJ-K93SZ

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

03/28/2024 11:42:08 - (b)(6) (Comments)

Approved

03/15/2024 16:33:06 - (b)(6) (Comments)

Please add any comments here

Professional Learning Event

Arc Name:	Info Specialists PK-12	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	Information Specialists	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

- Student circulation data, eBook usage statistics, Gale database usage, and Mackin database usage data.
- Input from Regional ISS, who work directly with school information specialists.
- Input from a Quarter 4 professional learning discussion question asking what type of professional learning they would like to see during the next school year

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric): Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Plans collaboratively with teachers to support classroom instruction and embeds the National Library Standards within their lessons. Trains teachers and students to utilize print and digital information center resources. Collaborates with teachers and students. Promotes reading and student engagement with print and digital books. Develops program management strategies to increase access to the library's holdings and instructional opportunities. Develops and maintains a collection development plan, that utilizes DoDEA policy and supports the school's curriculum and DoDEA's diverse student population. Utilizes the ILS (Destiny) to ensure the effective management and organization of the information center.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

The DoDEA Information Center Program is a powerful, connected instructional program for personal learning and academic growth. Information specialists employ a specialized skill set to balance program management, curriculum integration, diverse resources, and standards-based instruction in information literacy.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Participate in professional learning modules that focus on information center standards, student outreach, information resources, and improving "library science" skill sets in order to improve and enrich services to students and teachers.

Learning Plan Implementation Methods - SME:

- Review guidance on:
 - Program goals
 - Information Center (IC) procedures
 - IC organization/Dewey
- Use the shared instructional goals to plan for the upcoming quarter.
- Create orientation plans that can be used with students and teachers during orientation.
- Explore the learning modules that support information specialists' personal learning needs.
- Review specialty databases focusing on curriculum connections and student inquiry skills.
- Explore the learning modules that support information specialists' personal learning needs.
- Explore collaboration models to improve and increase collaborative practices.
- Explore the learning modules that support information specialists' personal learning needs.
- Examine and review active and passive programming options supporting reading and research.
- Explore the learning modules that support information specialists' personal learning needs.
- Create an end-of-year report for your administration.
- Review the information center's resource data and begin to establish priorities for the upcoming school year.
- Explore the learning modules that support information specialists' personal learning needs.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Information Specialists will:

Review the information center's program goals, procedures, and organizational expectations for the information center.

Back to School Day 2 Session-Specific Measurable Evidence:

- Create / share schedules with teachers.
- Establish an orientation schedule so all students can be introduced to the information center and its resources.
- Share Database and MackinVia information with students, teachers, and parents.
- If your school is a 1 to 1 computer location, ensure all students bookmark IC resources on their computers.
- All students should receive an IC orientation and an opportunity to check out books as early as possible (books in hand by mid-September).
- Review the organization of the school's information center to ensure that it aligns with DoDEA expectations.
- Create a resource, based on the learning modules, that can be shared with students.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoolology course: DoDEA Information Center Program: Section 002 Materials - School Year 2023-24 Access Code: T4R3R-GKW2P

Quarter 1

Qtr 1 Session-Specific Objectives:

Examine new general K-12 databases and how it supports the curriculum. Participate in professional learning modules that focus on information center standards, student outreach, information center resources, and improving information specialists "library science" skill sets in order to improve and enrich services to students and teachers.

Qtr 1 Session-Specific Measurable Evidence:

- Collaborate with teachers to embed databases into student learning.
- Create shareable resources based on learning from the professional modules.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology course: DoDEA Information Center Program: Section 002 Materials - School Year 2023-24 Access Code: T4R3R-GKW2P

Quarter 2**Qtr 2 Session-Specific Objectives:**

Examine ways to improve collaboration between information specialists, teachers, and specialists. Participate in professional learning modules that focus on information center standards, student outreach, information center resources, and improving information specialists "library science" skill sets in order to improve and enrich services to students and teachers.

Qtr 2 Session-Specific Measurable Evidence:

- Create various products to inform others about collaboration opportunities with the information center.
- Create shareable resources based on learning from the professional modules.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology course: DoDEA Information Center Program: Section 002 Materials - School Year 2023-24 Access Code: T4R3R-GKW2P

Quarter 3**Qtr 3 Session-Specific Objectives:**

Develop and create information center active and passive programming that promotes reading. Participate in professional learning modules that focus on information center standards, student outreach, information center resources, and improving information specialists "library science" skill sets in order to improve and enrich services to students and teachers.

Qtr 3 Session-Specific Measurable Evidence:

- Develop both an active and passive programming activity that promotes reading for spring or summer.
- Create shareable resources based on learning from the professional modules.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology course: DoDEA Information Center Program: Section 002 Materials - School Year 2023-24 Access Code: T4R3R-GKW2P

Quarter 4**Qtr 4 Session-Specific Objectives:**

Review end-of-year reporting practices that articulate the information center's impact within the learning community. Begin to establish information center priorities for the coming school year. Participate in professional learning modules that focus on information center standards, student outreach, information center resources, and improving information specialists "library science" skill sets in order to improve and enrich services to students and teachers.

Qtr 4 Session-Specific Measurable Evidence:

Share an information report on the status and performance of the information center and possible priorities for the upcoming school year. Participate in professional learning modules that focus on information center standards, student outreach, information center resources, and improving information specialists "library science" skill sets in order to improve and enrich services to students and teachers.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology course: DoDEA Information Center Program: Section 002 Materials - School Year 2023-24 Access Code: T4R3R-GKW2P

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

03/28/2024 14:17:42 (b)(6) (Comments)
Approved

03/27/2024 13:43:55 (b)(6) (Comments)
Approved

03/27/2024 12:03:42 (b)(6) (Comments)
Move to draft

03/15/2024 16:28:48 (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Math 6-12	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	6-12 Mathematics teachers, Secondary School ETs	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Summative assessment data

Review of Systemic Common Formative assessment data

SY23-24 PL focused on the Math Teaching Practices (MTPs) and Modeling and Reasoning (embedded in SMPs for engaging students in learning, task types (subclaims))

Qualitative data - Anecdotal feedback from ISS – student needs to advance modeling and reasoning

Quarterly PL feedback – evaluations and discussion posts in quarterly PL

LWT data – focused through standard indicators for productive struggle, discourse, problem-solving, or reasoning, higher-ordered questions

Classroom discourse, and student spoken or written opinion from evidence.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

DoDEA System-wide increase in student achievement on Sub-Claim C (Reasoning) and Sub-Claim D (Modeling) from SY23-24 summative assessments to SY24-25 summative assessments across Math 6 – Algebra II.

System-wide increase in incidence of observation of desired behaviors measured by Learning Walk Through Tool 2.0 in the following indicators:

9: Lesson tasks require productive struggle, problem-solving, or reasoning.

12: Students respond to and/or use higher-ordered questions in classroom discourse.

13: Students support written and/or spoken opinions with evidence from text and/or other content-specific resources.

Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology and professional learning evaluations.

Educators will express confidence in their knowledge, skills, and commitment to identify, observe, and support students' understanding and the implementation of the Mathematical Teaching Practices (MTPs). – (KP2) evaluation data for PL delivery

Educators will engage in instructionally focused interactions to strengthen a clearly articulated shared vision of excellent instruction in secondary mathematics. – (KP2)

Educators will engage in instructionally focused interactions to maximize time for instructional improvement in secondary math. – (KP3)

Educators will engage in instructionally focused interactions to support the utilization of DoDEA adopted materials (KP3).

Educators will engage in instructionally focused interactions to strengthen implementation of Mathematical Teaching Practices. (KP3) -

Educators will engage in instructionally focused interactions to increase student learning in secondary math (KP4)

Secondary and Specialized Content objective:

To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Eight Mathematics Teaching Practices provide a framework for strengthening the teaching and learning of mathematics. This research-informed framework of teaching and learning reflects the learning principles. These Mathematics Teaching Practices represent a core set of high-leverage practices and essential teaching skills necessary to promote deep learning of mathematics (NCTM-Principle to Actions).

The teaching behaviors of working collaboratively with colleagues to establish a cohesive vision for mathematics teaching and learning and putting that vision into action, engaging in instructionally focused interactions with students, and maximizing time for instructional improvement is necessary to build and sustain a successful mathematics program.

Move toward a student-centered thinking classroom through research-based practices and strategies to create the optimal conditions for student-owned deep mathematical thinking and learning through Building Thinking Classrooms in Mathematics, Grades K–12 (Liljedahl, 2021).

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

DoDEA Synchronous Module: Carnegie Learning live virtual session

Develop strategies for differentiation and engaging students in a collaborative classroom that support instructional decisions for the Math Teaching Practices (MTPs), reasoning, modeling, and problem solving through the utilization and exploration of the Carnegie Learning - Math Solution components and strategies instructional resource at the lesson level.

DoDEA Asynchronous Module

Utilize research-based mathematics teaching practices, that support a student-centered classroom for students' conceptual understanding, reasoning, thinking, and real-world problem-solving skills.

Explore resources and develop strategies to integrate instructional practices to engage diverse learners.

Plan strategies for adjusting instruction based on formative assessment.

Deepen and solidify their understanding of academic language and discourse.

Identify ways to integrate academic language and discourse into their lessons.

Secondary Core Instruction:

Increase in application of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Learning Plan Implementation Methods - SME:

Use CCRSM Alignment and Intentionality (A&I) tool, including Bridge to Resources, during focused collaboration to support better understanding of standards, as well as frame out plans for classroom instruction.

Use CCRSM Innovation Configuration Maps (IC Maps) to observe colleagues' classrooms and to support the understanding around best practices in teaching and learning.

Use of the NCTM Math Teaching Practice (MTPs) Continuum to develop strategies for student-centered practices in mathematics. What do they look like in practice?

Principles to Actions (What teachers and students are doing?) (NCTM)

Use and implement research-based strategies from the Building Thinking Classrooms to engage students in depth thinking and reasoning (Liljedahl, 2021)

Use Three-Stack Protocol during focused collaboration to determine patterns of strength and concerns from student work towards greater understanding of teacher planning and facilitation on student progress towards transfer (SMPs), meaning, and acquisition goals.

Apply literacy strategies into practice, ensuring that ELA and non-ELA teachers alike work together to build their students' literacy skills

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Secondary Core Instruction Learners will...

Review Core Instruction strategies for academic language, academic discourse, and inquiry.

Determine the alignment of their School Improvement/Action Plans (SIP, SAP), Core Instruction, Multi-Tiered Systems and Support (MTSS), and instructional practices in their classrooms.

Create a visual product demonstrating understanding of alignments of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms.

Carnegie Learning live virtual session Learners will:

Recognize and explore components and strategies of the Carnegie Learning – Math Solution instructional resource at the lesson level to develop strategies for differentiation and engaging students in a collaborative classroom that support instructional decisions for the Math Teaching Practices (MTPs), reasoning, modeling, and problem solving.

Back to School Day 2 Session-Specific Measurable Evidence:

Educators engage in reflective practice to enhance student learning.

Educators utilize consistent implementation of the common student behaviors for engaging students in learning through the Standards for Mathematical Practice (SMPs) evidenced by student artifacts, Learning Walkthrough data, and Focused Collaboration.

Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology

Back to School Day 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 2 - Location of PL Materials:

Schoology Course - 6-12 Mathematics
Professional Learning SY 24-25

Back to School PL (SY24-25)

Course Access Code: NMFR-SMV4-RR5JC

Quarter 1

Qtr 1 Session-Specific Objectives:

Secondary Core Instruction Learners will...

Be introduced to collaborative discourse strategies.

Integrate academic language and discourse into their lessons to increase student engagement.

Make connections to MTSS-SEL in instruction.

DoDEA Asynchronous Module Learners will:

Develop instructional strategies aimed at engaging students by establishing a thinking classroom environment.

Explore the types of tasks that can be employed to promote and encourage students to engage in mathematical thinking and reasoning within a student-centered classroom setting.

Qtr 1 Session-Specific Measurable Evidence:

Educators engage in reflective practice to enhance student learning.

Educators utilize consistent implementation of the common student behaviors for engaging students in learning through the Standards for Mathematical Practice (SMPs) evidenced by student artifacts, Learning Walkthrough data, and Focused Collaboration.

Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology Course: 6-12 Mathematics
Professional Learning (SY 2024-2025)

Quarter 1 Professional Learning (SY 2024-2025)

Access Code: NMFR-SMV4-RR5JC

Quarter 2

Qtr 2 Session-Specific Objectives:

Secondary Core Instruction Learners will:

Identify the modes of discourse.

Determine the modes of discourse that is appropriate to their content areas.

Create a lesson plan or activity that incorporates multiple discourse modes that supports student-centered learning.

Make connections to MTSS-SEL in instruction.

DoDEA Asynchronous Module Learners will:

Develop instructional strategies aimed at engaging students by establishing a thinking classroom environment.

Explore strategies for creating collaborative groups to enhance engagement and encourage students' involvement in mathematical thinking and reasoning, focusing on a setting that prioritizes student interaction and participation.

Qtr 2 Session-Specific Measurable Evidence:

Educators engage in reflective practice to enhance student learning.

Educators utilize consistent implementation of the common student behaviors for engaging students in learning through the Standards for Mathematical Practice (SMPs) evidenced by student artifacts, Learning Walkthrough data, and Focused Collaboration.

Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology Course: 6-12 Mathematics
Professional Learning (SY 2024-202)

Quarter 2 Professional Learning (SY 2024-2025)
Access Code: NMFR-SMV4-RR5JC

Quarter 3

Qtr 3 Session-Specific Objectives:

Secondary Core Instruction Learners will:

Review the modes of discourse and collaborative discourse strategies.

Understand how and when to use various modes of discourse to incorporate academic language while fostering student-led dialogue.

Make connections to MTSS-SEL in instruction.

DoDEA Asynchronous Module Learners will:

Develop instructional strategies aimed at engaging students by establishing a thinking classroom environment.

Investigate how to effectively design student workspaces to optimize student engagement in mathematical thinking and reasoning, emphasizing a layout that supports student-centered learning and interaction.

Qtr 3 Session-Specific Measurable Evidence:

Educators engage in reflective practice to enhance student learning.

Educators utilize consistent implementation of the common student behaviors for engaging students in learning through the Standards for Mathematical Practice (SMPs) evidenced by student artifacts, Learning Walkthrough data, and Focused Collaboration.

Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology Course: 6-12 Mathematics

Professional Learning (SY 2024-202)

Quarter 3 Professional Learning (SY 2024-2025)

Access Code: NMFR-SMV4-RR5JC

Quarter 4

Qtr 4 Session-Specific Objectives:

Secondary Core Instruction Learners will:

Review SIP/SAP to confirm/validate alignment among Core Instruction, MTSS, and instructional practices in their classrooms.

Create a visual product demonstrating alignments and/or opportunities for growth of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms.

Make connections to MTSS-SEL in instruction.

DoDEA Asynchronous Module Learners will:

Develop instructional strategies aimed at engaging students by establishing a thinking classroom environment.

Explore methods of responding to questions to foster and stimulate students' involvement in mathematical thinking and reasoning, emphasizing an approach that nurtures a student-centered learning environment.

Qtr 4 Session-Specific Measurable Evidence:

Educators engage in reflective practice to enhance student learning.

Educators utilize consistent implementation of the common student behaviors for engaging students in learning through the Standards for Mathematical Practice (SMPs) evidenced by student artifacts, Learning Walkthrough data, and Focused Collaboration.

Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology Course: 6-12 Mathematics
Professional Learning (SY 2024-202)

Quarter 2 Professional Learning (SY 2024-2025)
Access Code: NMFR-SMV4-RR5JC

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

03/28/2024 14:04:09 - (b)(6) (Comments)
Approved

03/15/2024 16:28:59 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	School Nursing	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	School Nurses	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data sources were evaluated for professional learning planning and showed:

Anecdotal reports from DoDEA District and Regional Leadership, Instructional Systems Specialists.

Serious Incident Reporting (SIR) of Bullying, Student Threats, Suicide Ideations, Suicide Attempts, Suicides, Child Abuse Reports (CAR), Accident and Injury Reports (AIR)

MTSS Satisfaction Survey Results

SoS Brief Screen of Adolescent Depression (BSAD)

Results generated from quarterly School Nursing Professional Learning Evaluation.

Evidence of Learning

Run By (b)(6)

06/18/2024 10:25:50 Eastern Daylight Time

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Quantitative and qualitative data which is gathered from a variety of sources, and utilizes multiple metrics, collaborative participation in interdisciplinary teams, as well as increased fidelity in documentation.

An increase in the number of student threat and suicide risk assessment summaries submitted with all sections completed, and data included clearly and logically supports the final determination of level of risk or threat.

An increase in the number of AIRS documented with fidelity to the duty to protect student health information.

An increase in vision and hearing screenings conducted according to the recommended student grade levels.

Enduring Understanding**Enduring Understanding:**

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

The overarching goal of the School Nurses professional learning progression is to apply knowledge, provide supports, and remove barriers related to social emotional functioning, student health, threats, and suicidal behaviors through the use of prevention and intervention.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

School Nurses will engage in observable behaviors that evidence best practice in nursing assessment skills.

School Nurses will engage in observable behaviors that evidence the standardized practice of vision and hearing screenings according to the recommended grade levels.

School Nurses will engage in observable behaviors that evidence the implementation of the DoDEA Regulation 2720.1, "First Aid and Emergency Care" with fidelity such as: providing basic first aid training to staff, identifying common emergency situations and responding appropriately to them.

Learning Plan Implementation Methods - SME:

School Nurses will report student injuries in the AIR system with increased fidelity to protect the confidentiality of student health information. School Nurses will collaborate with staff and emergency medical services in the first quarter of school to ensure coordinated responses to emergencies.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency-wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency-wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

This day/time is reserved for professional learning that will support agency-wide initiatives.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

School Nurses perform critical tasks/preparation during Back-to-School days.

Back to School Day 2 Session-Specific Measurable Evidence:

School Nurses perform critical tasks/preparation during Back-to-School days.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

School Nurses perform critical tasks/preparation during Back-to-School days.

Quarter 1

Qtr 1 Session-Specific Objectives:

Assessment skills: Head to Toe

Describe the kinds of objective physical assessment data that are appropriate to collect using the inspection, auscultation, and palpation techniques.

Apply the knowledge gained to enhance their documentation in the DSIS.

Assessment Skills: Vision, Hearing, and Development

Apply evidence-based practices in assessing vision and auditory functions and developmental milestones, recognizing normal variations and abnormalities.

Interpret assessment findings related to vision, hearing, and developmental milestones to identify areas of concern or deviation from expected norms, collaborating with interdisciplinary team members to develop IHPs.

Explore the impact of environmental factors, genetic influences, and medical conditions on the development of vision and hearing abilities across the lifespan.

MTSS/SEL K-5 (Placeholder)**Suicide Prevention Refresher**

Review the suicide prevention curriculum materials.

Collaborate and engage with building-level Student Support Personnel on the implementation of the suicide prevention curriculum.

Qtr 1 Session-Specific Measurable Evidence:

Document findings accurately and comprehensively in the DoDEA Student Information System.

Conduct health screenings according to the recommended grade levels to identify students in need of further medical evaluation.

Notify sponsors/parents/legal guardians of students in need of further medical evaluation, follow-up on result of medical evaluation, and collaborate with teacher, Section 504, or CSC teams, if needed, regarding need for classroom accommodations.

Analyze the key components of the suicide prevention curriculum required to facilitate a classroom.

Explore the foundational skills required to facilitate a classroom lesson such as asking follow-up questions appropriately to better identify students at-risk and engage and educate faculty/staff and parents in suicide prevention.

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

Schoology course: School Nursing Professional Learning

Materials > SY 2024-2025 > Quarter 1 Professional Learning

Access Code: BTBN6-3GH3H

To be determined.

Quarter 2

Run By :

(b)(6)

06/18/2024 10:25:50 Eastern Daylight Time

Qtr 2 Session-Specific Objectives:

Personal Safety and Healthy Relationships

K-12 Participants will:

Understand and identify the learning theory behind effective child abuse prevention and personal safety education and how to structure the curriculum lesson by grade level.

Explore the role of the facilitator in teaching the curriculum and additional resources to assist in lessons and conversations with students and parents.

Assessment Skills: Neuro

Apply evidence-based assessment techniques to identify alterations in neurologic functioning.

Utilize critical thinking skills to prioritize nursing interventions based on neurological assessment findings, recognizing emergent situations requiring immediate intervention.

DoDEA Regulation 2720.1, "First Aid and Emergency Care"

Implement school-specific emergency response protocols.

Identify common medical emergencies that may occur in a school setting and effectively respond to them.

MTSS/SEL K-5 (Placeholder)

Qtr 2 Session-Specific Measurable Evidence:

Personal Safety and Healthy Relationships:

Participants will:

Collaborate and engage in activities, discussions, and data-based, decision-making teams regarding how to manage lessons, data monitoring (referrals from lessons), and overall safety within the student's school and home.

Document findings from the mental status examination, including presence of abnormalities such as disorientation, memory deficits, or altered level of consciousness.

Implement immediate nursing intervention in emergent situations based on the results of the mental status examination.

Report student injuries in the AIR system in accordance with the requirement to protect the confidentiality of health information.

Collaborate with staff and emergency medical services to ensure coordinated responses to emergencies.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Personal Safety and Healthy Relationship:

Participants will:

Access the curriculum via the school level login.

Link and scope and sequence provided via the curriculum.

Schoology course: School Nursing Professional Learning

Materials > SY 2024-2025 > Quarter 1 Professional Learning

Access Code: BTBN6-3GH3H

Quarter 3

Qtr 3 Session-Specific Objectives:

Personal Safety and Healthy Relationships

K-12 Participants will:

Understand and identify the learning theory behind effective child abuse prevention and personal safety education and how to structure the curriculum lesson by grade level.

Explore the role of the facilitator in teaching the curriculum and additional resources to assist in lessons and conversations with students and parents.

Chemicals in School: What School Nurses Need to Know

Identify common chemicals found in school environments, including cleaning agents, laboratory chemicals, and hazardous substances, and assess their potential health risks to students and staff.

Demonstrate proficiency in recognizing signs and symptoms of acute and chronic chemical exposures in students and implement appropriate nursing interventions to mitigate adverse health effects.

Substance Abuse: What School Nurses Need to Know

Define substance abuse and identify common substances of abuse among school-aged children and adolescents.

Recognize signs and symptoms of substance abuse in students, including behavioral, physical, and psychological indicators.

MTSS/SEL (Placeholder)

Qtr 3 Session-Specific Measurable Evidence:

Personal Safety and Healthy Relationships:

Participants will:

Participants will collaborate and engage in activities, discussions, and data-based, decision-making teams regarding how to manage lessons, data monitoring (referrals from lessons), and overall safety within the student's school and home.

Draft a medical emergency response plan for inclusion in the SEMP, which will include a protocol for first aid interventions and notification of appropriate personnel.

Develop an Individualized Healthcare Plan with treatment goals, objectives, and interventions aligning with evidence-based practices and student-centered care principles.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Personal Safety and Healthy Relationship:

Participants will:

Access the curriculum via the school level login.

Link and scope and sequence provided via the curriculum.

Schoology course: School Nursing Professional Learning

Materials > SY 2024-2025 > Quarter 1 Professional Learning

Access Code: BTBN6-3GH3H

Quarter 4

Qtr 4 Session-Specific Objectives:

Personal Safety and Healthy Relationships

K-12 Participants will:

Understand and identify the learning theory behind effective child abuse prevention and personal safety education and how to structure the curriculum lesson by grade level.

Explore the role of the facilitator in teaching the curriculum and additional resources to assist in lessons and conversations with students and parents.

Assessment Skills: Injuries and the Musculoskeletal System

Apply evidence-based assessment techniques to identify and differentiate between various types of musculoskeletal injuries, including fractures, sprains, strains, dislocations, and soft tissue injuries.

Utilize critical thinking skills to prioritize nursing interventions based on the severity and complexity of musculoskeletal injuries, including immediate interventions to prevent further injury and long-term management strategies to promote healing and recovery.

Assessment Skills: Chronic Health Conditions and Emergencies

Recognize signs and symptoms of acute exacerbations and complications of chronic health conditions, including respiratory distress, cardiovascular emergencies, diabetic ketoacidosis, and neurological deficits.

Apply critical thinking skills to rapidly assess and intervene in emergency situations related to chronic health conditions, including initiating life-saving measures, administering medications, and coordinating rapid transfer to advanced levels of care.

MTSS/SEL (Placeholder)

Qtr 4 Session-Specific Measurable Evidence:

Personal Safety and Healthy Relationships:

Participants will:

Participants will collaborate and engage in activities, discussions, and data-based decision-making teams regarding how to manage lessons, data monitoring (referrals from lessons), and overall safety within the student's school and home.

School Nurses will collaborate to draft patient education materials for students regarding the management of fractures, sprains, dislocations, and soft-tissue injuries.

Develop a comprehensive care plan for a student with a chronic health condition, incorporating pharmacological interventions, lifestyle modifications, symptom management strategies, and referral to specialists as needed.

Provide the medical emergency protocol response protocol for the SEMP.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Personal Safety and Healthy Relationship:

Participants will:

Access the curriculum via the school level login.

Link and scope and sequence provided via the curriculum.

Schoology course: School Nursing Professional Learning

Materials > SY 2024-2025 > Quarter 1 Professional Learning

Access Code: BTBN6-3GH3H

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:
Winter Day 2 Session-Specific Measurable Evidence:
Winter Day 2 - Method of Delivery:
Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:
Spring Day 1 Session-Specific Measurable Evidence:
Spring Day 1 - Method of Delivery:
Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:
Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:
Winter - Specific Measurable Evidence:
Winter - Method of Delivery:
Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:
Spring - Specific Measurable Evidence:
Spring - Method of Delivery:
Spring - Location of PL Materials:

Notes/Comments

Comments:

03/21/2024 14:12:08 (b)(6) (Comments)
Approved

03/15/2024 16:31:00 (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Physical Ed & Health K-12	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	K-12 Physical Education and 6-12 Health Education educators	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

CCR Professional Learning Discussion board feedback data contained within the CCRS Schoology learning modules. The "Bicycle Rack" discussion board which provides a space for teachers to share any questions, comments, concerns, or challenges related to the overall health & physical education program. The Power BI Feedback Dashboard on CCR Health & PE professional learning evaluation data.

Health Education & Physical Education Program Evaluations Teacher feedback given to the regional Health & PE ISSs during instructional visits. Teacher feedback given to the HQ Health & PE ISS during instructional site visits.

DoDEA Instructional Practices Feedback Mechanisms LWT Data - a systematic and coordinated method of gathering data on instructional practices and to gauge the level of student engagement within classrooms to make data-informed decisions. FCOT Data - Focused Collaboration is a structured time dedicated to making decisions that are grounded in evidence, accumulating and circulating knowledge and ideas, providing educators with support that improves the effectiveness of teaching, and creating a culture that increases collective efficacy.

Digital Instructional Resource Data: Digital instructional resource data shows a need for student usage across all content areas. The digital component of our Health and Physical Education instructional resources provide opportunity for students to engage with the standards and content skills, practices, and capacities in innovative ways that support preparation for college, career, and civic life. Student Achievement Data: Summative assessments for elementary and secondary mathematics and literacy reveal a continuing need for focused instructional practices that impact student growth and achievement. High School Physical Education Working Group SY23-24: Teacher feedback given to the HQ Health & PE ISS during five work sessions.

Evidence of Learning

Evidence of Learning:

Run By : (b)(6)

06/18/2024 10:20:01 Eastern Daylight Time

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning. Implementation of evidence-based instructional strategies: Health and physical education teachers will demonstrate proficiency in employing research-supported teaching methods, such as differentiated instruction, cooperative learning, and active engagement techniques, to cater to diverse student needs and learning styles, as outlined in the DoDEA Blueprint goals and Core Instructional model. Assessment and data-driven decision-making: Teachers will showcase their ability to utilize formative and summative assessments effectively to gauge student progress and adjust instruction accordingly, aligning with the multi-tiered systems of support initiative. This includes analyzing data to identify areas of student growth and areas needing additional support or intervention. Integration of social-emotional learning (SEL) competencies: Educators will exhibit competence in embedding SEL principles within health and physical education learning spaces to foster students' interpersonal skills, self-awareness, and emotional regulation, aligning with both DoDEA blueprint goals and the CORE instructional model's emphasis on holistic student development. Implementation of technology-enhanced learning: Teachers will demonstrate proficiency in leveraging technology tools and resources to enhance instructional delivery and student engagement, in line with the DoDEA blueprint goals for 21st-century learning and the CORE instructional model's focus on incorporating innovative teaching methodologies. Promotion of inclusive practices: Educators will showcase their commitment to creating inclusive learning environments that embrace diversity and accommodate students with varying abilities and backgrounds, aligning with the learning walkthrough indicators and the CORE instructional model's emphasis on equity and accessibility. Professional collaboration and reflection: Health and physical education teachers will engage in collaborative professional learning communities to reflect on their practice, share best practices, and continuously improve instructional effectiveness, aligning with the principles of the DoDEA blueprint goals, learning walkthrough indicators, and the CORE instructional model's emphasis on ongoing professional growth. By the end of school year 2024-2054, educators will engage in intentional planning and reflective practice to achieve excellence in education for every student, every day, everywhere as evidenced by student assessment data, professional learning evaluations, learning walkthrough indicators, focused collaboration observation tool, and teacher and student artifacts.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

DoDEA health and physical educators provide essential, standards-based instruction to encourage every student to practice: health literacy, the degree to which individuals can find, understand, and use information and services to inform health-related decisions and actions for themselves AND physical literacy, the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole student. By way of: Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning. Integrating technology and innovative teaching strategies to enhance student engagement and learning outcomes in physical education and health education. Collaborating with colleagues, families, and community partners to create a supportive environment that promotes health-enhancing practices and active lifestyles both in and out of school. Advocating for the importance of physical education and health education within the broader educational system and DoDEA Blueprint; emphasizing its integral role promoting student achievement and fostering lifelong wellness. Continuously reflecting on and refining teaching practices based on evidence-based research and professional development opportunities, striving for continual improvement in student learning and well-being. Cultivating a positive and inclusive classroom culture that fosters teamwork, sportsmanship, resilience, and a growth mindset, preparing students to navigate challenges and thrive in various physical and health-related contexts.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Educators will implement social emotional learning competencies into academic instruction. Educators will employ diverse assessment types, uses, and key strategies to monitor and adjust for student learning outcomes. Educators will engage in technology and innovative professional learning strategies to collaborate and promote best practices across the network. Educators will integrate technology and innovative teaching strategies to enhance student engagement and learning outcomes in physical education and health education. Educators will cultivate a positive and inclusive classroom culture that fosters a growth mindset, facilitates student-led discourse using academic language, and promotes inquiry-based learning. Educators will utilize a variety of teaching methods and techniques to engage learners and promote active participation.

Learning Plan Implementation Methods - SME:

1. Embedding Social-Emotional Learning Practices: - Educators will develop personalized SEL action plans during learning sessions, outlining specific strategies to integrate SEL competencies into their daily instruction. - Learners will utilize reflection journals to assess their implementation of SEL practices in the classroom, driving continuous improvement. - Follow-up collaborative sessions will provide opportunities for educators to share successes and challenges in implementing SEL strategies, fostering peer support and differentiation based on individual needs.
2. Utilizing Diverse Assessment Practices: - Participants will create assessment portfolios during learning sessions, incorporating various assessment types and strategies discussed. - Learners will utilize peer feedback mechanisms post-session to refine their assessment approaches and adapt them to diverse student needs. - Collaborative platforms will be established post-session for ongoing sharing of assessment practices, allowing for differentiation based on subject area and student demographics.
3. Promoting Technology Integration and Collaboration: - Educators will co-design technology-enhanced lessons during learning sessions, incorporating innovative teaching strategies and digital tools. - Post-session, participants will engage in virtual and in-person FCGs to collaboratively develop interdisciplinary projects that integrate technology and promote best practices. - Opportunities for differentiated learning paths will be provided through follow-up webinars and online resources tailored to educators' varying levels of technological proficiency.
4. Enhancing Physical and Health Education Instruction: - Educators will develop personalized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into their physical and health education curricula. - Post-session, learners will engage in peer observation cycles focused on observing and providing feedback on the implementation of new instructional practices. - Ongoing collaborative communities will be established to share successes and challenges in implementing Core Instruction strategies, social-emotional learning skills, and standards-based instructional practices.
5. Fostering Positive and Inclusive Classroom Cultures: - Participants will create inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches. - Post-session, educators will engage in diverse collaboration groups to share strategies for promoting inclusivity and academic language development. - Differentiated coaching sessions and resources will be offered to support educators in addressing specific classroom culture challenges and implementing personalized strategies.
6. Promoting Engagement and Active Participation: - Educators will develop differentiated lesson plans during learning sessions, incorporating a variety of teaching methods to engage learners and promote active participation. - Post-session, participants will engage in peer coaching partnerships to observe and provide feedback on each other's implementation of active learning techniques. - Follow-up sessions will provide opportunities for educators to collaboratively design interdisciplinary projects that incorporate active participation strategies and promote deeper learning.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Core Instruction: Review of SY23-24 learning

Participants will...

Review Core Instruction strategies for academic language, academic discourse, and inquiry. Determine the alignment of their School Improvement/Action Plans (SIP, SAP), Core Instruction, Multi-Tiered Systems and Support (MTSS), and instructional practices in their classrooms. Create a visual product demonstrating understanding of alignments of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms.

Health Education & Physical Education:

To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning
Review and unpack revised National Health Education and National Physical Education Standards
Integration of social-emotional learning (SEL) competencies
Implementation of technology-enhanced learning
Promotion of inclusive practices
Implementation of standards- and evidence-based instructional strategies
Assessment and data-driven decision-making

Back to School Day 2 Session-Specific Measurable Evidence:

Educators will develop differentiated lesson plans during learning sessions, incorporating a variety of teaching methods to engage learners and promote active participation. Educators will develop personalized SEL action plans, outlining specific strategies to integrate SEL competencies into their daily instruction. Educators will develop personalized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into physical education and health education. Participants will create inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches. All teachers registered for a SHAPE membership.

Download revised standards via SHAPE America membership

Participants will create assessment portfolios during learning sessions, incorporating various assessment types and strategies discussed.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology Course: HE & PE: K-12 CCRS PL: Section 001 Access Code: 7365Z-DN8XP <https://schoology.dodea.edu/course/1368946329/materials>

Quarter 1

Qtr 1 Session-Specific Objectives:

Core Instruction: Introduction of New Content

Participants will...

Be introduced to collaborative discourse strategies. Integrate academic language and discourse into their lessons to increase student engagement. Make connections to MTSS-SEL in instruction.

Health Education & Physical Education:

To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning
Align National Health Education and National Physical Education Standards to DoDEA's Blueprint and CASEL's Framework
Integration of social-emotional learning (SEL) competencies
Implementation of technology-enhanced learning
Promotion of inclusive practices
Implementation of standards- and evidence-based instructional strategies
Assessment and data-driven decision-making

Qtr 1 Session-Specific Measurable Evidence:

Educators will identify and plan for instruction during learning sessions that promote student-led discourse using academic language. Educators will develop personalized SEL action plans, outlining specific strategies to integrate SEL competencies into their daily instruction. Educators will develop personalized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into physical education and health education. Participants will create inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches. All teachers registered for a SHAPE membership.

Download revised standards via SHAPE America membership

Participants will create assessment portfolios during learning sessions, incorporating various assessment types and strategies discussed.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

To access the Health/PE professional learning, please visit this link: Schoology - HE & PE: K-12 CCRS PL Q1

Access Code: 7365Z-DN8XP

Quarter 2

Qtr 2 Session-Specific Objectives:

Core Instruction: Teacher Focused Instructional strategies

Participants will...

Identify the modes of discourse. Determine the modes of discourse that is appropriate to their content areas. Create a lesson plan or activity that incorporates multiple discourse modes that supports student-centered learning. Make connections to MTSS-SEL in instruction.

Health Education & Physical Education:

To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning
Review revised National Health Education and National Physical Education Standards
Integration of social-emotional learning (SEL) competencies
Implementation of technology-enhanced learning
Promotion of inclusive practices
Implementation of standards- and evidence-based instructional strategies
Assessment and data-driven decision-making

Qtr 2 Session-Specific Measurable Evidence:

Educators will identify and plan for instruction during learning sessions that promote student-led discourse using academic language by incorporating a variety of teaching methods to engage learners and promote active participation. Educators will develop personalized SEL action plans, outlining specific strategies to integrate SEL competencies into their daily instruction.

Learners will utilize reflective strategies to assess their implementation of SEL practices in the classroom, driving continuous improvement and making adjustments.

Participants will create inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches. Opportunities for differentiated learning paths will be provided through follow-up webinars and online resources tailored to educators' varying levels of technological proficiency. Participants will engage in peer coaching partnerships to observe and provide feedback on each other's implementation of active learning techniques. Collaborative platforms will be established during and post-session for ongoing sharing of assessment practices, allowing for differentiation based on subject area and student demographics.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

To access the Health/PE professional learning , please visit this link: Schoology - HE & PE: K-12 CCRS PL Q1

Access Code: 7365Z-DN8XP

Quarter 3

Qtr 3 Session-Specific Objectives:

Core Instruction: Student Focused Instructional strategies

Participants will...

Review the modes of discourse and collaborative discourse strategies. Understand how and when to use various modes of discourse to incorporate academic language while fostering student-led dialogue. Make connections to MTSS-SEL in instruction.

Health Education & Physical Education:

To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning
Review revised National Health Education and National Physical Education Standards
Integration of social-emotional learning (SEL) competencies
Implementation of technology-enhanced learning
Promotion of inclusive practices
Implementation of standards- and evidence-based instructional strategies
Assessment and data-driven decision-making

Qtr 3 Session-Specific Measurable Evidence:

Educators will identify and plan for instruction during learning sessions that promote student-led discourse using academic language by incorporating a variety of teaching methods to engage learners and promote active participation. Educators will develop personalized SEL action plans, outlining specific strategies to integrate SEL competencies into their daily instruction. Learners will utilize reflective strategies to assess their implementation of SEL practices in the classroom, driving continuous improvement and making adjustments. Participants will create inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches. Opportunities for differentiated learning paths will be provided through follow-up webinars and online resources tailored to educators' varying levels of technological proficiency. Participants will engage in peer coaching partnerships to observe and provide feedback on each other's implementation of active learning techniques. Collaborative platforms will be established during and post-session for ongoing sharing of assessment practices, allowing for differentiation based on subject area and student demographics.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

To access the Health/PE professional learning , please visit this link: Schoology - HE & PE: K-12 CCRS PL Q1
Access Code: 7365Z-DN8XP

Quarter 4

Qtr 4 Session-Specific Objectives:

Core Instruction: Culmination of questioning, discourse, and language

Participants will...

Review SIP/SAP to confirm/validate alignment among Core Instruction, MTSS, and instructional practices in their classrooms. Create a visual product demonstrating alignments and/or opportunities for growth of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms. Make connections to MTSS-SEL in instruction.

Health Education & Physical Education:

To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning
Review revised National Health Education and National Physical Education Standards
Integration of social-emotional learning (SEL) competencies
Implementation of technology-enhanced learning
Promotion of inclusive practices
Implementation of standards- and evidence-based instructional strategies
Assessment and data-driven decision-making

Qtr 4 Session-Specific Measurable Evidence:

Educators will identify and plan for instruction during learning sessions that promote student-led discourse using academic language by incorporating a variety of teaching methods to engage learners and promote active participation. Learners will utilize reflective strategies to assess their implementation of SEL practices in the classroom, driving continuous improvement and making adjustments.

Collaborative session will provide opportunities for educators to share successes and challenges in implementing SEL strategies, fostering peer support and differentiation based on individual needs.

Participants will create inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches. Learners will engage in peer feedback focused on the implementation of new instructional practices.

Collaborative communities will be established to share successes and challenges in implementing skills-based instructional practices.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

To access the Health/PE professional learning , please visit this link: Schoology - HE & PE: K-12 CCRS PL Q1
Access Code: 7365Z-DN8XP

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

03/28/2024 14:06:53 - (b)(6) (Comments)
Approved

03/28/2024 13:58:50 - (b)(6) (Comments)
Approved

03/28/2024 13:50:43 - (b)(6) (Comments)
Approved

03/28/2024 13:49:34 - (b)(6) (Comments)
Update POC

03/28/2024 11:42:57 - (b)(6) (Comments)
Approved

03/15/2024 16:29:41 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	School Psychology	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	School Psychologists	Sub Code:	N/A

Provide Arc of Learning input here:
Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data sources were evaluated for professional learning planning and showed:

Anecdotal reports from DoDEA District and Regional Leadership, Instructional Systems Specialists Serious Incident Reporting (SIR) of Bullying, Student Threats, Suicide Ideations, Suicide Attempts, Suicides, Child Abuse Reports (CAR), Accident and Injury Reports (AIR) SoS Brief Screen of Adolescent Depression (BSAD) Results generated from quarterly School Psychologist Professional Learning Evaluations

In the development of this Arc of Learning, the following data sources were evaluated for professional learning planning and showed:

Anecdotal reports from DoDEA District and Regional Leadership, Instructional Systems Specialists Serious Incident Reporting (SIR) of Bullying, Student Threats, Suicide Ideations, Suicide Attempts, Suicides, Child Abuse Reports (CAR), Accident and Injury Reports (AIR) SoS Brief Screen of Adolescent Depression (BSAD) Results generated from quarterly School Psychologist Professional Learning Evaluations

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Quantitative and qualitative data which is gathered from a variety of sources, and utilizes multiple metrics, collaborative participation in interdisciplinary teams, as well as increased fidelity in documentation. Personalized Safety Plans for students which reflect improved quality and a greater variety of supports for students which can be successfully implemented in an educational setting. An increase in the number of student threat and suicide risk assessment summaries submitted which submitted with all sections completed, and data included clearly and logically supports the final determination of level of risk or threat.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

The overarching goal of the school psychologist professional learning progression is to apply knowledge, provide supports, and remove barriers related to broad social emotional functioning, suicidal behaviors, standard assessment administration, through the development of professional acumen, prevention and intervention.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

School psychologists will engage in observable behaviors that evidence best practice in safety planning and re-integration into school.

School psychologists will engage in observable behaviors that evidence the standardized administration of psychological assessments such as the WAIS V and Conners 4.

School psychologists will engage in observable behaviors that evidence the implementation of a suicide prevention program with fidelity such as: engaging students in a developmentally appropriate discussion about suicide, how to seek assistance for themselves and others, and how to identify a trusted adult.

Learning Plan Implementation Methods - SME:

School psychologists will utilize best practice and observable behaviors when creating safety plans such as: progress monitoring, utilizing objective criteria to determine the need for a plan, etc.

School psychologists will utilize standardized assessment administration techniques such as repeating scripted stimulus questions, scoring based on publisher established criteria, interpreting results in a manner consistent with test developer intent, etc.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency-wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency-wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

This day/time is reserved for professional learning that will support agency-wide initiatives.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Suicide Prevention Refresher

Review the suicide prevention curriculum materials. Collaborate and engage with building level Student Support Personnel on implementation of the suicide prevention curriculum.

Back to School Day 2 Session-Specific Measurable Evidence:

Suicide Prevention Refresher

Analyze the key components of the suicide prevention curriculum required to facilitate a classroom. Explore the foundational skills required to facilitate a classroom lesson such as asking follow-up questions appropriately to better identify students at-risk and engage and educate faculty/staff and parents in suicide prevention.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

To Be Determined

Quarter 1

Qtr 1 Session-Specific Objectives:

Safety Plan and Re-entry webinar

Apply trauma-informed practices to build safe and collaborative re-entry plans for students; Review safety plans with students and families / caregivers as a collaborative step toward suicide prevention; Engage faculty and staff in suicide awareness and prevention best practices.

Review of safety plan and re-entry documentation for students in your school(s).

Evaluate existing student safety plans and re-entry meeting documentation to identify strengths and opportunities for improvement.

Safety Plan and Re-entry webinar

Apply trauma-informed practices to build safe and collaborative re-entry plans for students; Review safety plans with students and families / caregivers as a collaborative step toward suicide prevention; Engage faculty and staff in suicide awareness and prevention best practices.

Review of safety plan and re-entry documentation for students in your school(s).

Evaluate existing student safety plans and re-entry meeting documentation to identify strengths and opportunities for improvement.

Qtr 1 Session-Specific Measurable Evidence:

Safety Plan and Re-entry webinar

Explore the skills necessary to collaboratively create and review safety plans. Analyze the components of an effective safety plan.

Review of safety plan and re-entry documentation for students in your school(s).

Explore the essential components of a successful trauma-informed safety plan. Collaborate with colleagues to draft updates to trauma-informed safety plans based upon identified opportunities for improvement.

Safety Plan and Re-entry webinar

Explore the skills necessary to collaboratively create and review safety plans. Analyze the components of an effective safety plan.

Review of safety plan and re-entry documentation for students in your school(s).

Explore the essential components of a successful trauma-informed safety plan. Collaborate with colleagues to draft updates to trauma-informed safety plans based upon identified opportunities for improvement.

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

Safety Plan and Re-entry webinar Schoology link to be determined.

Review of safety plan and re-entry documentation for students in your school(s) located in the locked filing cabinet in the front office.

Quarter 2

Qtr 2 Session-Specific Objectives:

Personal Safety and Healthy Relationships

K-12 Participants will:

Understand and identify the learning theory behind effective child abuse prevention and personal safety education and how to structure the curriculum lesson by grade levels. Explore the role of the facilitator in teaching the curriculum and additional resources to assist in lessons and conversations with students and parents.

Personal Safety and Healthy Relationships

K-12 Participants will:

Understand and identify the learning theory behind effective child abuse prevention and personal safety education and how to structure the curriculum lesson by grade levels. Explore the role of the facilitator in teaching the curriculum and additional resources to assist in lessons and conversations with students and parents.

Qtr 2 Session-Specific Measurable Evidence:

Personal Safety and Healthy Relationships:

Participants will:

Participants will collaborate and engage in activities, discussions, and data-based, decision-making teams regarding how to manage lessons, data monitoring (referrals from lessons), and overall safety within the students school and home.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Personal Safety and Healthy Relationship

Participants will:

Access the curriculum via the school level login. Link and scope and sequence provided via the curriculum.

Quarter 3

Qtr 3 Session-Specific Objectives:

Psychological Assessment

Participants will:

Review the steps of conducting a standard administration of the Wechsler Adult Intelligence Scale, 5th ed (WAIS V). Review the steps of administering the Conners 4th edition (Conners 4). Interpret score profiles for the WAIS V and Conners 4.

Psychological Assessment

Participants will:

Review the steps of conducting a standard administration of the Wechsler Adult Intelligence Scale, 5th ed (WAIS V). Review the steps of administering the Conners 4th edition (Conners 4). Interpret score profiles for the WAIS V and Conners 4.

Qtr 3 Session-Specific Measurable Evidence:

Psychological Assessment

Participants will analyze score profiles and identify instructional implications and appropriate interventions.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Psychological Assessment

WAIS V and Conners 4 webinar

Schoology links to be determined.

Psychological Assessment

WAIS V and Conners 4 webinar

Schoology links to be determined.

Quarter 4

Qtr 4 Session-Specific Objectives:

Personal Safety and Healthy Relationships

K-12 Participants will:

Understand and identify the learning theory behind effective child abuse prevention and personal safety education and how to structure the curriculum lesson by grade levels. Explore the role of the facilitator in teaching the curriculum and additional resources to assist in lessons and conversations with students and parents.

Qtr 4 Session-Specific Measurable Evidence:

Personal Safety and Healthy Relationships:

Participants will:

Participants will collaborate and engage in activities, discussions, and data-based, decision-making teams regarding how to manage lessons, data monitoring (referrals from lessons), and overall safety within the students school and home.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Personal Safety and Healthy Relationship:

Participants will:

Access the curriculum via the school level login. Link and scope and sequence provided via the curriculum.

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

03/26/2024 07:46:08 - (b)(6) Comments
Approved

03/22/2024 15:13:11 - (b)(6) Comments
Approved

03/15/2024 16:31:11 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Science 6-12	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	6-12 Science Teachers	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Science Program Evaluation
Common Paced Assessments (as available)
Student evidence of learning
AP science data
Feedback from the field
LWT Chemical Hygiene Tools used in schools

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Use the science and engineering practices as the pedagogy for student learning, participants will use common sequence, science instructional resources, and common assessment measures. Self-reflecting on practice will be used to monitor and adjust student learning. To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Shifts in practice occur when teams use vetted tools and resources in classrooms as a platform for collaboration, support, and reflection. Providing authentic scientific experiences for all students prepares them to be critical consumers of scientific information. Actively engaging students through science and engineering practices (SEP) provides opportunities for students to deepen their scientific learning around crosscutting concepts and disciplinary core ideas. Core Instruction strategies for academic language, academic discourse, and inquiry are used to increase student-centered learning.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Use DoDEA Science instructional resources to support authentic science learning of the science and engineering practices and crosscutting concepts. Engage in discourse around student work to identify and develop shifts in practice. Use the science and engineering practices as the pedagogy for learning science. Use reflection tools to collaborate and support ongoing reflection. Increase in application of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Learning Plan Implementation Methods - SME:

DoDEA Science Instructional Resources in class – Core Instruction and Interventions (MTSS)

Common Science Experiences and Common Paced Assessments

Commitment statements from teachers at the conclusion of each CCRS day

Completion of safety artifacts/tasks

Using Core strategies

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Review science elements for the year including resources, assessments, and tools to support student learning. Review Core Instruction strategies for academic language, academic discourse, and inquiry. Determine the alignment of their School Improvement/Action Plans (SIP, SAP), Core Instruction, Multi-Tiered Systems and Support (MTSS), and instructional practices in their classrooms. Create a visual product demonstrating understanding of alignments of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms. Annual safety training for science teachers will be completed.

Back to School Day 2 Session-Specific Measurable Evidence:

Use of DoDEA-adopted instructional resources Implementation of AVID strategies Participant commitment statements and reflections Reflection from District ISS on participant support Chemical hygiene tools/checklist

Back to School Day 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 2 - Location of PL Materials:

DoDEA Science SharePoint https://dodea.sharepoint.com/sites/DoDEAScience_USER/SitePages/Professional-Learning.aspx?source=https%3A%2F%2Fdodea.sharepoint.com%2Fsites%2FDoDEAScience_USER%2FSitePages%2FForms%2FByAuthor.aspx

Quarter 1

Qtr 1 Session-Specific Objectives:

Utilize the three dimensions to evaluate instructional resources and assessments aligned to evidence of student learning. Be introduced to collaborative discourse strategies. Integrate academic language and discourse into their lessons to increase student engagement. Make connections to MTSS-SEL in instruction. Review safety practices for science.

Qtr 1 Session-Specific Measurable Evidence:

Use of DoDEA-adopted instructional resources Implementation of AVID strategies Gathering student work that demonstrates students authentically engaged in the science and engineering practices to learn content. Participant commitment statements and reflections Reflection from District ISS on participant support

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

DoDEA Science SharePoint https://dodea.sharepoint.com/sites/DoDEAScience_USER/SitePages/Professional-Learning.aspx?source=https%3A%2F%2Fdodea.sharepoint.com%2Fsites%2FDoDEAScience_USER%2FSitePages%2FForms%2FByAuthor.aspx

Quarter 2

Qtr 2 Session-Specific Objectives:

Collaborate on student responses to common science experiences utilizing tools and continuums to provide evidence of student learning and discuss impact on instructional progression. Identify the modes of discourse. Determine the modes of discourse that are appropriate to their content areas. Create a lesson plan or activity that incorporates multiple discourse modes that supports student-centered learning. Make connections to MTSS-SEL in instruction.

Qtr 2 Session-Specific Measurable Evidence:

Use of DoDEA-adopted instructional resources Implementation of AVID strategies Participant commitment statements and reflections Reflection from District ISS on participant support Quarterly lab/classroom checklist for chemical hygiene L-W Data

Qtr 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 2 - Professional Learning Location:

DoDEA Science SharePoint https://dodea.sharepoint.com/sites/DoDEAScience_USER/SitePages/Professional-Learning.aspx?source=https%3A%2F%2Fdodea.sharepoint.com%2Fsites%2FDoDEAScience_USER%2FSitePages%2FForms%2FByAuthor.aspx

Quarter 3

Qtr 3 Session-Specific Objectives:

Collaborate on current assessments that provide evidence of student learning. Review the modes of discourse and collaborative discourse strategies. Understand how and when to use various modes of discourse to incorporate academic language while fostering student-led dialogue. Make connections to MTSS-SEL in instruction.

Qtr 3 Session-Specific Measurable Evidence:

Use of DoDEA-adopted instructional resources Implementation of AVID strategies Participant commitment statements and reflections Reflection from District ISS on participant support Quarterly lab/classroom checklist for chemical hygiene L-W Data

Qtr 3 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 3 - Location of PL Materials:

DoDEA Science SharePoint https://dodea.sharepoint.com/sites/DoDEAScience_USER/SitePages/Professional-Learning.aspx?source=https%3A%2F%2Fdodea.sharepoint.com%2Fsites%2FDoDEAScience_USER%2FSitePages%2FForms%2FByAuthor.aspx

Quarter 4

Qtr 4 Session-Specific Objectives:

Review components of new instructional resources. Engage in review of new course sequences based on instructional resources. Review SIP/SAP to confirm/validate alignment among Core Instruction, MTSS, and instructional practices in their classrooms. Create a visual product demonstrating alignments and/or opportunities for growth of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms. Make connections to MTSS-SEL in instruction.

Qtr 4 Session-Specific Measurable Evidence:

Use of DoDEA-adopted instructional resources Implementation of AVID strategies Participant commitment statements and reflections Reflection from District ISS on participant support Quarterly lab/classroom checklist for chemical hygiene L-W Data

Qtr 4 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 4 - Location of PL Materials:

DoDEA Science SharePoint https://dodea.sharepoint.com/sites/DoDEAScience_USER/SitePages/Professional-Learning.aspx?source=https%3A%2F%2Fdodea.sharepoint.com%2Fsites%2FDoDEAScience_USER%2FSitePages%2FForms%2FByAuthor.aspx

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:
Winter - Specific Measurable Evidence:
Winter - Method of Delivery:
Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:
Spring - Specific Measurable Evidence:
Spring - Method of Delivery:
Spring - Location of PL Materials:

Notes/Comments

Comments:

03/27/2024 08:43:19 - (b)(6) (Comments)
Approved

03/26/2024 08:17:36 - (b)(6) (Comments)
SME requested to move to DRAFT for edits. Kim

03/15/2024 16:32:00 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	World Language – Secondary Language Teachers	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	World Language Educators	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

I

In the development of this Arc of Learning, the following data sources were evaluated for professional learning planning and showed:

AAPL Power BI/ASPEN

World Language course enrollment by language and level

Student Data from ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) (DoDEA's Language proficiency and performance assessment for students in all languages. Note: SY23-24 for Levels 2 and 4 only is available through AAPPL Power BI for Administrators. For SY24-25 new vendor will provide data for Levels I-IV. Procurement for new Language Proficiency and Performance Assessment is currently ongoing)

Learning Walkthrough Tool (LWT) Data

SY23-24 data indicators high % of NOT observed indicators:

SF03 Digital Multiple Media

SF06 Flexible Grouping

SFO11 Complex Text

SY22-23 and SY23-24 Strategic School Visits

Evidence of need, as observed during SY22-23 and SY23-24 Strategic School Visits to World Language classrooms, conversations with World Language teachers, World Language Regional ISSs, Administrators and with World Language students.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric):

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Secondary and Specialized Content objective: World Language teachers deepen their understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

World Language teachers use teaching and learning strategies that are conducive to increased language proficiency, as evidenced by teaching, and learning behaviors that should be observed during SY24-25 Strategic Instructional Visits.

World Language Teachers deliver purposeful communicative language learning that is conducive to increased language acquisition (as supported by available LWT data and Strategic School Visits to World Language classrooms conducted by SME in SY23-24 and SY24-25).

World Language Teachers use student data to inform and differentiate classroom learning experiences for increased student language acquisition demonstrated through an increase in the use of Integrated Performance Assessments (IPAs) and Project-Based Language learning (PBL) products.

An increase of student scores in the DoDEA-CAS language performance and proficiency assessment (currently, the AAPPL, but it may be a different assessment pending FY24 procurement of a language performance and proficiency assessment by the Assessment Division), specifically in the areas of listening and speaking.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

As a result of the data analysis, the following Enduring Understanding, Learning Outcomes and General Learning Plan (SY24-25) were developed.

Core Instruction strategies are used for academic language, academic discourse, and inquiry to increase student-centered learning. Delivering purposeful communicative language learning increases student language acquisition. Student data informs and allows for differentiated classroom learning experiences to further increase student language acquisition. A focus on project-based language learning results in an increase of opportunities to learn language in meaningful contexts, which, in turn, translates into an increase of student language proficiency.

As a result of the data analysis, the following Enduring Understanding, Learning Outcomes and General Learning Plan (SY24-25) were developed.

Core Instruction strategies are used for academic language, academic discourse, and inquiry to increase student-centered learning. Delivering purposeful communicative language learning increases student language acquisition. Student data informs and allows for differentiated classroom learning experiences to further increase student language acquisition. A focus on project-based language learning results in an increase of opportunities to learn language in meaningful contexts, which, in turn, translates into an increase of student language proficiency.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Learning Outcomes

Educators will increase their application of core instruction strategies. Educators will integrate new procured resources in their instructional planning and practices. Educators will engage in observable teaching behaviors that evidence purposeful communicative language teaching, with the goal of increasing student language competence that prioritizes interpersonal (listening and speaking) and presentational (speaking and writing) skills, but that also integrates interpretative (reading and writing) skills. Educators will engage in observable teaching behaviors that evidence the application of research-based second language theory and methodology to planning and instruction that include, but are not limited to, Performance Based Language Learning (PBLL) and Integrated Performance Assessments (IPAs). Educators will use available student data from summative and formative assessment data sources to inform differentiated classroom learning experiences to increase student language acquisition further. Educators will become familiar with general information about the Seal of Biliteracy (program implementation upcoming to SY25-26) Educators will continue to use DoDEA-IT vetted online tools and apps in their classrooms to enrich and extend target language and culture(s) instruction.

Learning Plan Implementation Methods - SME:

General Learning Plan for SY24-25:

Educators will increase their application of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Educators will explore research-based language acquisition and communicative theory that must drive World Language Standards-driven classroom instruction to help them draw connections between theoretical concepts and their own experiences as a language educator.

Educators will engage in vendor-led product training and pedagogical professional development opportunities that support the integration of new procured resources into their instructional planning and practices.

Educators will have an awareness about the Seal of Biliteracy (what the Program is, where they can obtain information about the Program, US 50 States have adopted the program, etc.) that will be implemented in SY25-26.

Educators will continue to access, explore, and independently practice the use of DoDEA IT-vetted and approved online tools and its applications in the world language classroom.

Implementation Tools and Techniques for SY24-25:

Focused Collaboration (Whenever possible, with other world language teachers in the school or Region)

Data Analysis Protocols

Vendor-led product training for new world language resources

Vendor-led pedagogical professional development integrating strategies with resources and highlighting MTSS and differentiation of instruction for all learners.

Summative and Formative Assessment Analysis

Intentional Planning

Reflective Practices

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Review of Core Instruction

Educators will:

Review Core Instruction strategies for academic language, academic discourse, and inquiry.

Determine the alignment of their School Improvement/Action Plans (SIP, SAP), Core Instruction, Multi-Tiered Systems and Support (MTSS), and instructional practices in their classrooms.

Create a visual product demonstrating understanding of alignments of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms.

Educators will participate in vendor-led product training (TBD, after contract) for new 6-12 world language instructional materials and online resources

Back to School Day 2 Session-Specific Measurable Evidence:

A visual product demonstrating understanding of alignments of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms.

Evidence of active participation and attendance by world language educators to vendor-led product training and pedagogical professional development sessions evidenced by teacher attendance and participation in vendor-led activities.

An increase of student scores in the DoDEA-CAS language performance and proficiency assessment (currently the AAPPL, but it may be a different vendor for SY24-25) in the areas of listening and speaking.

An increase in observable teacher behaviors that support CCRS World Languages Standards-based instruction, as measured by the DoDEA Learning Walk-Through Tool (LWT).

Evidence of the incorporation of the language acquisition concepts, vendor-led product training, and professional-pedagogical sessions, presented during CCRS Professional Learning for World Language teachers, as experienced during SY 2024-25 Strategic Instructional Visits, and in conversations with teachers, administrators, and students

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology -- World Language Professional Development (Secondary): Section 001 --- Access Code: BBHHH-F3G2V --- SY24-25 Quarterly World Languages Professional Learning ----> Back to School, Day 2 (only)

NOTE: World Language Schoology Quarterly courses will contain a module labeled "Module I" that will contain the instructions needed to take the participating world language educators to the Core Instruction Session for that Quarter. Each Quarterly Core Instruction Session will have their own Quarterly Questionnaire

Quarter 1

Qtr 1 Session-Specific Objectives:

Core Instruction – Introduction of New Content.

Educators will...

Be introduced to collaborative discourse strategies.

Integrate academic language and discourse into their lessons to increase student engagement.

Make connections to MTSS-SEL in instruction.

Educators will participate in vendor-led pedagogical professional development.

Qtr 1 Session-Specific Measurable Evidence:

The Q1 Professional Learning Questionnaire data show evidence of awareness of core instruction strategies and how they might be applicable to the world language classroom.

Evidence of active participation and attendance by world language educators to vendor-led pedagogical professional development sessions, evidenced by teacher attendance and participation in vendor-led activities.

An increase of observable teacher behaviors that support CCRS World Languages Standards-based instruction, as measured by the DoDEA Learning Walk-Through Tool (LWT).

Evidence of the incorporation of the language acquisition concepts, vendor-led product training and professional-pedagogical sessions, presented during CCRS Professional Learning for World Language teachers, as experienced during SY 2024-25 Strategic Instructional Visits, and in conversations with teachers, administrators, and students.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology -- World Language Professional Development (Secondary): Section 001 --- Access Code: BBHHH-F3G2V --- SY24-25 Quarterly World Languages Professional Learning ----> Quarter 1

Quarter 2

Qtr 2 Session-Specific Objectives:

Core Instruction – Teacher-Focused instructional strategies.

Educators will...

Identify the modes of discourse.

Determine the modes of discourse that is appropriate to their content areas.

Create a lesson plan or activity that incorporates multiple discourse modes that supports student-centered learning.

Make connections to MTSS-SEL in instruction.

Educators will participate in vendor-led pedagogical/product training refresher/Q and A with vendors professional development. Educators will acquire general awareness about the DoDEA Seal of Biliteracy Program (coming in SY25-26).

Qtr 2 Session-Specific Measurable Evidence:

Evidence of awareness of what core instruction teacher-focused strategies are and how they might be applicable to the world language classroom, as measured by the Q2 Professional Learning Questionnaire or by product(s) that incorporate multiple discourse modes.

Evidence of active participation and attendance by world language educators to vendor-led pedagogical professional development/product training "refresher"/Q and A with vendor sessions, evidenced by teacher attendance and participation in vendor-led activities.

An increase of observable teacher behaviors that support CCRS World Languages Standards-based instruction, as measured by the DoDEA Learning Walk-Through Tool (LWT).

Evidence of incorporating the language acquisition concepts, vendor-led product training and professional pedagogical sessions, presented during CCRS Professional Learning for World Language teachers, as experienced during SY 2024-25 Strategic Instructional Visits, and in conversations with teachers, administrators, and students.

Evidence of awareness of general information about the DoDEA Seal of Biliteracy Program (coming to 6-12 schools in SY25-26).

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology -- World Language Professional Development (Secondary); Section 001 --- Access Code: BBHHH-F3G2V --- SY24-25 Quarterly World Languages Professional Learning ----> Quarter 2

Quarter 3

Qtr 3 Session-Specific Objectives:

Core Instruction – Student-Focused instructional strategies.

Educators will...

Review the modes of discourse and collaborative discourse strategies.

Understand how and when to use various modes of discourse to incorporate academic language while fostering student-led dialogue.

Make connections to MTSS-SEL in instruction.

Educators will participate in vendor-led pedagogical professional development.

Qtr 3 Session-Specific Measurable Evidence:

Evidence of understanding what core instruction student-focused strategies are, including connections to MTSS-SEL, and how they might be applicable to the world language classroom, as measured by the Q3 Professional Learning Questionnaire.

Evidence of active participation and attendance by world language educators to vendor-led pedagogical professional development sessions, evidenced by teacher attendance and participation in vendor-led activities.

An increase of student scores in the DoDEA-CAS language performance and proficiency assessment (currently the AAPPL, but it may be a different vendor for SY24-25) in the areas of listening and speaking.

An increase of observable teacher behaviors that support CCRS World Languages Standards-based instruction, as measured by the DoDEA Learning Walk-Through Tool (LWT)

Evidence of the incorporation of the language acquisition concepts, vendor-led product training and professional pedagogical sessions, presented during CCRS Professional Learning for World Language teachers, as experienced during SY 2024-25 Strategic Instructional Visits, and in conversations with teachers, administrators, and students.

Qtr 3 - Method of Delivery:

Run By (b)(6)

06/18/2024 10:27:52 Eastern Daylight Time

Asynchronous

Qtr 3 - Location of PL Materials:

Schoolology -- World Language Professional Development (Secondary): Section 001 --- Access Code: BBHHH-F3G2V --- SY24-25 Quarterly World Languages Professional Learning ----> Quarter 3

Quarter 4

Qtr 4 Session-Specific Objectives:

Core Instruction – Culmination of questioning, discourse, and language.

Educators will...

Review SIP/SAP to confirm/validate alignment among Core Instruction, MTSS, and instructional practices in their classrooms.

Create a visual product demonstrating alignments and/or opportunities for growth of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms.

Make connections to MTSS-SEL and their own instruction.

Educators will review and reflect on the strategies, approaches and techniques presented during vendor-led pedagogical professional development.

Educators will revise/develop a SY25-26 Personalized Instructional Map, incorporating the new instructional world language resources, second language acquisition concepts learned through vendor-led pedagogical professional development sessions, and core instruction concepts highlighted during SY24-25 quarterly professional learning session.

Qtr 4 Session-Specific Measurable Evidence:

Evidence of application of core instruction’s questioning, discourse and language strategies presented throughout the SY24-25 CCRS Quarterly Professional development, and how they might be applicable to the world language classroom, as measured by the Q4 Professional Learning Questionnaire, and/or a visual product demonstrating understanding of alignment/ opportunities to use SIP/SAP, Core Instruction and MTSS with their own world language instructional practices OR evidence of inclusion of questioning, discourse and language strategies in their own CCRS SY25-26 Personalized Instructional Map.

Evidence of use of DoDEA-vetted instructional resources from approved world language vendors supporting student learning, as experienced during SY 2024-25 Strategic Instructional Visits, and inferred through conversations with teachers and students, and analysis of their SY25-26 Instructional Map.

An increase of student scores in the DoDEA-CAS language performance and proficiency assessment (currently, the AAPPL, but it may be a different assessment pending FY24 language proficiency and performance assessment procurement by Assessment Division) in the areas of listening and speaking (interpersonal and presentational modes).

An increase of observable teacher behaviors that support CCRS World Languages Standards-based instruction, as measured by the DoDEA Learning Walk-Through Tool (LWT).

Observable evidence of the incorporation of language acquisition, differentiation and tiered support concepts presented during vendor-led pedagogical professional learning for world language teachers, as experienced during SY 2024-25 Strategic Instructional Visits, in conversations with teachers and students and evidenced on their SY25-26 Personalized Instructional Map.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology -- World Language Professional Development (Secondary): Section 001 --- Access Code: BBHHH-F3G2V --- SY24-25 Quarterly World Languages Professional Learning ----> Quarter 4

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:
Winter Day 2 Session-Specific Measurable Evidence:
Winter Day 2 - Method of Delivery:
Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:
Spring Day 1 Session-Specific Measurable Evidence:
Spring Day 1 - Method of Delivery:
Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:
Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:
Winter - Specific Measurable Evidence:
Winter - Method of Delivery:
Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:
Spring - Specific Measurable Evidence:
Spring - Method of Delivery:
Spring - Location of PL Materials:

Notes/Comments

Comments:

06/17/2024 09:16:02 - (b)(6) (Comments)
Approved

03/28/2024 11:42:29 - (b)(6) (Comments)
Approved

03/15/2024 16:32:57 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Social Studies 6-12	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	6-12 Social Studies Educators	Sub Code:	N/A

Provide Arc of Learning input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data sources were used in reasoning and planning:

The 6-12 social studies program evaluation. Professional learning evaluations from SY 23-24 (social studies and core instruction) Strategic Site Visits (SY 23 - 24) observations. COGNIA (ELEOT) results as available (internal and external). Results from LWT (as available). Focused Collaboration Observation Tool (as available) Interim and Summative ELA Assessments (if available) AP Exam Data

As a result of the data analysis, the following Enduring Understanding and Learning Outcomes were developed.

Learning Objectives:

Core Instruction: Teachers will show a deepened understanding of Core Instruction strategies for academic language, academic discourse, and inquiry by providing more opportunities for student-centered learning. 6-12 Social Studies: Teachers will implement instructional strategies to support academic language, academic discourse, and inquiry as demonstrated by providing opportunities for student-centered learning using the instructional resources and practices introduced and developed during the CCRS-H/SS professional learning.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric):

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Core Instruction: Teachers will show evidence of learning by demonstrating a deepened understanding of Core Instruction strategies for academic language, academic discourse, and inquiry by providing more opportunities for student-centered learning. 6-12 Social Studies: Teachers will show evidence of learning by implementing instructional strategies to support academic language, academic discourse, and inquiry as demonstrated by providing opportunities for student-centered learning with an emphasis on the social studies practices (economics, geography, historical thinking and civic participation).

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Core Instruction strategies for academic language, academic discourse, and inquiry increase opportunities for student-centered learning.

MTSS Tier 1 core instruction strategies incorporating the social studies practices support academic achievement and social emotional learning for all students.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

BTS: Review of SY23-24 Learning

Participants will...

Review Core Instruction strategies for academic language, academic discourse, and inquiry. Determine the alignment of their School Improvement/Action Plans (SIP, SAP), Core Instruction, Multi-Tiered Systems and Support (MTSS), and instructional practices in their classrooms. Create a visual product demonstrating understanding of alignments of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms.

BTS Social Studies:

Review the social studies practices including the finalized Scope and Sequence, student-centered instructional strategies, and associated resources. (DBQ (Middle/High), DIG (Middle/High) C3 (Middle/High), AP Classroom - including differentiation for Multilingual Learners) Create a plan to incorporate the social studies practices with a student-centered instructional strategies and appropriate resources into the first quarter for one course. Review the instructional resources newly procured for their courses (AP Gov, AP Econ, AP Comparative, AP Euro, AP World, Street Law)

Q1: Core Instruction – Introduction of New Content

Participants will...

Be introduced to collaborative discourse strategies. Integrate academic language and discourse into their lessons to increase student engagement. Make connections to MTSS-SEL in instruction.

Q1: 6-12 Social Studies

Participants will...

Apply collaborative student-centered discourse strategies to social studies standards and practices. Explore the student-centered virtual experiences available at the Ronald Regan Presidential Library and Museum as a potential opportunity to support student discourse. Identify how they can incorporate civil discourse into their classroom using strategies from Ronald Reagan's oratory style (presented by the Ronald Regan Library and Museum (Q1 and Q3)) Create a plan to incorporate the new learning into their lesson plans for Quarter 2.

Q2: Core Instruction – Teacher Focused instructional strategies.

Participants will...

Identify the modes of discourse. Determine the modes of discourse that is appropriate to their content areas. Create a lesson plan or activity that incorporates multiple discourse modes that supports student-centered learning. Make connections to MTSS-SEL in instruction.

Q2: 6-12 Social Studies

Participants will...

Apply the student-centered modes of discourse to the social studies practices and resources. Identify how they can incorporate the student-centered modes of discourse into their classroom using strategies from the National Archives and Record Administration (presented by the NARA (Q2 and Q4)) Identify how they can incorporate the modes of discourse into their classroom using strategies from the Federal Reserve Bank of St. Louis. Create a plan to incorporate the new learning into their lesson plans for Quarter 3.

Q3: Core Instruction – Student Focused instructional strategies

Participants will...

Review the modes of discourse and collaborative discourse strategies. Understand how and when to use various modes of discourse to incorporate academic language while fostering student-led dialogue. Make connections to MTSS-SEL in instruction.

Q3: 6-12 Social Studies

Participants will...

Apply student-centered modes of discourse that incorporate academic language strategies to social studies standards and practices. Explore the resources available at the Ronald Regan Presidential Library and Museum as a potential opportunity to support student-centered discourse. Identify how they can incorporate student-led dialogue into their classroom using strategies from Ronald Reagan's oratory style (presented by the Ronald Regan Library and Museum (Q1 and Q3)) Create a plan to incorporate the new learning into their lesson plans for Quarter 3.

Q4: Core Instruction – Culmination of questioning, discourse, and language

Participants will...

Review SIP/SAP to confirm/validate alignment among Core Instruction, MTSS, and instructional practices in their classrooms. Create a visual product demonstrating alignments and/or opportunities for growth of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms. Make connections to MTSS-SEL in instruction.

Q4: 6-12 Social Studies

Participants will...

Apply the student-centered modes of discourse to the social studies practices focusing on the use of DBQs, C3 Inquiries, AP Classroom, and/or resources from DIG. Identify how they can incorporate the modes of discourse into their classroom using strategies from the National Archives and Record Administration (presented by the NARA (Q2 and Q4)) Create a plan to incorporate the new learning into an upcoming lesson or for the next school year.

Learning Plan Implementation Methods - SME:

BTS: Implementation Method (6-12 Social Studies)

Interactive review of the practices. Choice learning experience of best practices in social studies to promote student-centered discourse/learning (DBQ, C3 Inquiry, AP Classroom, DIG) Plan Creation Reflection on learning

Q1: Implementation Method (6-12 Social Studies)

Reflection on implementation of the plan from BTS. Interactive experience connecting student-centered discourse to social studies practices. Ronald Reagan Library and Museum Education Department - remote/live session on student-centered discourse using resources from the Library and Museum. Plan creation. Reflection on learning.

Q2: Implementation Method (6-12 Social Studies)

Reflection on implementation of the plan from Q1. Interactive experience connecting student-centered discourse to social studies practices. NARA - remote/live session on student-centered modes of discourse using resources from NARA. Federal Reserve St. Louis - remote/live session on student centered modes of discourse using resources from the Fed (focus on discourse around economic concepts) Plan creation. Reflection on learning.

Q3: Implementation Method (6-12 Social Studies)

Reflection on implementation of the plan from Q2. Interactive experience connecting student-centered discourse to social studies practices. Ronald Reagan Library and Museum Education Department - remote/live session on student-centered discourse using resources from the Library and Museum. Plan creation. Reflection on learning.

Q4: Implementation Method (6-12 Social Studies)

Reflection on implementation of the plan from Q1. Interactive experience connecting student-centered discourse to social studies practices. NARA - remote/live session on student-centered modes of discourse using resources from NARA (culminating experience using documents to create narratives in teams based on primary source documents featuring student-centered modes of discourse). Federal Reserve St. Louis - remote/live session on student centered modes of discourse using resources from the Fed (focus on discourse around economic concepts) Plan creation. Reflection on learning.

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 2**Back to School Day 2 Session-Specific Objectives:**

BTS: Review of SY23-24 Learning

Participants will...

Review Core Instruction strategies for academic language, academic discourse, and inquiry. Determine the alignment of their School Improvement/Action Plans (SIP, SAP), Core Instruction, Multi-Tiered Systems and Support (MTSS), and instructional practices in their classrooms. Create a visual product demonstrating understanding of alignments of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms.

6-12 Social Studies

Review the social studies practices including the finalized Scope and Sequence, student-centered instructional strategies, and associated resources. (DBQ (Middle/High), DIG (Middle/High) C3 (Middle/High), AP Classroom) Create a plan to incorporate the social studies practices with a student-centered instructional strategies and appropriate resources into the first quarter for one course. Review the instructional resources newly procured for their courses (AP Gov, AP Econ, AP Comparative, AP Euro, AP World, Street Law)

Back to School Day 2 Session-Specific Measurable Evidence:

A written plan/description incorporating the practices, student-centered instructional strategies, and associated resources is added to the school folder completed by the end of Back to School PL (available to be reviewed by the ISS for the district (the plan can be used by the ISS to support a coaching cycle)) Observation of the incorporation of their plan during strategic site visits (HQ ISS) or learning walkthroughs (District ISS). Teacher acknowledgement of what they accomplished as part of the intro to Quarter 1 professional learning.

Back to School Day 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 2 - Location of PL Materials:

Access directions below. Contact your local ISS for assistance.

Part 1 Schoology Course: Secondary Core Instruction: Section 001 -- Access Code 4C5C-VGFT-GJM83 Part 2 Option 1 Cornerstone: 6-12 Social Studies Back to School Professional Learning SY 24-25 Part 2 Option 2 Schoology Course: Social Studies Collaborative: Section 1: "6-12 Social Studies Back to School Professional Learning SY 24-15 --- Access Code H2TN-62PC-FQR5Z

Quarter 1**Qtr 1 Session-Specific Objectives:**

Q1: Core Instruction – Introduction of New Content

Participants will...

Be introduced to collaborative discourse strategies. Integrate academic language and discourse into their lessons to increase student engagement. Make connections to MTSS-SEL in instruction.

Q1: 6-12 Social Studies

Participants will...

Apply collaborative student-centered discourse strategies to social studies standards and practices. Explore the student-centered virtual experiences available at the Ronald Regan Presidential Library and Museum as a potential opportunity to support student discourse. Identify how they can incorporate civil discourse into their classroom using strategies from Ronald Reagan's oratory style (presented by the Ronald Regan Library and Museum (Q1 and Q3)) Create a plan to incorporate the new learning into their lesson plans for Quarter 2.

Qtr 1 Session-Specific Measurable Evidence:

A written plan/description incorporating the student-centered instructional strategies and associated resources is added to the school folder completed by the end of Quarter 1 PL (available to be reviewed by the ISS for the district (the plan can be used by the ISS to support a coaching cycle))Observation of the incorporation of their plan during strategic site visits (HQ ISS) or learning walkthroughs (District ISS).Teacher acknowledgement of what they accomplished as part of the intro to Quarter 2 professional learning.

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

Access directions below. Contact your local ISS for assistance.

Part 1 Schoology Course: Secondary Core Instruction: Section 001 -- Access Code 4C5C-VGFT-GJM83 Part 2 Option 1 Cornerstone: 6-12 Social Studies Back to School Professional Learning SY 24-25Part 2 Option 2 Schoology Course: Social Studies Collaborative; Section 1: "6-12 Social Studies Back to School Professional Learning SY 24-15 --- Access Code H2TN-62PC-FQR5Z

Quarter 2

Qtr 2 Session-Specific Objectives:

Q2: Core Instruction – Teacher Focused instructional strategies.

Participants will...

Identify the modes of discourse. Determine the modes of discourse that is appropriate to their content areas. Create a lesson plan or activity that incorporates multiple discourse modes that supports student-centered learning. Make connections to MTSS-SEL in instruction.

Q2: 6-12 Social Studies

Participants will...

Apply the student-centered modes of discourse to the social studies practices and resources. Identify how they can incorporate the student-centered modes of discourse into their classroom using strategies from the National Archives and Record Administration (presented by the NARA (Q2 and Q4))Identify how they can incorporate the modes of discourse into their classroom using strategies from the Federal Reserve Bank of St. Louis. Create a plan to incorporate the new learning into their lesson plans for Quarter 3.

Qtr 2 Session-Specific Measurable Evidence:

A written plan/description incorporating the student-centered instructional strategies and associated resources is added to the school folder completed by the end of Quarter 2 PL (available to be reviewed by the ISS for the district (the plan can be used by the ISS to support a coaching cycle))Observation of the incorporation of their plan during strategic site visits (HQ ISS) or learning walkthroughs (District ISS).Teacher acknowledgement of what they accomplished as part of the intro to Quarter 3 professional learning.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Access directions below. Contact your local ISS for assistance.

Part 1 Schoology Course: Secondary Core Instruction: Section 001 -- Access Code 4C5C-VGFT-GJM83 Part 2 Option 1 Cornerstone: 6-12 Social Studies Back to School Professional Learning SY 24-25Part 2 Option 2 Schoology Course: Social Studies Collaborative; Section 1: "6-12 Social Studies Back to School Professional Learning SY 24-15 --- Access Code H2TN-62PC-FQR5Z

Quarter 3

Qtr 3 Session-Specific Objectives:

Q3: Core Instruction – Student Focused instructional strategies

Participants will...

Review the modes of discourse and collaborative discourse strategies. Understand how and when to use various modes of discourse to incorporate academic language while fostering student-led dialogue. Make connections to MTSS-SEL in instruction.

Q3: 6-12 Social Studies

Participants will...

Apply student-centered modes of discourse that incorporate academic language strategies to social studies standards and practices. Explore the resources available at the Ronald Regan Presidential Library and Museum as a potential opportunity to support student-centered discourse. Identify how they can incorporate student-led dialogue into their classroom using strategies from Ronald Reagan's oratory style (presented by the Ronald Regan Library and Museum (Q1 and Q3))Create a plan to incorporate the new learning into their lesson plans for Quarter 3.

Qtr 3 Session-Specific Measurable Evidence:

A written plan/description incorporating the student-centered instructional strategies and associated resources is added to the school folder completed by the end of Quarter 3 PL (available to be reviewed by the ISS for the district (the plan can be used by the ISS to support a coaching cycle)). Observation of the incorporation of their plan during strategic site visits (HQ ISS) or learning walkthroughs (District ISS). Teacher acknowledgement of what they accomplished as part of the intro to Quarter 3 professional learning.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Access directions below. Contact your local ISS for assistance.

Part 1 Schoology Course: Secondary Core Instruction: Section 001 -- Access Code 4C5C-VGFT-GJM83 Part 2 Option 1 Cornerstone: 6-12 Social Studies Back to School Professional Learning SY 24-25 Part 2 Option 2 Schoology Course: Social Studies Collaborative: Section 1: "6-12 Social Studies Back to School Professional Learning SY 24-15 --- Access Code H2TN-62PC-FOR5Z

Quarter 4**Qtr 4 Session-Specific Objectives:**

Q4: Core Instruction – Culmination of questioning, discourse, and language

Participants will...

Review SIP/SAP to confirm/validate alignment among Core Instruction, MTSS, and instructional practices in their classrooms. Create a visual product demonstrating alignments and/or opportunities for growth of SIP/SAP, Core Instruction, MTSS, and instructional practices in their classrooms. Make connections to MTSS-SEL in instruction.

Q4: 6-12 Social Studies

Participants will...

Apply the student-centered modes of discourse to the social studies practices focusing on the use of DBQs, C3 Inquiries, AP Classroom, and/or resources from DIG. Identify how they can incorporate the modes of discourse into their classroom using strategies from the National Archives and Record Administration (presented by the NARA (Q2 and Q4)) Create a plan to incorporate the new learning into an upcoming lesson or for the next school year.

Qtr 4 Session-Specific Measurable Evidence:

A plan for incorporating the student-centered modes of discourse into an upcoming lesson for Q4 or SY 25-26 in the district course level folders. Observation of the incorporation of their plan during strategic site visits (HQ ISS) or learning walkthroughs (District ISS). Teacher acknowledgement of what they accomplished as part of the yearlong professional learning..

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Access directions below. Contact your local ISS for assistance.

Part 1 Schoology Course: Secondary Core Instruction: Section 001 -- Access Code 4C5C-VGFT-GJM83 Part 2 Option 1 Cornerstone: 6-12 Social Studies Back to School Professional Learning SY 24-25 Part 2 Option 2 Schoology Course: Social Studies Collaborative: Section 1: "6-12 Social Studies Back to School Professional Learning SY 24-15 --- Access Code H2TN-62PC-FQR5Z

Fall Day 1**Fall Day 1 Session-Specific Objectives:****Fall Day 1 Session-Specific Measurable Evidence:****Fall Day 1 - Method of Delivery:****Fall Day 1 - Location of PL Materials:****Fall Day 2****Fall Day 2 Session-Specific Objectives:****Fall Day 2 Session-Specific Measurable Evidence:****Fall Day 2 - Method of Delivery:**

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

- Spring - Specific Objectives:
- Spring - Specific Measurable Evidence:
- Spring - Method of Delivery:
- Spring - Location of PL Materials:

Notes/Comments

Comments:

03/25/2024 14:56:13 - (b)(6) (Comments)
Approved

03/15/2024 16:32:13 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Special Ed: Alternate Content Standards	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	LIMS and LISP Teachers	Sub Code:	

Provide Arc of Learning Input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Teacher Evaluation Feedback from CCRS Quarterly PLs Qualitative analysis of teacher work samples in Schoology for CCRS Quarterly PL activities

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric): Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Special Education LIMS-LISP Teachers deliver specially designed instruction that ensures access to the general curriculum through modifications so that the student can meet the same academic standards as his/her nondisabled peers and to ensure progress toward meeting IEP goals and objectives. Autism Teacher Leaders (AUTLs) support the delivery of specially designed instruction that ensures access to the general curriculum through modifications so that the student can meet the same academic standards as his/her nondisabled peers and to ensure progress toward meeting IEP goals and objectives. Special Education LIMS-LISP Teachers and AUTLs use data-driven decisions to inform specially designed instructional strategies and practices to increase engagement and academic achievement of students with disabilities utilizing the alternate content standards. Special Education LIMS-LISP Teachers and AUTLs use reflective practices and collaborative approaches to become aware of their underlying beliefs and assumptions about learning and teaching, promote a positive learning environment, and inform high-quality teaching and learning approaches for students with significant cognitive disabilities.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions. Data-driven decisions inform specially designed instructional strategies and practices to increase engagement and academic achievement of students with disabilities. Utilizing reflective practice and collaborative approaches informs high-quality teaching and learning approaches for students with significant cognitive disabilities.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Back to School

Day 1: Agency-wide Professional Learning Day 2: Learn and understand skills and strategies gained through Unique Learning System's professional-led webinars can help educators spark growth and achievement in unique learner.

Teachers will deepen knowledge and refine instructional practices for demonstrated measurable improvement in student outcomes.

Demonstrate how evidence-based strategies and supports in the Unique Learning System will engage and increase participation in students who require maximum support.

Teachers will pinpoint learning gaps, identify precise intervention strategies, and implement with ULS solutions for at least four students in their classroom.

Quarter 1

ULS Pathways Rethink Coursework

Quarter 2

ULS Pathways Rethink Coursework

Quarter 3

ULS Pathways Rethink Coursewo

Quarter 4

ULS Pathways Rethink Coursework

Learning Plan Implementation Methods - SME:

Asynchronous training modules: Review and build upon content knowledge, skills and instructional practices necessary for delivery of databased decisions to inform instructional practices for learning Collaborative discussion boards: Provides opportunity to work and collaborate to learn and grow together as a professional learning community ISS support with ULS/Rethink Ed: ISS supports teachers with the application of their learning to their work with students. Innovation Configuration Maps (ICMs) for teachers provide a well-defined, unique set of expected actions and behaviors for each HLP and EBP; it is an effective tool for teacher self-reflection and personal growth. Through careful planning and implementation of the DLM ELA Essential Elements to increase achievement in reading and writing for students with significant cognitive disabilities. By pairing High-Leverage Practices (HLPs) and Evidence-Based Practices (EBPs) in instruction to meet the unique needs of each student.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

ULS PathwaysRethink Coursework

Back to School Day 2 Session-Specific Measurable Evidence:

Evidence of application of data-informed instructional practicesData informed instructional practices

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology Course: Alternate Content Standards

Access Code: X9C94-NDJT5'

Course Folder: 24-25 LIMS/LISP Teachers Professional Learning Sessions for CCRS Days | Schoology (dodea.edu)

Folder.SY23-24 LIMS-LISP Teachers Professional Learning Sessions for CCR Days

Quarter 1

Qtr 1 Session-Specific Objectives:

ULS PathwaysRethink CourseworkAdditional details and information will be forthcoming.

Qtr 1 Session-Specific Measurable Evidence:

Drive instruction based on the checkpoint data collection from student pre-and post-assessments.Data informed instructional practices.Evidence of data analysis with IEP PLAAF statements

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology Course: Alternate Content Standards

Access Code: X9C94-NDJT5'

Course Folder: 24-25 LIMS/LISP Teachers Professional Learning Sessions for CCRS Days | Schoology (dodea.edu)

Quarter 2

Qtr 2 Session-Specific Objectives:

ULS PathwaysRethink CourseworkAdditional details and information will be forthcoming.

Qtr 2 Session-Specific Measurable Evidence:

Evidence of application of data-informed instructional practices

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology Course: Alternate Content Standards Access Code: X9C94-NDJT5' Course Folder: 24-25 LIMS/LISP Teachers Professional Learning Sessions for CCRS Days | Schoology (dodea.edu)

Quarter 3

Qtr 3 Session-Specific Objectives:

ULS PathwaysRethink CourseworkAdditional details and information will be forthcoming.

Qtr 3 Session-Specific Measurable Evidence:

Evidence of application of data-informed instructional practicesEvidence of data analysis with IEP PLAAF statement

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology Course: Alternate Content Standards

Access Code: X9C94-NDJT5'

Course Folder: 24-25 LIMS/LISP Teachers Professional Learning Sessions for CCRS Days | Schoology (dodea.edu)

Quarter 4

Qtr 4 Session-Specific Objectives:

ULS PathwaysRethink CourseworkAdditional details and information will be forthcoming.

Qtr 4 Session-Specific Measurable Evidence:

Evidence of application of data-informed instructional practicesEvidence of data analysis with IEP PLAAF statementsEvidence of application of coaching process within instructional practices for students

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology Course: Alternate Content Standards

Access Code: X9C94-NDJT5'

Course Folder: 24-25 LIMS/LISP Teachers Professional Learning Sessions for CCRS Days | Schoology (dodea.edu)

Fall Day 1

Fall Day 1 Session-Specific Objectives:

*Fall Day 1 session will not be needed next year due to contract with Catapult ending.

Fall Day 1 Session-Specific Measurable Evidence:

*Fall Day 1 session will not be needed next year due to contract with Catapult ending.

Fall Day 1 - Method of Delivery:

Asynchronous

Fall Day 1 - Location of PL Materials:

*Fall Day 1 session will not be needed next year due to contract with Catapult ending.

Fall Day 2

Fall Day 2 Session-Specific Objectives:

*Fall Day 2 session will not be needed next year due to contract with Catapult ending.

Fall Day 2 Session-Specific Measurable Evidence:

*Fall Day 2 session will not be needed next year due to contract with Catapult ending.

Fall Day 2 - Method of Delivery:

Asynchronous

Fall Day 2 - Location of PL Materials:

*Fall Day 2 session will not be needed next year due to contract with Catapult ending.

Winter Day 1

Winter Day 1 Session-Specific Objectives:

*Winter Day 1 session will not be needed next year due to contract with Catapult ending.

Winter Day 1 Session-Specific Measurable Evidence:

*Winter Day 1 session will not be needed next year due to contract with Catapult ending.

Winter Day 1 - Method of Delivery:

Asynchronous

Winter Day 1 - Location of PL Materials:

*Winter Day 1 session will not be needed next year due to contract with Catapult ending.

Winter Day 2

Winter Day 2 Session-Specific Objectives:

*Winter Day 2 session will not be needed next year due to contract with Catapult ending.

Winter Day 2 Session-Specific Measurable Evidence:

*Winter Day 2 session will not be needed next year due to contract with Catapult ending.

Winter Day 2 - Method of Delivery:

Asynchronous

Winter Day 2 - Location of PL Materials:

*Winter Day 2 session will not be needed next year due to contract with Catapult ending.

Spring Day 1

Spring Day 1 Session-Specific Objectives:

*Spring Day 1 session will not be needed next year due to contract with Catapult ending.

Spring Day 1 Session-Specific Measurable Evidence:

*Spring Day 1 session will not be needed next year due to contract with Catapult ending.

Spring Day 1 - Method of Delivery:

Asynchronous

Spring Day 1 - Location of PL Materials:

*Spring Day 1 session will not be needed next year due to contract with Catapult ending.

Spring Day 2

Spring Day 2 Session-Specific Objectives:

*Spring Day 2 session will not be needed next year due to contract with Catapult ending.

Spring Day 2 Session-Specific Measurable Evidence:

*Spring Day 2 session will not be needed next year due to contract with Catapult ending.

Spring Day 2 - Method of Delivery:

Asynchronous

Spring Day 2 - Location of PL Materials:

*Spring Day 2 session will not be needed next year due to contract with Catapult ending.

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

03/28/2024 14:23:39 - (b)(6) (Comments)
Approved

03/28/2024 11:43:33 - (b)(6) (Comments)
Approved

03/15/2024 16:32:25 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Special Ed: Assessors & Speech Assessors	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	Special Education Assessors and Speech/Language Assessors	Sub Code:	N/A

Provide Arc of Learning input here:

Coming Soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:
Assessors Evaluation Feedback from CCRS Quarterly PLs
Qualitative analysis of Assessors work samples in Schoology for CCRS Quarterly PL activities

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric): Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Run By (b)(6)

06/18/2024 10:24:12 Eastern Daylight Time

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Special Education Assessors and Speech/Language Assessors deliver high-quality evaluation services to the CSC team to ensure the delivery of high-quality assessment practices. Special Education Assessors and Speech/Language Assessors use reflective practices and collaborative approaches to become aware of their underlying beliefs and assumptions about assessment practices, learning and teaching as well as promote a positive learning environment.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Special Education Assessors and Speech/Language Assessors deliver high-quality evaluation services to the CSC team to ensure the delivery of high-quality assessment practices. Special Education Assessors and Speech/Language Assessors use reflective practices and collaborative approaches to become aware of their underlying beliefs and assumptions about assessment practices, learning and teaching as well as promote a positive learning environment.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:**Back to School**

Day 1: Agency-wide Professional Learning Day 2: Review and build upon content knowledge, skills, and service delivery practices necessary for delivering high-quality assessment and evaluation services for increased outcomes that include but are not limited to (1) how to use assessment data for educational planning and skill development, (2) how to write an accurate and defensible assessment report which meets the applicable legislation, court precedent, and policy, such as Individuals with Disabilities Education Improvement Act and DoD Memorandum 1342.12

Quarter 1

Review and build upon content knowledge, skills, and service delivery practices necessary for delivering high-quality assessment and evaluation services for increased outcomes that include but are not limited to (3) how to report results such as, explaining the results to the individualized education program (IEP) team, as well as accurate and defensible report writing (in a readily consumable manner which avoids reliance on jargon and technical terms where possible). Practice the skill of connecting assessment outcomes to instruction, i.e., connecting the skills the student demonstrated in the assessment are then translated into present levels of performance and measurable IEP goals.

Quarter 2

Use reflective practices and collaborative approaches to become aware of their underlying beliefs and assumptions about assessment practices, learning and teaching as well as promote a positive learning environment to include (1) study of the ethics of assessment, and relevant court cases/ legislation, (2) review of assessments in native language, standard vs non-standard administration, and other applicable assessment types, and (3) exploration of IEP collaboration techniques.

Quarter 3

Learn and understand best practices designed for both special education assessors and speech/language assessors. Topics may include: Best practices in eligibility determination Using non-standardized assessments to obtain information for eligibility

Quarter 4

Learn and understand best practices designed for both special education assessors and speech/language assessors. Topics may include: Autism English learners (ELs) Emotional disability Other health impairments Specific learning disabilities

Learning Plan Implementation Methods - SME:

Asynchronous training modules: Review and build upon content knowledge, skills, and service delivery practices necessary for delivering high quality assessment and evaluation services for increased outcomes. Collaborative discussion boards: Provides opportunity to work and collaborate to learn and grow together as a professional learning community. ISS support: ISS supports assessors with the application of their learning to their work with students.

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 2**Back to School Day 2 Session-Specific Objectives:**

Develop Special Education assessments. Specific details will be forthcoming.

Back to School Day 2 Session-Specific Measurable Evidence:

Develop Special Education assessments. Specific details will be forthcoming.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology Course: DoDEA Special Education Assessors & Speech and Language Assessors
Access Code: P8TK-XTTD-SBMPH

Quarter 1

Qtr 1 Session-Specific Objectives:

Develop Special Education assessments. Specific details will be forthcoming.

Qtr 1 Session-Specific Measurable Evidence:

Develop Special Education assessments. Specific details will be forthcoming.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology Course: DoDEA Special Education Assessors & Speech and Language Assessors
Access Code: P8TK-XTTD-SBMPH

Quarter 2

Qtr 2 Session-Specific Objectives:

Develop Special Education assessments. Specific details will be forthcoming.

Qtr 2 Session-Specific Measurable Evidence:

Develop Special Education assessments. Specific details will be forthcoming.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology Course: DoDEA Special Education Assessors & Speech and Language Assessors Access Code: P8TK-XTTD-SBMPH

Quarter 3

Qtr 3 Session-Specific Objectives:

Develop Special Education assessments. Specific details will be forthcoming.

Qtr 3 Session-Specific Measurable Evidence:

Develop Special Education assessments. Specific details will be forthcoming.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology Course: DoDEA Special Education Assessors & Speech and Language Assessors
Access Code: P8TK-XTTD-SBMPH

Quarter 4

Qtr 4 Session-Specific Objectives:

Develop Special Education assessments. Specific details will be forthcoming.

Qtr 4 Session-Specific Measurable Evidence:

Develop Special Education assessments. Specific details will be forthcoming.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology Course: DoDEA Special Education Assessors & Speech and Language Assessors

Access Code: P8TK-XTTD-SBMPH

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

05/22/2024 15:57:31 - (b)(6) (Comments)
Approved

03/28/2024 11:41:35 - (b)(6) (Comments)
Approved

03/15/2024 16:32:36 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Speech Language Pathologists	School Year:	2024-2025
Points of Contact:	(b)(6)	Status:	Approved
		Sub Code:	N/A
Participant Audience:	Speech Language Pathologists		

Provide Arc of Learning Input here:

Coming soon!

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Speech-Language Pathologists Evaluation Feedback from CCRS Quarterly PLs
Qualitative analysis of Speech-Language Pathologists work samples in Schoology for CCRS Quarterly PL activities

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric): Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Speech and Language Pathologists deliver high-quality speech and language services to ensure access to enable a child to make appropriate progress in communication. Speech and Language Pathologists use reflective practices and collaborative approaches to become aware of their underlying beliefs and assumptions about learning and teaching as well as promote a positive learning environment. Increased content knowledge, skills and service delivery practices necessary for delivering high-quality speech and language services for increased student outcomes.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions. High-quality speech and language service delivery models increase engagement and academic achievement of students with disabilities. Utilizing reflective practice and collaborative approaches informs high quality speech/language therapy service delivery practices for students with disabilities.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Back to School

Day 1: Agency-wide Professional Learning Day 2: Learn and understand instructional and therapy techniques to include articulation skills, fluency (stuttering), voice, language, pragmatic language/social skills and others (such as phonology approaches (complexity approach), orofacial myofunctional disorders, early language, play-based therapy approaches, etc.)

Quarter 1

Explore Research-based therapy approaches. Engage in the Data collection/progress monitoring techniques and methods.

Quarter 2

Learn and understand Linguistic and metalinguistic needs in language/literacy and other subjects

Quarter 3

Learn and understand the need for culturally competent services.

Quarter 4

Engage in opportunities for speech language pathologists to develop/improve/update their skills

Learning Plan Implementation Methods - SME:

Asynchronous training modules: Review and build upon content knowledge, skills and instructional practices necessary for delivery of databased decisions to inform speech and language practices for learning. Collaborative discussion boards: Provides opportunity to work and collaborate to learn and grow together as a professional learning community. ISS support: ISS supports speech and language pathologists with the application of their learning to their work with students.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 Session-Specific Measurable Evidence:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

This day/time is reserved for professional learning that will support agency wide initiatives.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Utilize SpeechPathology.com content via the DoDEA Speech Pathology Learning Center Professional Learning Webinars and reflect on speech-language therapy practices. Utilize reflective practice and collaborative approaches to inform high quality speech-language therapy approaches for students with disabilities.

Back to School Day 2 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices. Utilize problem solving techniques to determine appropriate service delivery model and implement based on student needs.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology Course: DoDEA Speech and Language Pathologists

Access Code: N7HW-P35M-BD8X3

Schoology Folder: Folder: SY23-24 Speech-Language Pathologists Professional Learning Sessions for CCR Days

Quarter 1**Qtr 1 Session-Specific Objectives:**

Utilize SpeechPathology.com content via the DoDEA Speech Pathology Learning Center Professional Learning Webinars and reflect on speech-language therapy practices. Utilize reflective practice and collaborative approaches to inform high quality speech-language therapy approaches for students with disabilities.

Qtr 1 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices. Utilize problem solving techniques to determine appropriate service delivery model and implement based on student needs.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology Course: DoDEA Speech and Language Pathologists

Access Code: N7HW-P35M-BD8X3

Schoology Folder: Folder: SY23-24 Speech-Language Pathologists Professional Learning Sessions for CCR Days

Quarter 2**Qtr 2 Session-Specific Objectives:**

Utilize SpeechPathology.com content via the DoDEA Speech Pathology Learning Center Professional Learning Webinars and reflect on speech-language therapy practices. Utilize reflective practice and collaborative approaches to inform high quality speech-language therapy approaches for students with disabilities.

Qtr 2 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices. Utilize problem solving techniques to determine appropriate service delivery model and implement based on student needs.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology Course: DoDEA Speech and Language Pathologists Access Code: N7HW-P35M-BD8X3 Schoology Folder: Folder: SY23-24 Speech-Language Pathologists Professional Learning Sessions for CCR Days

Quarter 3**Qtr 3 Session-Specific Objectives:**

Utilize SpeechPathology.com content via the DoDEA Speech Pathology Learning Center Professional Learning Webinars and reflect on speech-language therapy practices. Utilize reflective practice and collaborative approaches to inform high quality speech-language therapy approaches for students with disabilities.

Qtr 3 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices. Utilize problem solving techniques to determine appropriate service delivery model and implement based on student needs.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology Course: DoDEA Speech and Language Pathologists

Access Code: N7HW-P35M-BD8X3

Schoology Folder: Folder: SY23-24 Speech-Language Pathologists Professional Learning Sessions for CCR Days

Quarter 4**Qtr 4 Session-Specific Objectives:**

Utilize SpeechPathology.com content via the DoDEA Speech Pathology Learning Center Professional Learning Webinars and reflect on speech-language therapy practices. Utilize reflective practice and collaborative approaches to inform high quality speech-language therapy approaches for students with disabilities.

Qtr 4 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices. Utilize problem solving techniques to determine appropriate service delivery model and implement based on student needs.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoolology Course: DoDEA Speech and Language Pathologists

Access Code: N7HW-P35M-BD8X3

Schoolology Folder: Folder: SY23-24 Speech-Language Pathologists Professional Learning Sessions for CCR Days

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

03/28/2024 11:42:32 (b)(6) (Comments)

Approved

03/15/2024 16:32:46 (b)(6) (Comments)

Please add any comments here

Professional Learning Event

Arc Name:	Science 6-12	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	6-12 Science Teachers	Sub Code:	N/A

Provide Arc of Learning input here:

<https://forms.office.com/r/nwMmA90ehk>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections. Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning. Guiding Questions: What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants). What evidence do you have to validate these gaps exists? That this growth has occurred? Task 2: Identify what data is needed to evaluate professional learning. What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful? From students? From participants? What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results? From students? From participants? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

Core Instruction:

National Assessment of Educational Progress (NAEP): The percentage of Grade 8 students performing at the NAEP Advanced level in Grade 8 increased in 2024, while other achievement levels remained relatively stable showing top-led divergence. Performance by achievement level in Grade 8 Math did not show significant change, indicating a parallel progression. Learning Walk Through Data (LWT): Agency-wide 6-12 LWT data, from August 2024 to April 2025, for LWT indicator 5 – Lessons are paced and structured to keep all students engaged throughout the learning – was observed 83.5% of the time. This indicator has a specific focus on differentiated instruction which is foundational core of the Multi-Tiered System of Supports (MTSS) and DoDEA's Definition of Excellent Instruction. An instructional component of differentiation is evidenced by LWT Indicator 6 – Students are engaged in flexible groups – which was not observed 56.6% of the time during the same period (August 2024 – April 2025). Being an integral part of differentiation and the agency-wide focus on discourse, LWT Indicator 12 – students respond to and/or use higher-order questions in classroom discourse – was observed 54.4% of the time during the same period. However, the SY24 Math Indicator 0, which focuses specifically on Mathematical Teaching Practice 4 – facilitate meaningful mathematical discourse – unveiled discourse was only observed 54.4% of the time. Similarly, the data revealed teachers used collaborative learning strategies 39% of the time (Mathematical Teaching Practice 2). The limited observations call for further exploration to assess the quality and extent of discourse and differentiation in the classroom. Professional Learning Evaluation Data: Feedback across all 6-12 secondary content areas and K-12 Health/Physical Education (PE), and Art educators, during the School Year (SY) 2024-2025, highlighted a strong desire for differentiated and modeled professional learning experiences that are practical and relevant to ensure classroom transference. In Quarters 2 and 3, educators praised the opportunity to devise plans for strategy implementation, integration, and peer collaboration. This intentional approach helped educators understand and effectively apply strategies and practices in their instruction. Educators found opportunities for in-person professional learning or virtual synchronous or asynchronous sessions, and collaboration with colleagues and Instructional Systems Specialists (ISSs) to be positive, and if not received, requested their incorporation in future professional learning sessions. District / School Action Plans: In SY 2024 - 2025, district and school action plan data emphasized a need to focus on student-centered instruction – specifically discourse, differentiation, writing, close reading strategies, and/or student-centered collaborative structures.

Science (6-12):

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Science Program Evaluation
Common Paced Assessments (as available)
Student evidence of learning
AP science data
Feedback from the field
LWT Chemical Hygiene Tools used in schools

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Core Instruction:

The focus on differentiation and discourse for Core Instruction, in SY 2025 – 2026, for all secondary educators and K-12 Health/Physical Education (PE), and Arts educators will lead to the following learning evidence, supporting DoDEA's Definition of Excellent Instruction. Increases in teacher and student behaviors associated with discourse and differentiation will be reflected through the following data and evidence sources: (1) Learning Walkthrough Tool Indicators 0 (formerly Secondary Math Indicator), 5 (Differentiation), and 12 (Higher-Order questioning through discourse). Both the collection and examination of student and teacher artifacts, through data-informed, collaborative conversations paired with opportunities for revision and self-reflection, will also be used to assess changes in educators' classroom practices. Furthermore, indicators on the new AVID annual certification instrument for DoDEA AVID 6 –12 sites — AVID Elective Certification Instrument (AECI) and Schoolwide Recognition Instrument (released in May 2025) will also be used to examine schoolwide practices. Where applicable, HQ Strategic Instructional Visits will also gauge the visibility of these practices across secondary and special content classrooms.

Content Specific Data Inquiry:

As a result of participation in collaborative data informed decision making, educators will be equipped to deliver differentiated instruction within tier 1 core instruction in the classroom through the following behaviors:

Recognize the benefit of collaborative inquiry to support differentiation within tier 1 core instruction in the classroom. Utilize a common data protocol in data informed decision-making to analyze content specific data to support differentiated instruction within tier 1 core instruction in the classroom. Intentionally plan for differentiated instruction within tier 1 core instruction in the classroom. Adjust plans for instruction to support differentiated instruction within tier 1 core instruction in the classroom.

Science (6-12):

Use the science and engineering practices as the pedagogy for student learning, participants will use common sequence, science instructional resources, and common assessment measures. Self-reflecting on practice will be used to monitor and adjust student learning. To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Choice Sessions: As a result of greater engagement in self-directed learning, educators can tailor their learning to their specific needs, leading to more effective instructional strategies in the classroom that will be demonstrated by:

A noticeable increase in satisfaction and perceived relevance of the professional learning sessions. Enhanced observation of Learning Walkthrough Indicators:

1. Learning environment is conducive to student centered learning.
3. Students use digital tools or multimedia resources to collaborate, create, produce, publish, integrate or evaluate content.
4. Teacher communicates high expectations for student success.
5. Lessons are paced and structured to keep all students engaged throughout the learning.

Enduring Understanding**Enduring Understanding:**

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Core Instruction:

Aligned with DoDEA's Multi-Tiered System of Supports (MTSS), Core Instruction/Tier 1 Instruction is defined as "the foundation of grade-level, standards-based learning and is delivered to all students in a general education setting. Core Instruction is student-centered allowing all students opportunities to develop, learn, and grow. Teachers demonstrate responsiveness to student learning by differentiating instruction based on assessment data." To support this aim and ensure alignment, this quarterly 90-minute Core Instruction professional learning event seeks to equip teachers with strategies to effectively differentiate instruction by responding to students' varied needs.

Differentiated instruction is a dynamic approach to teaching that recognizes and addresses learner variability. Through formative assessment, data analysis, and implementation of varied instructional strategies to meet the needs of students, educators create a classroom where all students can succeed and thrive. By tailoring instruction to meet individual student needs, differentiated instruction propels academic achievement and supports students in understanding their own learning style and preferences. Discourse plays a pivotal role in this process by fostering an environment where students can articulate their thoughts, engage in meaningful conversations, and reflect on their learning experiences by engaging in peer-to-peer and/or peer-to-teacher collaborative conversations. Through structured and open-ended discussions, students develop critical thinking skills and deepen their understanding of the content. Educators' self-awareness, when grounded in a collaborative culture characterized by collective efficacy and responsibility, is essential for fostering an environment that allows all students to thrive. Similarly, students' self-awareness is crucial for lifelong learning and empowers them to seek out and engage with learning opportunities that best suit them.

Content Specific Data Inquiry: Data informed decision making provides a significant lever for how educators plan for, deliver and adjust excellent instruction for all students. By engaging in collaborative data inquiry, job-alike educators can harness the power of the collective to support continuous improvement in the instructional inquiry cycle of teaching and learning. The collaborative effort provides a venue for a strengths-based approach with job-alike educators to support each other in the complex work of planning differentiated instruction in order to support the learning needs of all DoDEA students.

Science (6-12):

Shifts in practice occur when teams use vetted tools and resources in classrooms as a platform for collaboration, support, and reflection. Providing authentic scientific experiences for all students prepares them to be critical consumers of scientific information. Actively engaging students through science and engineering practices (SEP) provides opportunities for students to deepen their scientific learning around crosscutting concepts and disciplinary core ideas. Core Instruction strategies for academic language, academic discourse, and inquiry are used to increase student-centered learning.

Choice Sessions: Choice sessions serve as a catalyst for empowering educators and fostering a culture of continuous improvement. By engaging in reflective and self-directed practices, education can enhance their instructional strategies, leading to improved student outcomes and a more dynamic learning environment.

Learning Plan**Learning Plan Outcomes:**

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:**Core Instruction:**

Educators will understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies.

Content Specific Data Inquiry: Through the use of a data inquiry protocol, participants will engage in data informed decision-making processes to adjust upcoming planned instruction in their content area.

Science (6-12):

Use DoDEA Science instructional resources to support authentic science learning of the science and engineering practices and crosscutting concepts. Engage in discourse around student work to identify and develop shifts in practice. Use the science and engineering practices as the pedagogy for learning science. Use reflection tools to collaborate and support ongoing reflection. Increase in application of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Choice Sessions: Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Learning Plan Implementation Methods - SME:**Core Instruction:**

Core Instruction will occur the first 90-minutes of the CCRS Day for all 6-12 and K-5 Health/Physical Education and Arts educators for Back-to-School (BTS) and Quarters 1 – 4. Educators will either engage in-person and/or via a virtual synchronous professional learning format. The training will be facilitated locally by school, district, or regional personnel. The professional learning will be developed via Microsoft PowerPoint and housed in two locations: (1) Core Instruction SharePoint site and (2) Core Instruction Schoology site. To ensure facilitation success, the training will be posted 2 weeks before the first school's CCRS Day for BTS – Q4. Facilitator materials will include: (1) Facilitator's Guide and (2) embedded facilitation notes in the PowerPoint slide deck.

Content Specific Data Inquiry: To achieve maximum benefit from the data inquiry session, continued and ongoing collaborative planning is required.

Science (6-12):

DoDEA Science Instructional Resources in class – Core Instruction and Interventions (MTSS) Common Science Experiences and Common Paced Assessments Commitment statements from teachers at the conclusion of each CCRS day Completion of safety artifacts/tasks Using Core strategies

Choice Sessions: Navigate to the course catalog through your content's Schoology course to view the Choice Session options easily!

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

DODEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. Topics included in the course are: DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st Century Teaching and Learning for those that teach in a 21C building.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery, and assessment to support excellent instruction for all students.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning; Section 001

Course Link: SY 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://schoology.dodea.edu/page/1889433277>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Core Instruction:

Review core instructional practices — academic language, discourse, and inquiry as effective strategies for differentiation Identify teachers' preconceptions of differentiation to foster shared ownership and responsibility for student success Develop a common language around differentiation, interventions, and extensions Understanding the continuum of support needed to meet learner variability

Science (6-12):

Explore new science instructional resources. Integrate evidence-based strategies and new science instructional resources to support student learning in lesson plans. Understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies. Annual safety training for science teachers will be completed

MTSS Connections:

C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Choice Sessions:

Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Back to School Day 2 Session-Specific Measurable Evidence:

Core Instruction:

Engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels

Science (6-12):

Use of DoDEA-adopted instructional resources Implementation of AVID strategies Participant commitment statements and reflections Reflection from District ISS on participant support Chemical hygiene tools/checklist

Choice Sessions: Varied by Session

Back to School Day 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 2 - Location of PL Materials:

DoDEA Science SharePoint https://dodea.sharepoint.com/sites/DoDEAScience_USER

Choice Sessions:

Navigate to the course catalog through your content's SharePoint course to view the Choice Session options easily!

Quarter 1

Qtr 1 Session-Specific Objectives:

Core Instruction:

Use pre-assessment/formative assessment data to plan for differentiated learning experiences Understand how a student-centered learning environment and discourse can support differentiated learning opportunities

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice

Connection(s): D1, D2

Science (6-12):

Utilize DoDEA science instructional resources.Integrate evidence-based strategies and DoDEA science instructional resources to support student learning.Understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies.Ensure all participants understand and can implement safety measures to create a safe learning environment.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.

Choice Sessions: Varied by session

Qtr 1 Session-Specific Measurable Evidence:**Core Instruction:**

Assess how educators' plan to use professional learning data to differentiate learning experiences Monitor discussions to gauge educators' knowledge, experience levels with differentiated instruction, and how they identify and plan for differentiation

Science (6-12):

Use of DoDEA-adopted instructional resources Implementation of AVID strategies Gathering student work that demonstrates students authentically engaged in the science and engineering practices to learn content.Participant commitment statements and reflections Reflection from District ISS on participant support

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

DoDEA Science SharePoint https://dodea.sharepoint.com/sites/DoDEAScience_USER

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 2**Qtr 2 Session-Specific Objectives:**

Core Instruction:

Build a shared understanding of DoDEA's definition of Content Differentiation Explore evidence-based, student-centered instructional strategies for differentiation through content and student discourse Explore content-specific DoDEA instructional resources for differentiated content and identify opportunities for differentiation

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment. MTSS IC Map Practice Connection(s): D1, D2

Science (6-12):

Utilize DoDEA science instructional resources. Integrate evidence-based strategies and DoDEA science instructional resources to support student learning. Understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies. Ensure all participants understand and can implement safety measures to create a safe learning environment.

MTSS Connections:

C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Choice Sessions: Varied by session

Qtr 2 Session-Specific Measurable Evidence:**Core Instruction:**

Review artifacts to determine the quality and extent to which content differentiation is integrated to foster a student-centered, discourse-rich classroom Assess educators' knowledge of how and when to use differentiation to support student learning Monitor discussions to assess educators' understanding of content differentiation Review educators' differentiation implementation plan to evaluate their content-specific approach

Science (6-12):

Use of DoDEA-adopted instructional resources Implementation of AVID strategies Participant commitment statements and reflections Reflection from District ISS on participant support Quarterly lab/classroom checklist for chemical hygiene L-W Data

Qtr 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 2 - Professional Learning Location:

DoDEA Science SharePoint https://dodea.sharepoint.com/sites/DoDEAScience_USER

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 3**Qtr 3 Session-Specific Objectives:****Core Instruction:**

Build a shared understanding of DoDEA's definition of Process Differentiation Explore student-centered instructional strategies for process that provide different levels of support, challenge, and complexity Plan for process differentiation within a previously taught or upcoming lesson

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment. MTSS IC Map Practice Connection(s): D1, D2

Science (6-12):

Utilize DoDEA science instructional resources. Integrate evidence-based strategies and DoDEA science instructional resources to support student learning. Understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies. Ensure all participants understand and can implement safety measures to create a safe learning environment.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.

Choice Sessions: Varied by session

Qtr 3 Session-Specific Measurable Evidence:**Core Instruction:**

Review artifacts to determine the quality and extent to which process differentiation is integrated to foster a student-centered, discourse-rich classroom
 Assess educators' knowledge of how and when to use differentiation to support instruction
 Monitor discussions to determine educators' understanding of process differentiation
 Review educators' differentiation implementation plan to evaluate their content-specific approach
 Science (6-12):

Use of DoDEA-adopted instructional resources
 Implementation of AVID strategies
 Participant commitment statements and reflections
 Reflection from District ISS on participant support
 Quarterly lab/classroom checklist for chemical hygiene
 L-W Data

Qtr 3 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 3 - Location of PL Materials:

DoDEA Science SharePoint https://dodea.sharepoint.com/sites/DoDEAScience_USER

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 4**Qtr 4 Session-Specific Objectives:****Core Instruction:**

Build a shared understanding of DoDEA's definition of Product Differentiation
 Develop a product that integrates multiple discourse modes to support student-centered instruction and includes robust feedback mechanisms to support differentiated learning

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.
 MTSS IC Map Practice
 Connection(s): D1, D2

Science (6-12):

Utilize DoDEA science instructional resources.
 Integrate evidence-based strategies and DoDEA science instructional resources to support student learning.
 Understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies.
 Ensure all participants understand and can implement safety measures to create a safe learning environment.

MTSS Connections:

C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.
 C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Choice Sessions: Varied by session

Qtr 4 Session-Specific Measurable Evidence:**Core Instruction:**

Assess educators' understanding of content, process, and product differentiation and their ability to differentiate instruction based on student readiness, interest, and learning variability to foster a student-centered, discourse-rich classroom for all students

Science (6-12):

Use of DoDEA-adopted instructional resources
 Implementation of AVID strategies
 Participant commitment statements and reflections
 Reflection from District ISS on participant support
 Quarterly lab/classroom checklist for chemical hygiene
 L-W Data

Qtr 4 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 4 - Location of PL Materials:

DoDEA Science SharePoint https://dodea.sharepoint.com/sites/DoDEAScience_USER

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Run By: (b)(6)

Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:
Winter - Specific Measurable Evidence:
Winter - Method of Delivery:
Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:
Spring - Specific Measurable Evidence:
Spring - Method of Delivery:
Spring - Location of PL Materials:

Notes/Comments

Comments:

07/28/2025 10:35:15 - (b)(6) Comments
Approved

06/05/2025 13:37:47 - (b)(6) Comments
Approved

05/22/2025 09:17:59 - (b)(6) Comments
Approved

05/14/2025 08:53:34 - (b)(6) (Comments)
Approved

05/14/2025 08:49:01 - (b)(6) (Comments)
Please add choice session to Q 1-4

03/20/2025 18:27:45 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	English/Language Arts 6-12	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	6-12 teachers: ELA, SLI & Teachers (AVID, if applicable)	Sub Code:	N/A

Provide Arc of Learning input here:

<https://forms.office.com/r/gw1CW16yhR>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

Core Instruction:

National Assessment of Educational Progress (NAEP): The percentage of Grade 8 students performing at the NAEP Advanced level in Grade 8 increased in 2024, while other achievement levels remained relatively stable showing top-led divergence. Performance by achievement level in Grade 8 Math did not show significant change, indicating a parallel progression. Learning Walk Through Data (LWT): Agency-wide 6-12 LWT data, from August 2024 to April 2025, for LWT Indicator 5 – Lessons are paced and structured to keep all students engaged throughout the learning – was observed 83.5% of the time. This indicator has a specific focus on differentiated instruction which is foundational core of the Multi-Tiered System of Supports (MTSS) and DoDEA's Definition of Excellent Instruction. An instructional component of differentiation is evidenced by LWT Indicator 6 – Students are engaged in flexible groups – which was not observed 56.6% of the time during the same period (August 2024 – April 2025). Being an integral part of differentiation and the agency-wide focus on discourse, LWT Indicator 12 – students respond to and/or use higher-order questions in classroom discourse – was observed 54.4% of the time during the same period. However, the SY24 Math Indicator 0, which focuses specifically on Mathematical Teaching Practice 4 – facilitate meaningful mathematical discourse – unvelled discourse was only observed 54.4% of the time. Similarly, the data revealed teachers used collaborative learning strategies 39% of the time (Mathematical Teaching Practice 2). The limited observations call for further exploration to assess the quality and extent of discourse and differentiation in the classroom. Professional Learning Evaluation Data: Feedback across all 6-12 secondary content areas and K-12 Health/Physical Education (PE), and Art educators, during the School Year (SY) 2024-2025, highlighted a strong desire for differentiated and modeled professional learning experiences that are practical and relevant to ensure classroom transference. In Quarters 2 and 3, educators praised the opportunity to devise plans for strategy implementation, integration, and peer collaboration. This intentional approach helped educators understand and effectively apply strategies and practices in their instruction. Educators found opportunities for in-person professional learning or virtual synchronous or asynchronous sessions, and collaboration with colleagues and Instructional Systems Specialists (ISSs) to be positive, and if not received, requested their incorporation in future professional learning sessions. District / School Action Plans: In SY 2024 - 2025, district and school action plan data emphasized a need to focus on student-centered instruction – specifically discourse, differentiation, writing, close reading strategies, and/or student-centered collaborative structures.

ELA (6-12):

Run By: (b)(6)

09/10/2025 16:41:26 Eastern Daylight Time

Professional learning evaluations from SY 24-25 (ELA and core instruction) Strategic Site Visits (SY 24-25) observations. COGNIA (ELEOT) results as available (internal and external). Results from LWT (as available). Focused Collaboration Observation Tool (as available) CPA and Summative ELA Assessments (if available) AP Exam Data -to be posted

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric): Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Core Instruction:

The focus on differentiation and discourse for Core Instruction, in SY 2025 – 2026, for all secondary educators and K-12 Health/Physical Education (PE), and Arts educators will lead to the following learning evidences, supporting DoDEA's Definition of Excellent Instruction. Increases in teacher and student behaviors associated with discourse and differentiation will be reflected through the following data and evidence sources: (1) Learning Walkthrough Tool Indicators 0 (formerly Secondary Math Indicator), 5 (Differentiation), and 12 (Higher-Order questioning through discourse). Both the collection and examination of student and teacher artifacts, through data-informed, collaborative conversations paired with opportunities for revision and self-reflection, will also be used to assess changes in educators' classroom practices. Furthermore, indicators on the new AVID annual certification instrument for DoDEA AVID 6 –12 sites — AVID Elective Certification Instrument (AECI) and Schoolwide Recognition Instrument (released in May 2025) will also be used to examine schoolwide practices. Where applicable, HQ Strategic Instructional Visits will also gauge the visibility of these practices across secondary and special content classrooms.

Content Specific Data Inquiry:

As a result of participation in collaborative data informed decision making, educators will be equipped to deliver differentiated instruction within tier 1 core instruction in the classroom through the following behaviors:

Recognize the benefit of collaborative inquiry to support differentiation within tier 1 core instruction in the classroom. Utilize a common data protocol in data informed decision-making to analyze content specific data to support differentiated instruction within tier 1 core instruction in the classroom. Intentionally plan for differentiated instruction within tier 1 core instruction in the classroom. Adjust plans for instruction to support differentiated instruction within tier 1 core instruction in the classroom.

ELA (6-12):

As a result of participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

The learner will show evidence of learning:

Core Instruction: To deepen understanding of Core Instruction strategies for student discourse and differentiation. Ensure high quality instructional practices by collaborating with peers to create and share differentiated workshop lessons for reading and writing. Enhance educator capacity to create and share lessons for discourse and differentiation using evidence-based strategies. Ensure responsive teaching practices by using workshop models in the classroom. Increase student learning and engagement with intentional use of technology. Increase teacher capacity to use digital curriculum platforms and other technology for student engagement and instruction. Enhance educator capacity to differentiate instruction for students and provide intervention and enrichment. Utilize assessment data for instructional planning.

Choice Sessions: As a result of greater engagement in self-directed learning, educators can tailor their learning to their specific needs, leading to more effective instructional strategies in the classroom that will be demonstrated by:

A noticeable increase in satisfaction and perceived relevance of the professional learning sessions. Enhanced observation of Learning Walkthrough Indicators:

1. Learning environment is conducive to student centered learning.
3. Students use digital tools or multimedia resources to collaborate, create, produce, publish, integrate or evaluate content.
4. Teacher communicates high expectations for student success.
5. Lessons are paced and structured to keep all students engaged throughout the learning.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Core Instruction:

Aligned with DoDEA's Multi-Tiered System of Supports (MTSS), Core Instruction/Tier 1 Instruction is defined as "the foundation of grade-level, standards-based learning and is delivered to all students in a general education setting. Core Instruction is student-centered allowing all students opportunities to develop, learn, and grow. Teachers demonstrate responsiveness to student learning by differentiating instruction based on assessment data." To support this aim and ensure alignment, this quarterly 90-minute Core Instruction professional learning event seeks to equip teachers with strategies to effectively differentiate instruction by responding to students' varied needs.

Differentiated instruction is a dynamic approach to teaching that recognizes and addresses learner variability. Through formative assessment, data analysis, and implementation of varied instructional strategies to meet the needs of students, educators create a classroom where all students can succeed and thrive. By tailoring instruction to meet individual student needs, differentiated instruction propels academic achievement and supports students in understanding their own learning style and preferences. Discourse plays a pivotal role in this process by fostering an environment where students can articulate their thoughts, engage in meaningful conversations, and reflect on their learning experiences by engaging in peer-to-peer and/or peer-to-teacher collaborative conversations. Through structured and open-ended discussions, students develop critical thinking skills and deepen their understanding of the content. Educators' self-awareness, when grounded in a collaborative culture characterized by collective efficacy and responsibility, is essential for fostering an environment that allows all students to thrive. Similarly, students' self-awareness is crucial for lifelong learning and empowers them to seek out and engage with learning opportunities that best suit them.

Content Specific Data Inquiry:

Data informed decision making provides a significant lever for how educators plan for, deliver and adjust excellent instruction for all students. By engaging in collaborative data inquiry, job-alike educators can harness the power of the collective to support continuous improvement in the instructional inquiry cycle of teaching and learning. The collaborative effort provides a venue for a strengths-based approach with job-alike educators to support each other in the complex work of planning differentiated instruction in order to support the learning needs of all DoDEA students.

ELA (6-12):

Core Instruction strategies for student discourse and differentiation can increase student-centered learning. Modeling writing is an effective instructional strategy to develop student writers. Literacy workshops for reading and writing help build student engagement and motivation to read complex text and write with clarity and expression. Judicious use of technology can help students become more assessment-capable visible learners and reflective writers. High quality assessments can yield valuable information to teachers as they plan for instruction. High quality core instructional practices foster student success as 21st century learners and promote student resilience and academic achievement. Alignment with DoDEA's Multi-tiered System of Supports will provide opportunities to reach every student in the ELA classroom.

Choice Sessions: Choice sessions serve as a catalyst for empowering educators and fostering a culture of continuous improvement. By engaging in reflective and self-directed practices, education can enhance their instructional strategies, leading to improved student outcomes and a more dynamic learning environment.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Core Instruction:

Educators will understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies.

Content Specific Data Inquiry:

Through the use of a data inquiry protocol, participants will engage in data informed decision-making processes to adjust upcoming planned instruction in their content area.

ELA (6-12):

There will be an increase in application of Core Instruction strategies for discourse and differentiation. SLI teachers will implement the SLI curriculum to increase student proficiency in reading with greater fidelity. ELA teachers will know how to plan and implement literacy workshops that include core instructional practices. ELA teachers will know how to use technology for learning. ELA teachers will understand the connection between and alignment of the ELA curriculum and DoDEA MTSS.

Choice Sessions: Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Learning Plan Implementation Methods - SME:

Core Instruction:

Core Instruction will occur the first 90-minutes of the CCRS Day for all 6-12 and K-5 Health/Physical Education and Arts educators for Back-to-School (BTS) and Quarters 1 – 4. Educators will either engage in-person and/or via a virtual synchronous professional learning format. The training will be facilitated locally by school, district, or regional personnel. The professional learning will be developed via Microsoft PowerPoint and housed in two locations: (1) Core Instruction SharePoint site and (2) Core Instruction Schoology site. To ensure facilitation success, the training will be posted 2 weeks before the first school's CCRS Day for BTS – Q4. Facilitator materials will include: (1) Facilitator's Guide and (2) embedded facilitation notes in the PowerPoint slide deck.

Content Specific Data Inquiry:

To achieve maximum benefit from the data inquiry session, continued and ongoing collaborative planning is required.

ELA (6-12):

Vendor-provided PL sessions and ongoing modules

Follow-up professional learning opportunities – "choice modules" will be available after the required CCRSL PL morning sessions each quarter.

Choice Sessions:

Navigate to the course catalog through your content's Schoology course to view the Choice Session options easily.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

Back-to-School Day 1 session-specific objectives: DODEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. The course topics include the DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st-century Teaching and Learning for those who teach in a 21st-century building.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery and assessment to support excellent instruction for all students.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning: Section 001

Course Link: SY 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://school.dodea.edu/page/1889433277>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Core Instruction:

Review core instructional practices — academic language, discourse, and inquiry as effective strategies for differentiation Identify teachers' preconceptions of differentiation to foster shared ownership and responsibility for student success Develop a common language around differentiation, interventions, and extensions Understanding the continuum of support needed to meet learner variability

ELA (6-12):

READ 180: Training for New SLI Teachers

Participants will check their accounts and digital dashboard for settings and integration with SSO and SIS Participants will understand how to create and manage Ed Plans in SIS

ELA – new product training

Participants will gain an understanding of the new digital platforms. Participants will collaborate for shared learning experiences

Orientation for new DoDEA ELA teachers

Participants will gain understanding of the DoDEA ELA program, how to access course materials, and how to request assistance

ELA CPA – revisions to CPA

Participants will gain an understanding of modifications to the CPA and Guidance Participants will unpack the CPA prompts for Quarter 1

Back to School Day 2 Session-Specific Measurable Evidence:

Core Instruction:

Engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels ELA (6-12):

Classroom observation and walkthroughs Strategic instructional visits and SLI teacher feedback Teacher feedback and collaboration, sharing Teacher feedback and collaboration, sharing

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.;C2: Core Instruction (T1) demonstrates responsiveness to student learning through the implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.;C4: Students receiving Strategic (T2) or Intensive (T3) Instruction continue receiving full Core Instruction (T1), including students with identified learning needs.

Back to School Day 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 2 - Location of PL Materials:

Back To School Day 2-Location of Materials

Schoology Course-6-12 ELA

Professional Learning SY25-26 Folder

Course Access Code: KG6JB-CXRGR and Sharepoint

Core Instruction Course Accessed through Schoology 6-12 ELA6-12 ELA Content- Accessed in Schoology

- * READ 180: Training for New SLI Teachers
- * ELA – new product training (Vendor Provided)
- * Orientation for new DoDEA ELA teachers
- * ELA CPA – revisions to CPA

Choice Sessions Navigate to the course catalog through your content's Schoology course to view the Choice Session options easily!

Quarter 1**Qtr 1 Session-Specific Objectives:****Core Instruction:**

Use pre-assessment/formative assessment data to plan for differentiated learning experiences Understand how a student-centered learning environment and discourse can support differentiated learning opportunities

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice

Connection(s): D1, D2

ELA (6-12):

READ 180 Teacher Success Pathway Modules and Training for New SLI Teachers

Participants will check their accounts and digital dashboard for settings and integration with SSO and SIS Participants will understand how to create and manage Ed Plans in SIS Participants will explore options in the Teacher Success Pathways in HMH ED to build their program

ELA – new product training

Participants will gain an understanding of the new digital platforms. Participants will collaborate for shared learning experiences

Choice Pathway Sessions – TBD- various length sessions Common Paced Assessments: Unpacking the Common Paced Assessments in ELA

Participants will gain an understanding of modifications to the CPA and Guidance Participants will unpack the CPA prompts for Quarter 2

Qtr 1 Session-Specific Measurable Evidence:

Core Instruction:

Assess how educators' plan to use professional learning data to differentiate learning experiencesMonitor discussions to gauge educators' knowledge, experience levels with differentiated instruction, and how they identify and plan for differentiation

ELA (6-12):

Classroom observation and walkthroughsStrategic instructional visits and SLI teacher feedbackTeacher feedback and collaboration, sharingTeacher feedback and collaboration, sharingTeacher feedback and collaboration, sharing

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.;C2: Core Instruction (T1) demonstrates responsiveness to student learning through the implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.;C4: Students receiving Strategic (T2) or Intensive (T3) Instruction continue receiving full Core Instruction (T1), including students with identified learning needs.

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

Core Instruction: Schoology - Core Instruction Section 001 Access Code 4C5C-VGFT-GJM83 READ 180 webinars are accessed through HMH ED Teacher Success Pathways.Professional learning for the new instructional resources will be provided by the vendor through live virtual session links.ELA courses, including Choice Pathways, can be accessed via Schoology - 6-12 ELA Course Access Code KG6JB-CXRGR, or the ELA SharePoint DODEA ELA 6-12 - Home

Quarter 2

Qtr 2 Session-Specific Objectives:

Core Instruction:

Build a shared understanding of DoDEA's definition of Content DifferentiationExplore evidence-based, student-centered instructional strategies for differentiation through content and student discourseExplore content-specific DoDEA instructional resources for differentiated content and identify opportunities for differentiation

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice Connection(s): D1, D2

ELA (6-12):

READ 180 Teacher Success Pathway Modules and Training for New SLI Teachers

Participants will check their accounts and digital dashboard for settings and integration with SSO and SISParticipants will understand how to create and manage Ed Plans in SISParticipants will explore options in the Teacher Success Pathways in HMH ED to build their program

ELA – new product training

Participants will gain an understanding of the new digital platforms.Participants will collaborate for shared learning experiences

Secondary Literacy Workshops and Choice Pathway Sessions – TBD- various length sessionsCommon Paced Assessments: Unpacking the Common Paced Assessments in ELA

Participants will gain an understanding of modifications to the CPA and GuidanceParticipants will unpack the CPA prompts for Quarter 3

Choice Sessions: Varied by session

Qtr 2 Session-Specific Measurable Evidence:

Core Instruction:

Review artifacts to determine the quality and extent to which content differentiation is integrated to foster a student-centered, discourse-rich classroom
Assess educators' knowledge of how and when to use differentiation to support student learning
Monitor discussions to assess educators' understanding of content differentiation
Review educators' differentiation implementation plan to evaluate their content-specific approach

ELA (6-12):

Classroom observation and walkthroughs
Strategic instructional visits and SLI teacher feedback
Teacher feedback and collaboration, sharing
Teacher feedback and collaboration, sharing
Teacher feedback and collaboration, sharing

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.;C2: Core Instruction (T1) demonstrates responsiveness to student learning through the implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.;C4: Students receiving Strategic (T2) or Intensive (T3) Instruction continue receiving full Core Instruction (T1), including students with identified learning needs.

Qtr 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 2 - Professional Learning Location:

1. Accessed in Schoology 6-12 ELA Course Access Code KG6JB-CXRGR/SharePoint
2. Provided by vendor
3. Provided by vendor
4. Accessed in Schoology 6-12 ELA Course Access Code KG6JB-CXRGR/Sharepoint
5. Accessed in Schoology 6-12 ELA Course Access Code KG6JB-CXRGR/Sharepoint

Quarter 3**Qtr 3 Session-Specific Objectives:****Core Instruction:**

Build a shared understanding of DoDEA's definition of Process Differentiation
Explore student-centered instructional strategies for process that provide different levels of support, challenge, and complexity
Plan for process differentiation within a previously taught or upcoming lesson

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.
MTSS IC Map Practice
Connection(s): D1, D2

ELA (6-12):

READ 180 Teacher Success Pathway Modules and Training for New SLI Teachers

Participants will check their accounts and digital dashboard for settings and integration with SSO and SIS
Participants will understand how to create and manage Ed Plans in SIS
Participants will explore options in the Teacher Success Pathways in HMH ED to build their program

ELA – new product training

Participants will gain an understanding of the new digital platforms.
Participants will collaborate for shared learning experiences

Secondary Literacy Workshops and Choice Pathway Sessions – TBD- various length sessions
Common Paced Assessments: Unpacking the Common Paced Assessments in ELA

Participants will gain an understanding of modifications to the CPA and Guidance
Participants will unpack the CPA prompts for Quarter 3

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.;C2: Core Instruction (T1) demonstrates responsiveness to student learning through the implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.;C4: Students receiving Strategic (T2) or Intensive (T3) Instruction continue receiving full Core Instruction (T1), including students with identified learning needs.

Choice Sessions: Varied by session

Qtr 3 Session-Specific Measurable Evidence:

Core Instruction:

Review artifacts to determine the quality and extent to which process differentiation is integrated to foster a student-centered, discourse-rich classroom
 Assess educators' knowledge of how and when to use differentiation to support instruction
 Monitor discussions to determine educators' understanding of process differentiation
 Review educators' differentiation implementation plan to evaluate their content-specific approach

ELA (6-12):

Classroom observation and walkthroughs
 Strategic instructional visits and SLI teacher feedback
 Teacher feedback and collaboration, sharing
 Teacher feedback and collaboration, sharing

Qtr 3 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 3 - Location of PL Materials:

1. Accessed in Schoology 6-12 ELA Course Access Code KG6JB-CXRGR/Sharepoint
2. Provided by vendor
3. Provided by vendor
4. Accessed in Schoology 6-12 ELA Course Access Code KG6JB-CXRGR/Sharepoint
5. Accessed in Schoology 6-12 ELA Course Access Code KG6JB-CXRGR/Sharepoint

Quarter 4

Qtr 4 Session-Specific Objectives:

Core Instruction:

Build a shared understanding of DoDEA's definition of Product Differentiation
 Develop a product that integrates multiple discourse modes to support student-centered instruction and includes robust feedback mechanisms to support differentiated learning

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.
 MTSS IC Map Practice

Connection(s): D1, D2

ELA (6-12):

READ 180 Teacher Success Pathway Modules and Training for New SLI Teachers

Participants will check their accounts and digital dashboard for settings and integration with SSO and SIS
 Participants will understand how to create and manage Ed Plans in SIS
 Participants will explore options in the Teacher Success Pathways in HMH ED to build their program

ELA – new product training

Participants will gain an understanding of the new digital platforms. Participants will collaborate for shared learning experiences

Secondary Literacy Workshops and Choice Pathway Sessions – TBD- various length sessions
 Common Paced Assessments:

Participants will collaborate to review student growth over the year and identify opportunities for instructional support.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student
 C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.
 C4: Students receiving Strategic (T2) or Intensive (T3) Instruction continue receiving full Core Instruction (T1), including students with identified learning needs.

Choice Sessions: Varied by session

Qtr 4 Session-Specific Measurable Evidence:

Core Instruction:

Assess educators' understanding of content, process, and product differentiation and their ability to differentiate instruction based on student readiness, interest, and learning variability to foster a student-centered, discourse-rich classroom for all students

ELA (6-12):

Classroom observation and walkthroughs
 Strategic instructional visits and SLI teacher feedback
 Teacher feedback and collaboration, sharing
 Teacher feedback and collaboration, sharing

Qtr 4 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 4 - Location of PL Materials:

- 1. Accessed in Schoology 6-12 ELA Course Access Code KG6JB-CXRGR/Sharepoint
- 2. Provided by vendor
- 3. Provided by vendor
- 4. Accessed in Schoology 6-12 ELA Course Access Code KG6JB-CXRGR/Sharepoint
- 5. Accessed in Schoology 6-12 ELA Course Access Code KG6JB-CXRGR/Sharepoint

Fall Day 1

- Fall Day 1 Session-Specific Objectives:
- Fall Day 1 Session-Specific Measurable Evidence:
- Fall Day 1 - Method of Delivery:
- Fall Day 1 - Location of PL Materials:

Fall Day 2

- Fall Day 2 Session-Specific Objectives:
- Fall Day 2 Session-Specific Measurable Evidence:
- Fall Day 2 - Method of Delivery:
- Fall Day 2 - Location of PL Materials:

Winter Day 1

- Winter Day 1 Session-Specific Objectives:
- Winter Day 1 Session-Specific Measurable Evidence:
- Winter Day 1 - Method of Delivery:
- Winter Day 1 - Location of PL Materials:

Winter Day 2

- Winter Day 2 Session-Specific Objectives:
- Winter Day 2 Session-Specific Measurable Evidence:
- Winter Day 2 - Method of Delivery:
- Winter Day 2 - Location of PL Materials:

Spring Day 1

- Spring Day 1 Session-Specific Objectives:
- Spring Day 1 Session-Specific Measurable Evidence:
- Spring Day 1 - Method of Delivery:
- Spring Day 1 - Location of PL Materials:

Spring Day 2

- Spring Day 2 Session-Specific Objectives:
- Spring Day 2 Session-Specific Measurable Evidence:
- Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

08/06/2025 14:37:00 (b)(6) Comments)
Approved

07/25/2025 10:39:05 (b)(6) (Comments)
Approved

07/25/2025 10:35:11 (b)(6) Comments)
Approved

07/23/2025 09:32:55 (b)(6) Comments)
Approved

06/04/2025 08:03:44 (b)(6) Comments)
Approved

05/14/2025 10:16:36 (b)(6) Comments)
Approved

05/14/2025 08:12:57 (b)(6) Comments)
Approved

03/20/2025 18:27:44 (b)(6) Comments)
Please add any comments here

Run By (b)(6)

09/10/2025 16:41:26 Eastern Daylight Time

Professional Learning Event

Arc Name:	Health Education 6-12	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	Health Education 6-12	Sub Code:	N/A

Provide Arc of Learning input here:

6-12 Health: <https://forms.office.com/r/TbFX9phrrk>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

Core Instruction:

National Assessment of Educational Progress (NAEP): The percentage of Grade 8 students performing at the NAEP Advanced level in Grade 8 increased in 2024, while other achievement levels remained relatively stable showing top-led divergence. Performance by achievement level in Grade 8 Math did not show significant change, indicating a parallel progression.

Learning Walk Through Data (LWT): Agency-wide 6 -12 LWT data, from August 2024 to April 2025, for LWT indicator 5 – Lessons are paced and structured to keep all students engaged throughout the learning – was observed 83.5% of the time. This indicator has a specific focus on differentiated instruction which is foundational core of the Multi-Tiered System of Supports (MTSS) and DoDEA's Definition of Excellent Instruction. An instructional component of differentiation is evidenced by LWT Indicator 6 — Students are engaged in flexible groups — which was not observed 56.6% of the time during the same period (August 2024 – April 2025). Being an integral part of differentiation and the agency-wide focus on discourse, LWT Indicator 12 — students respond to and/or use higher-order questions in classroom discourse — was observed 54.4% of the time during the same period. However, the SY24 Math Indicator 0, which focuses specifically on Mathematical Teaching Practice 4 — facilitate meaningful mathematical discourse — unveiled discourse was only observed 54.4% of the time. Similarly, the data revealed teachers used collaborative learning strategies 39% of the time (Mathematical Teaching Practice 2). The limited observations call for further exploration to assess the quality and extent of discourse and differentiation in the classroom.

Professional Learning Evaluation Data: Feedback across all 6-12 secondary content areas and K-12 Health/Physical Education (PE), and Art educators, during the School Year (SY) 2024-2025, highlighted a strong desire for differentiated and modeled professional learning experiences that are practical and relevant to ensure classroom transference. In Quarters 2 and 3, educators praised the opportunity to devise plans for strategy implementation, integration, and peer collaboration. This intentional approach helped educators understand and effectively apply strategies and practices in their instruction. Educators found opportunities for in-person professional learning or virtual synchronous or asynchronous sessions, and collaboration with colleagues and Instructional Systems Specialists (ISSs) to be positive, and if not received, requested their incorporation in future professional learning sessions.

District / School Action Plans: In SY 2024 - 2025, district and school action plan data emphasized a need to focus on student-centered instruction – specifically discourse, differentiation, writing, close reading strategies, and/or student-centered collaborative structures.

Health (6-12):

CCRS Professional Learning Data:

discussion board feedback data contained within the CCRS Schoology learning modules "Bicycle Rack" discussion board which provides a space for teachers to share any questions, comments, concerns, or challenges related to the overall health education program of the CCRS quarterly professional learning session evaluation

Systemic Data:

Learning Walk Through Data – Agency-wide LWT data for LWT indicators 10, 11, 12, and 13 are less often observed than LWT indicators 1-9
 Paced Assessment (CPA) Data – CPA data across content areas indicates a need for focused and sustained content-specific professional learning, as student performance and growth are varied across the agency
 DoDEA PSAT Assessment - Subscore data
 Multilingual Learner Program data

Health Education Program Evaluation:

teacher feedback given to the regional Health & PE ISSs during instructional visits
 teacher feedback given to the HQ Health & PE ISS during instructional site visits SY 2024-25
 Health & PE professional learning feedback

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric):

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Core Instruction:

The focus on differentiation and discourse for Core Instruction, in SY 2025 – 2026, for all secondary educators and K-12 Health/Physical Education (PE), and Arts educators will lead to the following learning evidence, supporting DoDEA's Definition of Excellent Instruction. Increases in teacher and student behaviors associated with discourse and differentiation will be reflected through the following data and evidence sources: (1) Learning Walkthrough Tool Indicators 0 (formerly Secondary Math Indicator), 5 (Differentiation), and 12 (Higher-Order questioning through discourse). Both the collection and examination of student and teacher artifacts, through data-informed, collaborative conversations paired with opportunities for revision and self-reflection, will also be used to assess changes in educators' classroom practices. Furthermore, indicators on the new AVID annual certification instrument for DoDEA AVID 6 –12 sites — AVID Elective Certification Instrument (AECI) and Schoolwide Recognition Instrument (released in May 2025) will also be used to examine schoolwide practices. Where applicable, HQ Strategic Instructional Visits will also gauge the visibility of these practices across secondary and special content classrooms.

Content Specific Data Inquiry

As a result of participation in collaborative data informed decision making, educators will be equipped to deliver differentiated instruction within tier 1 core instruction in the classroom through the following behaviors:

Recognize the benefit of collaborative inquiry to support differentiation within tier 1 core instruction in the classroom. Utilize a common data protocol in data informed decision-making to analyze content specific data to support differentiated instruction within tier 1 core instruction in the classroom. Intentionally plan for differentiated instruction within tier 1 core instruction in the classroom. Adjust plans for instruction to support differentiated instruction within tier 1 core instruction in the classroom.

Health (6-12):

Evidence of Learning will be measured by way of:

sharing common, standards-based formative and summative assessments and data demonstrating the use of DoDEA-approved resources and Core Instructional practices in their planning, collaborating and creation of shared resources through focused collaborations and PLCs providing instructional documents and artifacts (lesson plans, unit plans/student work or assessments) indicating how they have applied skills-based standards to instructional planning that supports the development of health literacy observable increases in Learning Walkthrough Indicator data increase in knowledge gained identified within the Professional Learning Evaluation

Choice Sessions: As a result of greater engagement in self-directed learning, educators can tailor their learning to their specific needs, leading to more effective instructional strategies in the classroom that will be demonstrated by:

A noticeable increase in satisfaction and perceived relevance of the professional learning sessions. Enhanced observation of Learning Walkthrough Indicators, with emphasis on:

1. Learning environment is conducive to student centered learning.
3. Students use digital tools or multimedia resources to collaborate, create, produce, publish, integrate or evaluate content.
5. Lessons are paced and structured to keep all students engaged throughout the learning.
7. Learning tasks incorporate formative assessment to guide the ongoing learning process.
10. Teachers' or students' written and/or spoken discourse uses domain specific vocabulary.
12. Students respond to and/or use higher-order questions in classroom discourse.
13. Students support written and/or spoken opinions with evidence from text and/or other content-specific resources.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Core Instruction:

Aligned with DoDEA's Multi-Tiered System of Supports (MTSS), Core Instruction/Tier 1 Instruction is defined as "the foundation of grade-level, standards-based learning and is delivered to all students in a general education setting. Core Instruction is student-centered allowing all students opportunities to develop, learn, and grow. Teachers demonstrate responsiveness to student learning by differentiating instruction based on assessment data." To support this aim and ensure alignment, this quarterly 90-minute Core Instruction professional learning event seeks to equip teachers with strategies to effectively differentiate instruction by responding to students' varied needs.

Content Specific Data Inquiry

Data informed decision making provides a significant lever for how educators plan for, deliver and adjust excellent instruction for all students. By engaging in collaborative data inquiry, job-alike educators can harness the power of the collective to support continuous improvement in the instructional inquiry cycle of teaching and learning. The collaborative effort provides a venue for a strengths-based approach with job-alike educators to support each other in the complex work of planning differentiated instruction in order to support the learning needs of all DoDEA students.

Differentiated instruction is a dynamic approach to teaching that recognizes and addresses learner variability. Through formative assessment, data analysis, and implementation of varied instructional strategies to meet the needs of students, educators create a classroom where all students can succeed and thrive. By tailoring instruction to meet individual student needs, differentiated instruction propels academic achievement and supports students in understanding their own learning style and preferences. Discourse plays a pivotal role in this process by fostering an environment where students can articulate their thoughts, engage in meaningful conversations, and reflect on their learning experiences by engaging in peer-to-peer and/or peer-to-teacher collaborative conversations. Through structured and open-ended discussions, students develop critical thinking skills and deepen their understanding of the content.

Educators' self-awareness, when grounded in a collaborative culture characterized by collective efficacy and responsibility, is essential for fostering an environment that allows all students to thrive. Similarly, students' self-awareness is crucial for lifelong learning and empowers them to seek out and engage with learning opportunities that best suit them.

Health (6-12):

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors.

Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

MTSS Critical Component Connections: Core Instruction, Data-informed Decision Making

Student discourse is integral to developing future ready learners, as effective communication fosters critical thinking, collaboration, and problem-solving skills. By engaging in meaningful discussions, students learn to articulate their ideas clearly, listen to differing perspectives, and build a deeper understanding of the subject matter. This prepares them to navigate complex real-world situations and succeed in their future careers.

DoDEA health educators provide essential, standards-based instruction to encourage every student to practice:

health literacy, the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others

Instruction:

6 - 12 health educators will collaborate around the DoDEA-adopted CCR (College and Career Ready) health education standards to define what a student should know and be able to do as result of a highly effective health education program. The standards serve as an important framework to address the holistic development of students and ensure consistency and quality in health education programs: enhanced health literacy supports student achievement, well-being, and resilience by complementing comprehensive literacy development. Core Instruction strategies: academic language, academic discourse, and inquiry to increase student-centered learning integrating technology and innovative instructional strategies to enhance student engagement collaborating with colleagues, families, and community partners to create a supportive environment that promotes health-enhancing practices and active lifestyles both in and

out of school advocating the importance of health education within the broader educational system and DoDEA Strategic Priorities; emphasizing its integral role promoting student achievement and fostering lifelong wellness continuously reflecting on and refining teaching practices using evidence-based practices and professional development opportunities, striving for continual improvement in student learning and well-being cultivating a positive and inclusive classroom culture that fosters cooperation, resilience, and a growth mindset, preparing students to navigate challenges and thrive in various health-related contexts

Professional Development Support:

6 - 12 health educators will use SHAPE America membership resources to support instruction and educator development of quality teaching practices.

Choice Sessions: Choice sessions serve as a catalyst for empowering educators and fostering a culture of continuous improvement. By engaging in reflective and self-directed practices, education can enhance their instructional strategies, leading to improved student outcomes and a more dynamic learning environment.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Core Instruction:

Educators will understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies.

Content Specific Data Inquiry:

Through the use of a data inquiry protocol, participants will engage in data informed decision-making processes to adjust upcoming planned instruction in their content area.

Health (6-12):

Educators will understand, plan for, implement, progress monitor and adjust:

student-led discourse using academic language and inquiry-based strategies resiliency-focused practices diverse formative and summative assessments engage in technology and innovative professional learning strategies to collaborate and promote best practices inclusive practices to engage all learners throughout the instructional period

Choice Sessions: Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Learning Plan Implementation Methods - SME:

Core Instruction:

Core Instruction will occur the first 90-minutes of the CCRS Day for all 6-12 and K-5 Health/Physical Education and Arts educators for Back-to-School (BTS) and Quarters 1 – 4. Educators will either engage in-person and/or via a virtual synchronous professional learning format. The training will be facilitated locally by school, district, or regional personnel. The professional learning will be developed via Microsoft PowerPoint and housed in two locations: (1) Core Instruction SharePoint site and (2) Core Instruction Schoology site. To ensure facilitation success, the training will be posted 2 weeks before the first school's CCRS Day for BTS – Q4. Facilitator materials will include: (1) Facilitator's Guide and (2) embedded facilitation notes in the PowerPoint slide deck.

Health (6-12):**Implementation Strategies:**

Integrate resiliency-focused practices, educators will:

develop personalized resiliency-focused action plans during learning sessions, outlining specific strategies to integrate resiliency-focused competencies into their daily instruction; utilize reflection journals to assess their implementation of resiliency-focused practices in the classroom, driving continuous improvement; follow-up collaborative sessions (i.e. Focused Collaboration, common planning, etc.) will provide opportunities for educators to share successes and challenges in implementing resiliency-focused strategies, fostering peer support and differentiation based on individual needs

Utilizing diverse formative and summative assessment practices, educators will:

create and share assessment portfolios during learning sessions, incorporating various assessment types and strategies discussed; utilize peer feedback mechanisms post-session to refine their assessment approaches and adapt them to diverse student needs; establish post-session collaborative groups for ongoing sharing of assessment practices, allowing for differentiation based on subject area and student demographics

Promoting technology integration along the SAMR framework, educators will:

co-design technology-enhanced activities/lessons during learning sessions, incorporating innovative teaching strategies and digital tools; post-session, engage in virtual and in-person FCGs to collaboratively develop interdisciplinary projects that integrate technology and promote best practices; have opportunities for differentiated learning paths will be provided through follow-up webinars and online resources tailored to educators' varying levels of proficiency

Fostering positive and inclusive classroom cultures, educators will:

create inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches; engage post-session in diverse collaboration groups to share strategies for promoting inclusivity and academic language development; have opportunities for differentiated coaching sessions and resources will be offered to support educators in addressing specific classroom culture challenges and implementing individualized strategies

Promoting engagement and active participation, educators will:

develop differentiated lesson plans during learning sessions, incorporating a variety of teaching methods to engage learners and promote active participation; engage in peer coaching and mentoring partnerships post-session to observe and provide feedback on each other's implementation of active learning techniques; have follow-up sessions to provide opportunities for educators to collaboratively design interdisciplinary projects that incorporate active participation strategies and promote deeper learning

Choice Sessions: Varied by Session

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

DODEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. Topics included in the course are: DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st Century Teaching and Learning for those that teach in a 21C building.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery and assessment to support excellent instruction for all students.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning; Section 001

Course Link: SY 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://schoology.dodea.edu/page/1889433277>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Core Instruction:

review core instructional practices — academic language, discourse, and inquiry as effective strategies for differentiation identify teachers' preconceptions of differentiation to foster shared ownership and responsibility for student success develop a common language around differentiation, interventions, and extensions understanding the continuum of support needed to meet learner variability

Health (6-12):

Educators will:

engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels apply the backward-design method utilizing the national health education standards into curriculum planning and instructional strategies to enhance student learning outcomes institute Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into health education construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches create data-informed assessment portfolios during learning sessions, incorporating various assessment types and strategies explored during learning sessions register for SHAPE membership

MTSS IC Map Practice Connection(s):

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.;C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.;C3: Focused Collaboration Teams engage in short cycle collective inquiry, reflective practice, and sharing of instructional expertise to improve Core Instruction (T1) for academic achievement, resilience, and student well-being.;I4: Intervention System provides evidence-based support and extensions within and beyond the regular classroom that are specific, time-bound, and include clear progress indicators.;L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.;L2: Leadership builds and supports a collaborative culture for staff members to strengthen the knowledge, skills, and beliefs required to implement MTSS practices across tiers with fidelity.;D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being.;D2: Focused Collaboration Teams engage in collective responsibility for ongoing data informed decision-making to improve Core Instruction (T1) for student academic achievement, resilience, and well-being.;D3: Student Support Team proactively screens data, engages in root cause analysis, and progress monitors student needs to individualize services for students needing support with academic achievement, resilience, or well-being.I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being.;I3: Student Support Team documents and monitors implementation of education plans to assess impact on student progress and adjusts student plans as needed.;

Choice Sessions: Varied by session

Back to School Day 2 Session-Specific Measurable Evidence:

Core Instruction:

Engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels Health (6-12):

Educators will:

design differentiated lesson plans using the backward-design method using national health education standards during learning sessions institute Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into health education construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches create data-informed assessment portfolios during learning sessions, incorporating various assessment types and strategies explored during learning sessions register for SHAPE membership

Choice Sessions- Varied by Selection

Back to School Day 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 2 - Location of PL Materials:

Back-to-School Day 2- Location of PL Materials

Schoology Course- HE-6-12 and PE K-12 CCRS PL Section 001 Course HE 6-12 & PE K-12 CCRS PL: Section 001 Course

Course Access Code: 7365Z-DN8XP

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCRS day.

Choice Sessions: Navigate to the course catalog through your content's Schoology course to view the Choice Session options easily!

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 1

Qtr 1 Session-Specific Objectives:

Core Instruction:

use pre-assessment/formative assessment data to plan for differentiated learning experiences understand how a student-centered learning environment and discourse can support differentiated learning opportunities

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice

Connection(s): D1, D2

Health (6-12):**Educators will:**

engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels apply the backward-design method utilizing the national health education standards into curriculum planning and instructional strategies to enhance student learning outcomes institute Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into health education construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches create data-informed assessment portfolios during learning sessions, incorporating various assessment types and strategies explored during learning sessions register for SHAPE membership

MTSS Connection(s):

D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being.;D2: Focused Collaboration Teams engage in collective responsibility for ongoing data informed decision-making to improve Core Instruction (T1) for student academic achievement, resilience, and well-being.;C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.;C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.;C3: Focused Collaboration Teams engage in short cycle collective inquiry, reflective practice, and sharing of instructional expertise to improve Core Instruction (T1) for academic achievement, resilience, and student well-being.C4: Students receiving Strategic (T2) or Intensive (T3) Instruction continue receiving full Core Instruction (T1), including students with identified learning needs.;I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being.;I3: Student Support Team documents and monitors implementation of education plans to assess impact on student progress and adjusts student plans as needed.;I4: Intervention System provides evidence-based support and extensions within and beyond the regular classroom that are specific, time-bound, and include clear progress indicators.;D3: Student Support Team proactively screens data, engages in root cause analysis, and progress monitors student needs to individualize services for students needing support with academic achievement, resilience, or well-being.L2: Leadership builds and supports a collaborative culture for staff members to strengthen the knowledge, skills, and beliefs required to implement MTSS practices across tiers with fidelity.;L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Choice Sessions: Varied by session

Qtr 1 Session-Specific Measurable Evidence:**Core Instruction:**

Assess how educators' plan to use professional learning data to differentiate learning experiences Monitor discussions to gauge educators' knowledge, experience levels with differentiated instruction, and how they identify and plan for differentiation

Health (6-12):**Educators will:**

design differentiated lesson plans during learning sessions, incorporating a variety of teaching methods to engage learners and promote active participation produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into health education construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches create assessment portfolios during learning sessions, incorporating various assessment types and strategies discussed register for SHAPE membership

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

The series of professional learning events will be implemented in a hybrid format. Participants will engage in-person and virtual synchronous professional learning, as well as asynchronous professional learning.

All 6-12 Health Educator content-specific CCRS Professional Learning will be housed within DoDEA's Learning Management System (LMS), Schoology, in the HE 6-12 & PE K-12 CCRS PL: Section 001 Course with the access code: 7365Z-DN8XP

The professional learning will be developed and accessed using a variety of platforms including Rise, and with specialized choice sessions available in instructional resource platforms including SHAPE America and SPARK. To achieve the desired outcome team/job-alike collaboration is required in all professional learning sessions.

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCRS day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 2

Qtr 2 Session-Specific Objectives:

Core Instruction:

build a shared understanding of DoDEA's definition of Content Differentiation explore evidence-based, student-centered instructional strategies for differentiation through content and student discourse explore content-specific DoDEA instructional resources for differentiated content and identify opportunities for differentiation

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment. MTSS IC Map Practice

Connection(s): D1, D2

Health (6-12):

Educators will:

engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels apply the backward-design method utilizing the national health education standards into curriculum planning and instructional strategies to enhance student learning outcomes institute Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into health education construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches create data-informed assessment portfolios during learning sessions, incorporating various assessment types and strategies explored during learning sessions register for SHAPE membership

MTSS IC Map Practice Connection(s):

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. C3: Focused Collaboration Teams engage in short cycle collective inquiry, reflective practice, and sharing of instructional expertise to improve Core Instruction (T1) for academic achievement, resilience, and student well-being. C4: Students receiving Strategic (T2) or Intensive (T3) Instruction continue receiving full Core Instruction (T1), including students with identified learning needs. I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being. I3: Student Support Team documents and monitors implementation of education plans to assess impact on student progress and adjusts student plans as needed. I4: Intervention System provides evidence-based support and extensions within and beyond the regular classroom that are specific, time-bound, and include clear progress indicators. D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being. D2: Focused Collaboration Teams engage in collective responsibility for ongoing data informed decision-making to improve Core Instruction (T1) for student academic achievement, resilience, and well-being. D3: Student Support Team proactively screens data, engages in root cause analysis, and progress monitors student needs to individualize services for students needing support with academic achievement, resilience, or well-being. L2: Leadership builds and supports a collaborative culture for staff members to strengthen the knowledge, skills, and beliefs required to implement MTSS practices across tiers with fidelity. L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Choice Sessions: Varied by session

Qtr 2 Session-Specific Measurable Evidence:

Core Instruction:

Review artifacts to determine the quality and extent to which content differentiation is integrated to foster a student-centered, discourse-rich classroom
 Assess educators' knowledge of how and when to use differentiation to support student learning
 Monitor discussions to assess educators' understanding of content differentiation
 Review educators' differentiation implementation plan to evaluate their content-specific approach

Health (6-12):**Educators will:**

produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction
 develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into health education
 construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches
 create assessment portfolios during learning sessions, incorporating various assessment types and strategies discussed
 register for SHAPE membership

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

The series of professional learning events will be implemented in a hybrid format. Participants will engage in-person and virtual synchronous professional learning, as well as asynchronous professional learning.

All 6-12 Health Educator content-specific CCRS Professional Learning will be housed within DoDEA's Learning Management System (LMS), Schoology, in the HE 6-12 & PE K-12 CCRS PL: Section 001 Course with the access code: 7365Z-DN8XP

The professional learning will be developed and accessed using a variety of platforms including Rise, and with specialized choice sessions available in instructional resource platforms including SHAPE America and SPARK. To achieve the desired outcome team/job-alike collaboration is required in all professional learning sessions.

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCRS day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 3**Qtr 3 Session-Specific Objectives:**

Core Instruction:

build a shared understanding of DoDEA's definition of Process Differentiation explore student-centered instructional strategies for process that provide different levels of support, challenge, and complexity plan for process differentiation within a previously taught or upcoming lesson

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment. MTSS IC Map Practice

Connection(s): D1, D2

Health (6-12):**Educators will:**

engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels apply the backward-design method utilizing the national health education standards into curriculum planning and instructional strategies to enhance student learning outcomes institute Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into health education construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches create data-informed assessment portfolios during learning sessions, incorporating various assessment types and strategies explored during learning sessions register for SHAPE membership

MTSS IC Map Practice Connection(s):

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. C3: Focused Collaboration Teams engage in short cycle collective inquiry, reflective practice, and sharing of instructional expertise to improve Core Instruction (T1) for academic achievement, resilience, and student well-being. C4: Students receiving Strategic (T2) or Intensive (T3) Instruction continue receiving full Core Instruction (T1), including students with identified learning needs. I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being. I3: Student Support Team documents and monitors implementation of education plans to assess impact on student progress and adjusts student plans as needed. I4: Intervention System provides evidence-based support and extensions within and beyond the regular classroom that are specific, time-bound, and include clear progress indicators. D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being. D2: Focused Collaboration Teams engage in collective responsibility for ongoing data informed decision-making to improve Core Instruction (T1) for student academic achievement, resilience, and well-being. D3: Student Support Team proactively screens data, engages in root cause analysis, and progress monitors student needs to individualize services for students needing support with academic achievement, resilience, or well-being. L2: Leadership builds and supports a collaborative culture for staff members to strengthen the knowledge, skills, and beliefs required to implement MTSS practices across tiers with fidelity. L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Choice Sessions: Varied by session

Qtr 3 Session-Specific Measurable Evidence:**Core Instruction:**

Review artifacts to determine the quality and extent to which process differentiation is integrated to foster a student-centered, discourse-rich classroom Assess educators' knowledge of how and when to use differentiation to support instruction Monitor discussions to determine educators' understanding of process differentiation Review educators' differentiation implementation plan to evaluate their content-specific approach

Health (6-12):**Educators will:**

produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into health education construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches create assessment portfolios during learning sessions, incorporating various assessment types and strategies discussed register for SHAPE membership

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

The series of professional learning events will be implemented in a hybrid format. Participants will engage in-person and virtual synchronous professional learning, as well as asynchronous professional learning.

All 6-12 Health Educator content-specific CCRS Professional Learning will be housed within DoDEA's Learning Management System (LMS), Schoology, in the HE 6-12 & PE K-12 CCRS PL: Section 001 Course with the access code: 7365Z-DN8XP

The professional learning will be developed and accessed using a variety of platforms including Rise, and with specialized choice sessions available in instructional resource platforms including SHAPE America and SPARK. To achieve the desired outcome team/job-alike collaboration is required in all professional learning sessions.

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCRS day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 4

Qtr 4 Session-Specific Objectives:

Core Instruction:

build a shared understanding of DoDEA's definition of Product Differentiation develop a product that integrates multiple discourse modes to support student-centered instruction and includes robust feedback mechanisms to support differentiated learning

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment. MTSS IC Map Practice

Connection(s): D1, D2

Health (6-12):

Educators will:

engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels apply the backward-design method utilizing the national health education standards into curriculum planning and instructional strategies to enhance student learning outcomes institute Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into health education construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches create data-informed assessment portfolios during learning sessions, incorporating various assessment types and strategies explored during learning sessions register for SHAPE membership

MTSS IC Map Practice Connection(s):

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. C3: Focused Collaboration Teams engage in short cycle collective inquiry, reflective practice, and sharing of instructional expertise to improve Core Instruction (T1) for academic achievement, resilience, and student well-being. C4: Students receiving Strategic (T2) or Intensive (T3) Instruction continue receiving full Core Instruction (T1), including students with identified learning needs. I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being. I3: Student Support Team documents and monitors implementation of education plans to assess impact on student progress and adjusts student plans as needed. I4: Intervention System provides evidence-based support and extensions within and beyond the regular classroom that are specific, time-bound, and include clear progress indicators. D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being. D2: Focused Collaboration Teams engage in collective responsibility for ongoing data informed decision-making to improve Core Instruction (T1) for student academic achievement, resilience, and well-being. D3: Student Support Team proactively screens data, engages in root cause analysis, and progress monitors student needs to individualize services for students needing support with academic achievement, resilience, or well-being. L2: Leadership builds and supports a collaborative culture for staff members to strengthen the knowledge, skills, and beliefs required to implement MTSS practices across tiers with fidelity. L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Choice Sessions: Varied by session

Qtr 4 Session-Specific Measurable Evidence:

Core Instruction:

Assess educators' understanding of content, process, and product differentiation and their ability to differentiate instruction based on student readiness, interest, and learning variability to foster a student-centered, discourse-rich classroom for all students.

Health (6-12):

Educators will: *Prepare SY26-27 learning plan by using the ORID protocol to analyze data on the following instructional elements*
resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instructionintegrating technology and innovative teaching strategies into health educationconstructing inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approachescreating assessment portfolios during learning sessions, incorporating various assessment types and strategies discussed

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

The series of professional learning events will be implemented in a hybrid format. Participants will engage in-person and virtual synchronous professional learning, as well as asynchronous professional learning.

All 6-12 Health Educator content-specific CCRS Professional Learning will be housed within DoDEA's Learning Management System (LMS), Schoology, in the HE 6-12 & PE K-12 CCRS PL: Section 001 Course with the access code: 7365Z-DN8XP

The professional learning will be developed and accessed using a variety of platforms including Rise, and with specialized choice sessions available in instructional resource platforms including SHAPE America and SPARK.To achieve the desired outcome team/job-alike collaboration is required in all professional learning sessions.

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCRS day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:
Winter Day 2 Session-Specific Measurable Evidence:
Winter Day 2 - Method of Delivery:
Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:
Spring Day 1 Session-Specific Measurable Evidence:
Spring Day 1 - Method of Delivery:
Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:
Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:
Winter - Specific Measurable Evidence:
Winter - Method of Delivery:
Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:
Spring - Specific Measurable Evidence:
Spring - Method of Delivery:
Spring - Location of PL Materials:

Notes/Comments

Comments:

07/28/2025 10:34:40 - (b)(6) (Comments)
Approved

07/25/2025 11:07:01 (b)(6) (Comments)
Approved

07/23/2025 09:31:38 (b)(6) (Comments)
Approved

06/04/2025 08:55:55 (b)(6) (Comments)
Approved

05/14/2025 10:13:00 (b)(6) (Comments)
Approved

05/14/2025 08:34:14 (b)(6) (Comments)
Approved

04/23/2025 09:34:12 (b)(6) (Comments)
Add SAPR

03/20/2025 18:27:44 (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Math 6-12	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	6-12 Mathematics teachers, Secondary School ETs	Sub Code:	N/A

Provide Arc of Learning input here:

<https://forms.office.com/r/BurxXY7hZs>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

Core Instruction:

National Assessment of Educational Progress (NAEP): The percentage of Grade 8 students performing at the NAEP Advanced level in Grade 8 increased in 2024, while other achievement levels remained relatively stable showing top-led divergence. Performance by achievement level in Grade 8 Math did not show significant change, indicating a parallel progression. Learning Walk Through Data (LWT): Agency-wide 6-12 LWT data, from August 2024 to April 2025, for LWT Indicator 5 – Lessons are paced and structured to keep all students engaged throughout the learning – was observed 83.5% of the time. This indicator has a specific focus on differentiated instruction which is foundational core of the Multi-Tiered System of Supports (MTSS) and DoDEA's Definition of Excellent Instruction. An instructional component of differentiation is evidenced by LWT Indicator 6 – Students are engaged in flexible groups – which was not observed 56.6% of the time during the same period (August 2024 – April 2025). Being an integral part of differentiation and the agency-wide focus on discourse, LWT Indicator 12 – students respond to and/or use higher-order questions in classroom discourse – was observed 54.4% of the time during the same period. However, the SY24 Math Indicator 0, which focuses specifically on Mathematical Teaching Practice 4 – facilitate meaningful mathematical discourse – unvelled discourse was only observed 54.4% of the time. Similarly, the data revealed teachers used collaborative learning strategies 39% of the time (Mathematical Teaching Practice 2). The limited observations call for further exploration to assess the quality and extent of discourse and differentiation in the classroom. Professional Learning Evaluation Data: Feedback across all 6-12 secondary content areas and K-12 Health/Physical Education (PE), and Art educators, during the School Year (SY) 2024-2025, highlighted a strong desire for differentiated and modeled professional learning experiences that are practical and relevant to ensure classroom transference. In Quarters 2 and 3, educators praised the opportunity to devise plans for strategy implementation, integration, and peer collaboration. This intentional approach helped educators understand and effectively apply strategies and practices in their instruction. Educators found opportunities for in-person professional learning or virtual synchronous or asynchronous sessions, and collaboration with colleagues and Instructional Systems Specialists (ISSs) to be positive, and if not received, requested their incorporation in future professional learning sessions. District / School Action Plans: In SY 2024 - 2025, district and school action plan data emphasized a need to focus on student-centered instruction – specifically discourse, differentiation, writing, close reading strategies, and/or student-centered collaborative structures.

Math (6-12):

Summative assessment data - SAT, PSAT, and Grades 6 and 7 summative Review of Common Paced Assessment (CPA) data SY24-25 PL focused on Thinking Practices and Strategies and the Math Teaching Practices (MTPs) and Modeling and Reasoning (embedded in SMPs for engaging students in learning, task types (subclaims)) Qualitative data - Anecdotal feedback from ISS – student needs to advance modeling and reasoning Quarterly PL feedback – evaluations and discussion posts in quarterly PL LWT data – focused through standard indicators for productive struggle, discourse, problem-solving, or reasoning, higher-ordered questions Classroom discourse, and student spoken or written opinion from evidence.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric): Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric): By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Core Instruction:

The focus on differentiation and discourse for Core Instruction, in SY 2025 – 2026, for all secondary educators and K-12 Health/Physical Education (PE), and Arts educators will lead to the following learning evidence, supporting DoDEA's Definition of Excellent Instruction. Increases in teacher and student behaviors associated with discourse and differentiation will be reflected through the following data and evidence sources: (1) Learning Walkthrough Tool Indicators 0 (formerly Secondary Math Indicator), 5 (Differentiation), and 12 (Higher-Order questioning through discourse). Both the collection and examination of student and teacher artifacts, through data-informed, collaborative conversations paired with opportunities for revision and self-reflection, will also be used to assess changes in educators' classroom practices. Furthermore, indicators on the new AVID annual certification instrument for DoDEA AVID 6 –12 sites — AVID Elective Certification Instrument (AECI) and Schoolwide Recognition Instrument (released in May 2025) will also be used to examine schoolwide practices. Where applicable, HQ Strategic Instructional Visits will also gauge the visibility of these practices across secondary and special content classrooms.

Content Specific Data Inquiry: As a result of participation in collaborative data informed decision making, educators will be equipped to deliver differentiated instruction within tier 1 core instruction in the classroom through the following behaviors:

Recognize the benefit of collaborative inquiry to support differentiation within tier 1 core instruction in the classroom. Utilize a common data protocol in data informed decision-making to analyze content specific data to support differentiated instruction within tier 1 core instruction in the classroom. Intentionally plan for differentiated instruction within tier 1 core instruction in the classroom. Adjust plans for instruction to support differentiated instruction within tier 1 core

instruction in the classroom.

Math (6-12):

DoDEA System-wide increase in student achievement on Sub-Claim C (Reasoning) and Sub-Claim D (Modeling) from SY24-25 summative assessments to SY25-26 summative assessments across Math 6 – 7.

DoDEA System-wide increase in student achievement across the SAT and PSAT Math content domains (algebra, advanced math, problem-solving and data analysis, geometry and trigonometry) and performance score bands

System-wide increase in incidence of observation of desired behaviors measured by Learning Walk Through Tool 2.0 in the following indicators:

9: Lesson tasks require productive struggle, problem-solving, or reasoning.

12: Students respond to and/or use higher-ordered questions in classroom discourse.

13: Students support written and/or spoken opinions with evidence from text and/or other content-specific resources.

Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology and professional learning evaluations.

Educators will express confidence in their knowledge, skills, and commitment to identify, observe, and support students' understanding and the implementation of the Mathematical Teaching Practices (MTPs). – (KP2) evaluation data for PL delivery

Educators will engage in instructionally focused interactions to strengthen a clearly articulated shared vision of excellent instruction in secondary mathematics. – (KP2)

Educators will engage in instructionally focused interactions to maximize time for instructional improvement in secondary math. – (KP3)

Educators will engage in instructionally focused interactions to support the utilization of DoDEA adopted materials (KP3).

Educators will engage in instructionally focused interactions to strengthen implementation of Mathematical Teaching Practices. (KP3) -

Educators will engage in instructionally focused interactions to increase student learning in secondary math (KP4)

Choice Sessions: As a result of greater engagement in self-directed learning, educators can tailor their learning to their specific needs, leading to more effective instructional strategies in the classroom that will be demonstrated by:

A noticeable increase in satisfaction and perceived relevance of the professional learning sessions. Enhanced observation of Learning Walkthrough Indicators:

1. Learning environment is conducive to student centered learning.
3. Students use digital tools or multimedia resources to collaborate, create, produce, publish, integrate or evaluate content.
4. Teacher communicates high expectations for student success.
5. Lessons are paced and structured to keep all students engaged throughout the learning.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Core Instruction:

Aligned with DoDEA's Multi-Tiered System of Supports (MTSS), Core Instruction/Tier 1 Instruction is defined as "the foundation of grade-level, standards-based learning and is delivered to all students in a general education setting. Core Instruction is student-centered allowing all students opportunities to develop, learn, and grow. Teachers demonstrate responsiveness to student learning by differentiating instruction based on assessment data." To support this aim and ensure alignment, this quarterly 90-minute Core Instruction professional learning event seeks to equip teachers with strategies to effectively differentiate instruction by responding to students' varied needs.

Differentiated instruction is a dynamic approach to teaching that recognizes and addresses learner variability. Through formative assessment, data analysis, and implementation of varied instructional strategies to meet the needs of students, educators create a classroom where all students can succeed and thrive. By tailoring instruction to meet individual student needs, differentiated instruction propels academic achievement and supports students in understanding their own learning style and preferences. Discourse plays a pivotal role in this process by fostering an environment where students can articulate their thoughts, engage in meaningful conversations, and reflect on their learning experiences by engaging in peer-to-peer and/or peer-to-teacher collaborative conversations. Through structured and open-ended discussions, students develop critical thinking skills and deepen their understanding of the content.

Educators' self-awareness, when grounded in a collaborative culture characterized by collective efficacy and responsibility, is essential for fostering an environment that allows all students to thrive. Similarly, students' self-awareness is crucial for lifelong learning and empowers them to seek out and engage

with learning opportunities that best suit them.

Content Specific Data Inquiry

Data informed decision making provides a significant lever for how educators plan for, deliver and adjust excellent instruction for all students. By engaging in collaborative data inquiry, job-alike educators can harness the power of the collective to support continuous improvement in the instructional inquiry cycle of teaching and learning. The collaborative effort provides a venue for a strengths-based approach with job-alike educators to support each other in the complex work of planning differentiated instruction in order to support the learning needs of all DoDEA students.

Math (6-12):

Shift toward a student-centered thinking classroom through research-based practices and strategies to create the optimal conditions for student-owned deep mathematical thinking and learning through Building Thinking Classrooms in Mathematics, Grades K–12 (Liljedahl, 2021).

Eight Mathematics Teaching Practices provide a framework for strengthening the teaching and learning of mathematics. This research-informed framework of teaching and learning reflects the learning principles. These Mathematics Teaching Practices represent a core set of high-leverage practices and essential teaching skills necessary to promote deep learning of mathematics (NCTM-Principle to Actions).

Choice Sessions:

Choice sessions serve as a catalyst for empowering educators and fostering a culture of continuous improvement in secondary mathematics. By engaging in reflective and self-directed practices, educators can enhance their understanding and implementation of instructional strategies, leading to improved student outcomes and a more dynamic student-centered engaging learning environment.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Core Instruction: Educators will:
understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies.

Content Specific Data Inquiry:
Through the use of a data inquiry protocol, participants will engage in data informed decision-making processes to adjust upcoming planned instruction in their content area.

Math (6-12): Educators will:

Engage in learning paths for a "Thinking Classroom" utilizing research-based practices, that support a student-centered classroom for students' conceptual understanding, reasoning, thinking, and real-world problem-solving skills. Explore resources and develop strategies to integrate instructional practices to engage diverse learners. Plan strategies for adjusting instruction based on formative assessment.

Choice Sessions: Educators will:

Be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Learning Plan Implementation Methods - SME:

Core Instruction:

Core Instruction will occur the first 90-minutes of the CCRS Day for all 6-12 and K-5 Health/Physical Education and Arts educators for Back-to-School (BTS) and Quarters 1 – 4.

Educators will either engage in-person and/or via a virtual synchronous professional learning format. The training will be facilitated locally by school, district, or regional personnel.

The professional learning will be developed via Microsoft PowerPoint and housed in two locations: (1) Core Instruction SharePoint site and (2) Core Instruction Schoology site.

To ensure facilitation success, the training will be posted 2 weeks before the first school's CCRS Day for BTS – Q4. Facilitator materials will include: (1) Facilitator's Guide and (2) embedded facilitation notes in the PowerPoint slide deck.

Content Specific Data Inquiry:

To achieve maximum benefit from the data inquiry session, continued and ongoing collaborative planning is required.

Math (6-12):

Use CCRSM Alignment and Intentionality (A&I) tool, including Bridge to Resources, during focused collaboration to support better understanding of standards, as well as frame out plans for classroom instruction. Use CCRSM Innovation Configuration Maps (IC Maps) to observe colleagues' classrooms and to support the understanding around best practices in teaching and learning. Use of the NCTM Math Teaching Practice (MTPs) Continuum to develop strategies for student-centered practices in mathematics. What do they look like in practice? Principles to Actions (What teachers and students are doing?) (NCTM) Use and implement research-based strategies from the Building Thinking Classrooms to engage students in depth thinking and reasoning (Liljedahl, 2021) Use Three-Stack Protocol during focused collaboration to determine patterns of strength and concerns from student work towards greater understanding of teacher planning and facilitation on student progress towards transfer (SMPs), meaning, and acquisition goals. Apply literacy strategies into practice, ensuring that ELA and non-ELA teachers alike work together to build their students' literacy skills

Choice Sessions:

Navigate to the course catalog through your content's Schoology course to view the Choice Session options easily!

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

DODEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. Topics included in the course are: DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st Century Teaching and Learning for those that teach in a 21C building.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery and assessment to support excellent instruction for all students.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning: Section 001

Course Link: SY 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://schoology.dodea.edu/page/1889433277>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Run By : (b)(6)

09/10/2025 16:35:34 Eastern Daylight Time

Core Instruction:

Review core instructional practices — academic language, discourse, and inquiry as effective strategies for differentiation. Identify teachers' preconceptions of differentiation to foster shared ownership and responsibility for student success. Develop a common language around differentiation, interventions, and extensions. Understanding the continuum of support needed to meet learner variability.

Math (6-12):

Participants will explore the updated Carnegie Learning online portal - Clear Learning Center (CLC) to become familiar with how to locate, assign, and begin using the secondary math DoDEA-Adopted resources, including instructional tools, student materials, MATHia software, assessments, teacher supports, and data views, to support effective planning and instruction.

Math (6-12)

Educators demonstrate application of the Clear Learning Center (CLC) by accessing and assigning digital instructional resources within the platform. Explore the CLC platform and usage as evidenced through platform data, including assignment activity, resource views, and engagement with digital instructional tools.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Choice Sessions:

Varied by session

Back to School Day 2 Session-Specific Measurable Evidence:

Core Instruction:

Review educators' instructional artifacts and exemplars from the previous school years to progress toward differentiated opportunities.

Engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on level.

Math (6-12):

Educators engage in reflective practice to enhance student learning. Educators utilize consistent implementation of the common student behaviors for engaging students in learning through the Standards for Mathematical Practice (SMPs) evidenced by student artifacts, Learning Walkthrough data, and Focused Collaboration. Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Choice Sessions:

Varied by session

Back to School Day 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 2 - Location of PL Materials:

Schoology Course - 6-12 Mathematics

Professional Learning SY 25-26

Back to School PL (SY 25-26)

Course Access Code: NMFR-SMV4-RR5JC

Core Instruction Located in Schoology Course

Choice Sessions: Navigate to the course catalog through your content's Schoology course to view the Choice Session options easily!

Quarter 1

Qtr 1 Session-Specific Objectives:

Core Instruction:

Use pre-assessment/formative assessment data to plan for differentiated learning experiences

Understand how a student-centered learning environment and discourse can support differentiated learning opportunities

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment. MTSS IC Map Practice Connection(s): D1, D2

Math (6-12):

During this session, educators will have the opportunity to engage in learning through the strategies and practices for building a thinking mathematics classroom:

Explore how teachers moves, such as hints and extensions support and promote student thinking and reasoning in solving mathematics tasks in the classroom Determine what consolidation looks like in the mathematics classroom and the impact on student-centered learning and engagement while keeping thinking and reasoning a central focus in the mathematics classroom.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Choice Sessions:

Varied by session.

Qtr 1 Session-Specific Measurable Evidence:

Core Instruction:

Assess how educators' plan to use professional learning data to differentiate learning experiences

Monitor discussions to gauge educators' knowledge, experience levels with differentiated instruction, and how they identify and plan for differentiation

Math (6-12):

Educators engage in reflective practice to enhance student learning. Educators utilize consistent implementation of the common student behaviors for engaging students in learning through the Standards for Mathematical Practice (SMPs) evidenced by student artifacts, Learning Walkthrough data, and Focused Collaboration. Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology

Practice/Strategy/Toolkit 3:

Recognize how hints and extensions can be used in groups to support student thinking and reasoning of mathematics concepts, and progress while maintaining cognitive demand. Describe strategies for consolidating learning that build on student work and promote shared understanding.

Choice Sessions:

Varied by session

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

Schoology Course: 6-12 Mathematics
Professional Learning (SY 2025-2026)

Quarter 1 Professional Learning (SY 2025-2026)

Access Code: NMFR-SMV4-RR5JC

Choice Sessions: Navigate to the course catalog through your content's Schoology course to view the Choice Session options easily!

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 2

Qtr 2 Session-Specific Objectives:

Core Instruction:

Build a shared understanding of DoDEA's definition of Content Differentiation

Explore evidence-based, student-centered instructional strategies for differentiation through content and student discourse

Explore content-specific DoDEA instructional resources for differentiated content and identify opportunities for differentiation

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment. MTSS IC Map Practice Connection(s): D1, D2

Math (6-12):

During this session, educators will have the opportunity to develop their understanding of strategies and practices essential for engaging students and fostering a thinking mathematics classroom.

Develop understanding to apply effective strategies for note-making that support consolidation of learning, rather than passive note-taking, by curating meaningful artifacts of student thinking processes to promote and support reasoning in mathematics.

Engage in formative evaluation practices that prioritize growth, understanding, and problem-solving for improving student perseverance, risk taking, and autonomous actions to be successful in a thinking mathematics classroom.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Choice Sessions:

Varied by session

Qtr 2 Session-Specific Measurable Evidence:

Run By : (b)(6)

09/10/2025 16:35:34 Eastern Daylight Time

Core Instruction:

Review artifacts to determine the quality and extent to which process differentiation is integrated to foster a student-centered, discourse-rich classroom

Assess educators' knowledge of how and when to use differentiation to support student learning · Monitor discussions to assess educators' understanding of content differentiation

Review educators' differentiation implementation plan to evaluate their content-specific approach

Math (6-12):

Educators engage in reflective practice to enhance student learning. Educators utilize consistent implementation of the common student behaviors for engaging students in learning through the Standards for Mathematical Practice (SMPs) evidenced by student artifacts, Learning Walkthrough data, and Focused Collaboration. Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology

Strategies/Pathway/Toolkit 3:

Develop understanding to apply effective strategies for note-making that support consolidation of learning, rather than passive note-taking, by curating meaningful artifacts of thinking processes to promote and support student reasoning and thinking in mathematics. Engage in formative evaluation practices that prioritize growth, understanding, and problem-solving for improving student perseverance, risk taking, and autonomous actions to be successful in a thinking mathematics classroom.

Choice Sessions:

Varied by session

Qtr 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 2 - Professional Learning Location:

Schoology Course: 6-12 Mathematics
Professional Learning (SY 2025-2026)

Quarter 2 Professional Learning (SY 2025-2026)

Access Code: NMFR-SMV4-RR5JC

Choice Sessions: Navigate to the course catalog through your content's Schoology course to view the Choice Session options easily!

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day. Participants will please choose the session(s) that best meets their needs.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 3

Qtr 3 Session-Specific Objectives:

Core Instruction:

Build a shared understanding of DoDEA's definition of Process Differentiation

Explore student-centered instructional strategies for process that provide different levels of support, challenge, and complexity

Plan for content differentiation within a previously taught or upcoming lesson

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice Connection(s): D1, D2

Math (6-12):

During this session, educators will have the opportunity to engage in learning through the strategies and practices for a thinking mathematics classroom:

Strategies/Practices/Toolkit 4:

Engage in formative assessment strategies that provide real-time insights into student thinking that guide responsive teaching and support the development of students mathematical reasoning.Explore strategies for grading practices that honors the work students are doing in a thinking classroom and continues to afford students the opportunity to reflect on their learning, growth, and effort, to in support and value conceptual learning and perseverance in mathematics.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Choice Sessions:

Varied by session

Qtr 3 Session-Specific Measurable Evidence:

Core Instruction:

Review artifacts to determine the quality and extent to which process differentiation is integrated to foster a student-centered, discourse-rich classroom

Assess educators' knowledge of how and when to use differentiation to support instruction

Monitor discussions to determine educators' understanding of process differentiation

Review educators' differentiation implementation plan to evaluate their content-specific approach

Math (6-12):

Educators engage in reflective practice to enhance student learning. Educators utilize consistent implementation of the common student behaviors for engaging students in learning through the Standards for Mathematical Practice (SMPs) evidenced by student artifacts, Learning Walkthrough data, and Focused Collaboration. Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology

Strategies/Practices/Toolkit 4:

Engage in formative assessment strategies that provide real-time insights into student thinking that guide responsive teaching and support the development of students mathematical reasoning.Explore strategies for grading practices that honors the work students are doing in a thinking classroom and continues to afford students the opportunity to reflect on their learning, growth, and effort, to in support and value conceptual learning and perseverance in mathematics.

Choice Sessions:

Varied by session

Qtr 3 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 3 - Location of PL Materials:

Run By : (b)(6)

09/10/2025 16:35:34 Eastern Daylight Time

Schoology Course: 6-12 Mathematics
Professional Learning (SY 2025-2026)

Quarter 3 Professional Learning (SY 2025-2026)
Access Code: NMFR-SMV4-RR5JC

Choice Sessions: Navigate to the course catalog through your content's Schoology course to view the Choice Session options easily!

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 4

Qtr 4 Session-Specific Objectives:

Core Instruction:

Build a shared understanding of DoDEA's definition of Product Differentiation

Develop a product that integrates multiple discourse modes to support student-centered instruction and includes robust feedback mechanisms to support differentiated learning

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice Connection(s): D1, D2

Math (6-12):

During this session, educators will have the opportunity to develop their understanding of strategies and practices essential for engaging students and fostering a thinking and reasoning mathematics classroom:

Educators will synthesize and review the thinking practices to create a cohesive and intentional classroom environment that fosters deep mathematical thinking, collaboration, and student ownership of learning.Educators will develop an implementation plan that strategically integrates the thinking classroom practices in a sequential order that will allow students to take more ownership and responsibility of their learning, greater student engagement, and a collaborative thinking culture in the mathematics classroom.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.;C3: Focused Collaboration Teams engage in short-cycle collective inquiry, reflective practice, and sharing of instructional expertise to improve Core Instruction (T1) for academic achievement, resilience, and student well-being.

Choice Sessions:

Varied by session

Qtr 4 Session-Specific Measurable Evidence:

Core Instruction:

Assess educators' understanding of content, process, and product differentiation and their ability to differentiate instruction based on student readiness, interest, and learning variability to foster a student-centered, discourse-rich classroom for all students

Math (6-12):

Educators engage in reflective practice to enhance student learning. Educators utilize consistent implementation of the common student behaviors for engaging students in learning through the Standards for Mathematical Practice (SMPs) evidenced by student artifacts, Learning Walkthrough data, and Focused Collaboration. Application of strategies evidenced by teacher artifacts submitted in professional learning sessions in Schoology

Strategies and Practices Toolkit 1-4:

Educators will synthesize and review the thinking practices to create a cohesive and intentional classroom environment that fosters deep mathematical thinking, collaboration, and student ownership of learning. Educators will develop an implementation plan that strategically integrates the thinking classroom practices in a sequential order that will allow students to take more ownership and responsibility of their learning, greater student engagement, and a collaborative thinking culture in the mathematics classroom.

Choice Sessions:

Varied by session

Qtr 4 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 4 - Location of PL Materials:

Schoology Course: 6-12 Mathematics
Professional Learning (SY 2025-2026)

Quarter 4 Professional Learning (SY 2025-2026)
Access Code: NMFR-SMV4-RR5JC

Choice Sessions: Navigate to the course catalog through your content's Schoology course to view the Choice Session options easily!
Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.
Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Run By : (b)(6)

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

08/12/2025 08:18:20 - (b)(6) (Comments)
Approved

07/28/2025 10:37:55 (b)(6) (Comments)
Approved

06/05/2025 13:03:45 (b)(6) (Comments)
Approved

05/21/2025 08:08:37 (b)(6) (Comments)
Approved

05/14/2025 08:56:07 (b)(6) (Comments)
Approved

03/20/2025 18:27:44 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Social Studies 6-12	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	6-12 Social Studies Educators	Sub Code:	N/A

Provide Arc of Learning input here:

<https://forms.office.com/r/kvJn0eF53h>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

Core Instruction:

National Assessment of Educational Progress (NAEP): The percentage of Grade 8 students performing at the NAEP Advanced level in Grade 8 increased in 2024, while other achievement levels remained relatively stable showing top-led divergence. Performance by achievement level in Grade 8 Math did not show significant change, indicating a parallel progression. Learning Walk Through Data (LWT): Agency-wide 6-12 LWT data, from August 2024 to April 2025, for LWT indicator 5 – Lessons are paced and structured to keep all students engaged throughout the learning – was observed 83.5% of the time. This indicator has a specific focus on differentiated instruction which is foundational core of the Multi-Tiered System of Supports (MTSS) and DoDEA's Definition of Excellent Instruction. An instructional component of differentiation is evidenced by LWT Indicator 6 – Students are engaged in flexible groups – which was not observed 56.6% of the time during the same period (August 2024 – April 2025). Being an integral part of differentiation and the agency-wide focus on discourse, LWT Indicator 12 – students respond to and/or use higher-order questions in classroom discourse – was observed 54.4% of the time during the same period. However, the SY24 Math Indicator 0, which focuses specifically on Mathematical Teaching Practice 4 – facilitate meaningful mathematical discourse – unveiled discourse was only observed 54.4% of the time. Similarly, the data revealed teachers used collaborative learning strategies 39% of the time (Mathematical Teaching Practice 2). The limited observations call for further exploration to assess the quality and extent of discourse and differentiation in the classroom. Professional Learning Evaluation Data: Feedback across all 6-12 secondary content areas and K-12 Health/Physical Education (PE), and Art educators, during the School Year (SY) 2024-2025, highlighted a strong desire for differentiated and modeled professional learning experiences that are practical and relevant to ensure classroom transference. In Quarters 2 and 3, educators praised the opportunity to devise plans for strategy implementation, integration, and peer collaboration. This intentional approach helped educators understand and effectively apply strategies and practices in their instruction. Educators found opportunities for in-person professional learning or virtual synchronous or asynchronous sessions, and collaboration with colleagues and Instructional Systems Specialists (ISSs) to be positive, and if not received, requested their incorporation in future professional learning sessions. District / School Action Plans: In SY 2024 - 2025, district and school action plan data emphasized a need to focus on student-centered instruction – specifically discourse, differentiation, writing, close reading strategies, and/or student-centered collaborative structures.

Social Studies (6-12):

In the development of this Arc of Learning, the following data sources were used in reasoning and planning:

The 6-12 social studies program evaluation. Professional learning evaluations from SY 23-24 (social studies and core instruction) Strategic Site Visits (SY 23 - 24) observations. COGNIA (ELEOT) results as available (internal and external). Results from LWT (as available). Focused Collaboration Observation Tool (as available) CPA and Summative ELA Assessments (if available and related to SS) AP Exam Data -to be posted

Evidence of Learning**Evidence of Learning:**

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric): Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric):

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Core Instruction:

The focus on differentiation and discourse for Core Instruction, in SY 2025 – 2026, for all secondary educators and K-12 Health/Physical Education (PE), and Arts educators will lead to the following learning evidence, supporting DoDEA's Definition of Excellent Instruction. Increases in teacher and student behaviors associated with discourse and differentiation will be reflected through the following data and evidence sources: (1) Learning Walkthrough Tool Indicators 0 (formerly Secondary Math Indicator), 5 (Differentiation), and 12 (Higher-Order questioning through discourse). Both the collection and examination of student and teacher artifacts, through data-informed, collaborative conversations paired with opportunities for revision and self-reflection, will also be used to assess changes in educators' classroom practices. Furthermore, indicators on the new AVID annual certification instrument for DoDEA AVID 6–12 sites — AVID Elective Certification Instrument (AECI) and Schoolwide Recognition Instrument (released in May 2025) will also be used to examine schoolwide practices. Where applicable, HQ Strategic Instructional Visits will also gauge the visibility of these practices across secondary and special content classrooms.

Content Specific Data Inquiry: As a result of participation in collaborative data informed decision making, educators will be equipped to deliver differentiated instruction within tier 1 core instruction in the classroom through the following behaviors:

Recognize the benefit of collaborative inquiry to support differentiation within tier 1 core instruction in the classroom. Utilize a common data protocol in data informed decision-making to analyze content specific data to support differentiated instruction within tier 1 core instruction in the classroom. Intentionally plan for differentiated instruction within tier 1 core instruction in the classroom. Adjust plans for instruction to support differentiated instruction within tier 1 core instruction in the classroom.

Social Studies (6-12):

Core Instruction: To deepen understanding of Core Instruction strategies for discourse and differentiation. Ensure high quality, evidence-based instructional practices in history/social studies by collaborating with peers to create and share lesson plans. Increase student learning and engagement with intentional use of technology. Enhance educator capacity to differentiate instruction for students and provide intervention and enrichment with intentionality and alignment with Core Instruction. Enhance educator capacity to embed student discourse into unit plans with intentionality and alignment with Core Instruction. Utilize data for instructional planning.

Choice Sessions: As a result of greater engagement in self-directed learning, educators can tailor their learning to their specific needs, leading to more effective instructional strategies in the classroom that will be demonstrated by:

A noticeable increase in satisfaction and perceived relevance of the professional learning sessions. Enhanced observation of Learning Walkthrough Indicators:

1. Learning environment is conducive to student centered learning.
3. Students use digital tools or multimedia resources to collaborate, create, produce, publish, integrate or evaluate content.
4. Teacher communicates high expectations for student success.
5. Lessons are paced and structured to keep all students engaged throughout the learning.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:**Core Instruction:**

Aligned with DoDEA's Multi-Tiered System of Supports (MTSS), Core Instruction/Tier 1 Instruction is defined as "the foundation of grade-level, standards-based learning and is delivered to all students in a general education setting. Core Instruction is student-centered allowing all students opportunities to develop, learn, and grow. Teachers demonstrate responsiveness to student learning by differentiating instruction based on assessment data." To support this aim and ensure alignment, this quarterly 90-minute Core Instruction professional learning event seeks to equip teachers with strategies to effectively differentiate instruction by responding to students' varied needs.

Differentiated instruction is a dynamic approach to teaching that recognizes and addresses learner variability. Through formative assessment, data analysis, and implementation of varied instructional strategies to meet the needs of students, educators create a classroom where all students can succeed and thrive. By tailoring instruction to meet individual student needs, differentiated instruction propels academic achievement and supports students in understanding their own learning style and preferences. Discourse plays a pivotal role in this process by fostering an environment where students can articulate their thoughts, engage in meaningful conversations, and reflect on their learning experiences by engaging in peer-to-peer and/or peer-to-teacher collaborative conversations. Through structured and open-ended discussions, students develop critical thinking skills and deepen their understanding of the content. Educators' self-awareness, when grounded in a collaborative culture characterized by collective efficacy and responsibility, is essential for fostering an environment that allows all students to thrive. Similarly, students' self-awareness is crucial for lifelong learning and empowers them to seek out and engage with learning opportunities that best suit them.

Content Specific Data Inquiry:

Data informed decision making provides a significant lever for how educators plan for, deliver and adjust excellent instruction for all students. By engaging in collaborative data inquiry, job-alike educators can harness the power of the collective to support continuous improvement in the instructional inquiry cycle of teaching and learning. The collaborative effort provides a venue for a strengths-based approach with job-alike educators to support each other in the complex work of planning differentiated instruction in order to support the learning needs of all DoDEA students.

Social Studies (6-12):

Core Instruction strategies for academic language, academic discourse, and inquiry can increase student-centered learning. MTSS Tier 1 core instruction strategies incorporating social studies practices support academic achievement for all students. Judicious use of technology can help students become more assessment-capable

visible learners. High quality assessments can yield valuable information to teachers as they plan for instruction. High quality core instructional practices foster student success as 21st century learners and promote student resilience and academic achievement

Choice Sessions: Choice sessions serve as a catalyst for empowering educators and fostering a culture of continuous improvement. By engaging in reflective and self-directed practices, education can enhance their instructional strategies, leading to improved student outcomes and a more dynamic learning environment.

Learning Plan**Learning Plan Outcomes:**

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Core Instruction:

Educators will understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies.

Content Specific Data Inquiry: Through the use of a data inquiry protocol, participants will engage in data informed decision-making processes to adjust upcoming planned instruction in their content area.

Social Studies (6-12):

There will be an increase in application of Core Instruction strategies for student discourse and differentiation. SS teachers will know how to use technology for learning. SS teachers will know how to plan and implement workshops that include core instructional practices, SS practices, and disciplinary literacy. SS teachers will understand the connection between and alignment of the SS curriculum, the SS practices, and the DoDEA MTSS.

Choice Sessions: Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Learning Plan Implementation Methods - SME:

Core Instruction:

Core Instruction will occur the first 90-minutes of the CCRS Day for all 6-12 and K-5 Health/Physical Education and Arts educators for Back-to-School (BTS) and Quarters 1 – 4. Educators will either engage in-person and/or via a virtual synchronous professional learning format. The training will be facilitated locally by school, district, or regional personnel. The professional learning will be developed via Microsoft PowerPoint and housed in two locations: (1) Core Instruction SharePoint site and (2) Core Instruction Schoology site. To ensure facilitation success, the training will be posted 2 weeks before the first school's CCRS Day for BTS – Q4. Facilitator materials will include: (1) Facilitator's Guide and (2) embedded facilitation notes in the PowerPoint slide deck.

Content Specific Data Inquiry: To achieve maximum benefit from the data inquiry session, continued and ongoing collaborative planning is required.

Social Studies (6-12):

Vendor-provided PL sessions and ongoing modules

Follow-up professional learning opportunities – "choice modules" will be available after the required CCRSL PL morning sessions each quarter.

Choice Sessions: TBD

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

DODEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. Topics included in the course are: DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st Century Teaching and Learning for those that teach in a 21C building.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery and assessment to support excellent instruction for all students.

Back to School Day 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning; Section 001

Course Link: SY 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://schoology.dodea.edu/page/1889433277>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Core Instruction:

Review core instructional practices — academic language, discourse, and inquiry as effective strategies for differentiation Identify teachers' preconceptions of differentiation to foster shared ownership and responsibility for student success Develop a common language around differentiation, interventions, and extensions Understanding the continuum of support needed to meet learner variability

Social Studies (6-12):

Review the social studies practices including the finalized Scope and Sequence, student-centered instructional strategies, and associated resources. (DBQ (Middle/High), DIG (Middle/High) C3 (Middle/High), AP Classroom) Create a plan to incorporate the social studies practices with a student-centered instructional strategies and appropriate resources into the first quarter for one course. Review the instructional resources newly procured for their courses (AP Gov, AP Econ, AP Comparative, AP Euro, AP World, Street Law)

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.

Choice Sessions: Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Back to School Day 2 Session-Specific Measurable Evidence:

Core Instruction:

Engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels

Social Studies (6-12):

A written plan/description incorporating the practices, student-centered instructional strategies, and associated resources is added to the school folder completed by the end of Back to School PL (available to be reviewed by the ISS for the district (the plan can be used by the ISS to support a coaching cycle)) Observation of the incorporation of their plan during strategic site visits (HQ ISS) or learning walkthroughs (District ISS). Teacher acknowledgement of what they accomplished as part of the intro to Quarter 1 professional learning.

Back to School Day 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 2 - Location of PL Materials:

Access directions below. Contact your local ISS for assistance.

Part 1 Schoology Course: Secondary Core Instruction: Section 001 -- Access Code 4C5C-VGFT-GJM83 Part 2 Option 1 Cornerstone: 6-12 Social Studies Back to School Professional Learning SY 25-26 Part 2 Option 2 Schoology Course: Social Studies Collaborative: Section 1: "6-12 Social Studies Back to School Professional Learning SY 25-26- Access Code H2TN-62PC-FQR5Z

Quarter 1

Qtr 1 Session-Specific Objectives:**Core Instruction:**

Use pre-assessment/formative assessment data to plan for differentiated learning experiences Understand how a student-centered learning environment and discourse can support differentiated learning opportunities

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice

Connection(s): D1, D2

Social Studies (6-12):**1. Differentiation in social studies****Participants will:**

- a. Explore differentiation and intervention strategies that are specific to social studies.
- b. Collaborate with peers to create lessons that include options for differentiation

2. Workstations**Participants will:**

Explore how to use stations for student-centered instruction and discourse (document analysis, writing, etc.)

3. Explore the use of success criteria in social studies.**Participants will:**

Understand the difference between learning objectives and success criteria Develop success criteria for their students using adopted DoDEA instructional materials

4. Vertical Spaces**Participants will:**

- a. Learn the value and impact of non-traditional learning spaces as a strategy for discourse, inquiry, and differentiation
- b. Learn how to create "vertical spaces" as a strategy for discourse, inquiry and differentiation

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.

Choice Sessions: Varied by session

Qtr 1 Session-Specific Measurable Evidence:**Core Instruction:**

Assess how educators' plan to use professional learning data to differentiate learning experiences Monitor discussions to gauge educators' knowledge, experience levels with differentiated instruction, and how they identify and plan for differentiation

Social Studies (6-12):

Teacher feedback and collaboration, sharing A written plan/description incorporating the practices, student centered instructional strategies, and associated resources is added to the school folder completed by the end of Q1 PL (available to be reviewed by the ISS for the district in order to support a coaching cycle) Observation of the incorporation of their plan during strategic site visits (HQ ISS) or learning walkthroughs (District ISS). Teacher reflection on success criteria, differentiation and vertical spaces in SS and incorporation into lesson planning

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

Access directions are listed below. Contact your local ISS for assistance.

Secondary Core Instruction: Section 001 -- Access Code 4C5C-VGFT-GJM83 Social Studies Collaborative: Section 1: "6-12 Social Studies Quarter 1 Professional Learning SY 25-26 --- Access Code H2TN-62PC-FQR5ZS Social Studies 6-12 SharePoint DODEA Social Studies 6-12 - Home

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 2

Qtr 2 Session-Specific Objectives:

Core Instruction:

Build a shared understanding of DoDEA's definition of Content Differentiation
Explore evidence-based, student-centered instructional strategies for differentiation through content and student discourse
Explore content-specific DoDEA instructional resources for differentiated content and identify opportunities for differentiation

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.
MTSS IC Map Practice

Connection(s): D1, D2

Social Studies (6-12):

1. Differentiation in social studies

Participants will:

- Explore differentiation and intervention strategies that are specific to social studies.
- Collaborate with peers to create lessons that include options for differentiation

2. Workstations

Participants will:

- Explore how to use stations for student-centered instruction and discourse (document analysis, writing, etc.)
- Co-teaching

Participants will:

- Explore different co-teaching models to increase engagement for all students.
- Explore the use of success criteria in social studies.

Participants will:

- Understand the difference between learning objectives and success criteria
- Be able to develop success criteria for their students using adopted DoDEA instructional materials

5. Civic Engagement

Participants will:

- Explore ways to increase civic engagement
- Create a repository of ideas and ways to use approved resources for civic engagement

6. Vertical Spaces

Participants will:

- Explore the concept of "vertical spaces" as a strategy for discourse, inquiry and differentiation

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.
C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.

Choice Sessions: Varied by session

Qtr 2 Session-Specific Measurable Evidence:

Core Instruction:

Review artifacts to determine the quality and extent to which content differentiation is integrated to foster a student-centered, discourse-rich classroom
Assess educators' knowledge of how and when to use differentiation to support student learning
Monitor discussions to assess educators' understanding of content differentiation
Review educators' differentiation implementation plan to evaluate their content-specific approach

Social Studies (6-12):

Teacher feedback and collaboration, sharing
A written plan/description incorporating the practices, student centered instructional strategies, and associated resources is added to the school folder completed by the end of Q2 PL (available to be reviewed by the ISS for the district in order to support a coaching cycle)
Observation of the incorporation of their plan during strategic site visits (HQ ISS) or learning walkthroughs (District ISS).
Teacher reflection on success criteria, differentiation and vertical spaces in SS and incorporation into lesson planning

Qtr 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 2 - Professional Learning Location:

Access directions below. Contact your local ISS for assistance.

Part 1 Schoology Course: Secondary Core Instruction: Section 001 -- Access Code 4C5C-VGFT-GJM83 Part 2 Option 1 Cornerstone: 6-12 Social Studies Quarter 1 Professional Learning SY 24-25 Part 2 Option 2 Schoology Course: Social Studies Collaborative: Section 1: "6-12 Social Studies Quarter 1 Professional Learning SY 24-25 --- Access Code H2TN-62PC-FQR5Z

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 3

Qtr 3 Session-Specific Objectives:

Core Instruction:

Build a shared understanding of DoDEA's definition of Process Differentiation Explore student-centered instructional strategies for process that provide different levels of support, challenge, and complexity Plan for process differentiation within a previously taught or upcoming lesson

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment. MTSS IC Map Practice

Connection(s): D1, D2

Social Studies (6-12):

1. Differentiation in social studies

Participants will:

- a. Explore differentiation and intervention strategies that are specific to social studies.
- b. Collaborate with peers to create lessons that include options for differentiation

2. Workstations

Participants will:

- a. Explore how to use stations for student-centered instruction and discourse (document analysis, writing, etc.)

3. Co-teaching

Participants will:

- a. Explore different co-teaching models to increase engagement for all students.
4. Explore the use of success criteria in social studies.

Participants will:

- a. Understand the difference between learning objectives and success criteria
- b. Be able to develop success criteria for their students using adopted DoDEA instructional materials

5. Civic Engagement

Participants will:

- a. Explore ways to increase civic engagement
- b. Create a repository of ideas and ways to use approved resources for civic engagement

6. Vertical Spaces

Participants will:

- a. Explore the concept of "vertical spaces" as a strategy for discourse, inquiry and differentiation

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.

Choice Sessions: Varied by session

Qtr 3 Session-Specific Measurable Evidence:

Core Instruction:

Review artifacts to determine the quality and extent to which process differentiation is integrated to foster a student-centered, discourse-rich classroom
 Assess educators' knowledge of how and when to use differentiation to support instruction
 Monitor discussions to determine educators' understanding of process differentiation
 Review educators' differentiation implementation plan to evaluate their content-specific approach

Social Studies (6-12):

Teacher feedback and collaboration, sharing
 A written plan/description incorporating the practices, student centered instructional strategies, and associated resources is added to the school folder completed by the end of Q3 PL (available to be reviewed by the ISS for the district in order to support a coaching cycle)
 Observation of the incorporation of their plan during strategic site visits (HQ ISS) or learning walkthroughs (District ISS).
 Teacher reflection on success criteria, differentiation and vertical spaces in SS and incorporation into lesson planning

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Access directions below. Contact your local ISS for assistance.

Part 1 Schoology Course: Secondary Core Instruction: Section 001 -- Access Code 4C5C-VGFT-GJM83 Part 2 Option 1 Cornerstone: 6-12 Social Studies Quarter 1 Professional Learning SY 24-25
 Part 2 Option 2 Schoology Course: Social Studies Collaborative: Section 1: "6-12 Social Studies Quarter 1 Professional Learning SY 24-25 --- Access Code H2TN-62PC-FQR5Z

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 4**Qtr 4 Session-Specific Objectives:****Core Instruction:**

Build a shared understanding of DoDEA's definition of Product Differentiation
 Develop a product that integrates multiple discourse modes to support student-centered instruction and includes robust feedback mechanisms to support differentiated learning

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.
 MTSS IC Map Practice Connection(s): D1, D2

Social Studies (6-12):**1. Differentiation in social studies****Participants will:**

- a. Explore differentiation and intervention strategies that are specific to social studies.
- b. Collaborate with peers to create lessons that include options for differentiation

2. Workstations**Participants will:**

- a. Explore how to use stations for student-centered instruction and discourse (document analysis, writing, etc.)

3. Co-teaching**Participants will:**

- a. Explore different co-teaching models to increase engagement for all students.
4. Explore the use of success criteria in social studies.

Participants will:

- a. Understand the difference between learning objectives and success criteria
- b. Be able to develop success criteria for their students using adopted DoDEA instructional materials

5. Civic Engagement**Participants will:**

- a. Explore ways to increase civic engagement
- b. Create a repository of ideas and ways to use approved resources for civic engagement

6. Vertical Spaces

Participants will:

- a. Explore the concept of "vertical spaces" as a strategy for discourse, inquiry and differentiation

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.

Choice Sessions: Varied by session

Qtr 4 Session-Specific Measurable Evidence:

Core Instruction:

Assess educators' understanding of content, process, and product differentiation and their ability to differentiate instruction based on student readiness, interest, and learning variability to foster a student-centered, discourse-rich classroom for all students

Social Studies (6-12):

A plan for incorporating the student-centered modes of discourse into an upcoming lesson for Q4 or SY 25-26 in the district course level folders. Observation of the incorporation of their plan during strategic site visits (HQ ISS) or learning walkthroughs (District ISS). Teacher acknowledgement of what they accomplished as part of the yearlong professional learning..

Qtr 4 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 4 - Location of PL Materials:

Access directions below. Contact your local ISS for assistance.

Part 1 Schoology Course: Secondary Core Instruction: Section 001 -- Access Code 4C5C-VGFT-GJM83 Part 2 Option 1 Cornerstone: 6-12 Social Studies Quarter 1 Professional Learning SY 24-25 Part 2 Option 2 Schoology Course: Social Studies Collaborative: Section 1: "6-12 Social Studies Quarter 1 Professional Learning SY 24-25 --- Access Code H2TN-62PC-FQR5Z

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

08/06/2025 14:37:15 - (b)(6) (Comments)
Approved

07/28/2025 10:35:42 - (b)(6) (Comments)
Approved

07/23/2025 09:34:34 - (b)(6) (Comments)
Approved

07/23/2025 09:34:31 - (b)(6) (Comments)
Approved

06/05/2025 13:42:09 - (b)(6) (Comments)
Approved

05/14/2025 08:21:36 - (b)(6) (Comments)
Approved

03/20/2025 18:27:45 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Advanced Academics – AAPS	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	AAPS Resource Teachers	Sub Code:	TBD

Provide Arc of Learning input here:

AAPS-RT

<https://forms.office.com/Pages/ResponsePage.aspx?id=4nsPzIWnk0iNcCsVM3GSLIH461qhE0NHtapGllcJ2gIUNzIMWjJNRIJFT09CRkoyQTZHMktER1dBT S4u>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning

Analysis of Data Sources - SME:

Core Instruction:

National Assessment of Educational Progress (NAEP): The percentage of Grade 8 students performing at the NAEP Advanced level in Grade 8 increased in 2024, while other achievement levels remained relatively stable showing top-led divergence. Performance by achievement level in Grade 8 Math did not show significant change, indicating a parallel progression. Learning Walk Through Data (LWT): Agency-wide 6-12 LWT data, from August 2024 to April 2025, for LWT indicator 5 – Lessons are paced and structured to keep all students engaged throughout the learning – was observed 83.5% of the time. This indicator has a specific focus on differentiated instruction which is foundational core of the Multi-Tiered System of Supports (MTSS) and DoDEA's Definition of Excellent Instruction. An instructional component of differentiation is evidenced by LWT Indicator 6 – Students are engaged in flexible groups – which was not observed 56.6% of the time during the same period (August 2024 – April 2025). Being an integral part of differentiation and the agency-wide focus on discourse, LWT Indicator 12 – students respond to and/or use higher-order questions in classroom discourse – was observed 54.4% of the time during the same period. However, the SY24 Math Indicator 0, which focuses specifically on Mathematical Teaching Practice 4 – facilitate meaningful mathematical discourse – unveiled discourse was only observed 54.4% of the time. Similarly, the data revealed teachers used collaborative learning strategies 39% of the time (Mathematical Teaching Practice 2). The limited observations call for further exploration to assess the quality and extent of discourse and differentiation in the classroom. Professional Learning Evaluation Data: Feedback across all 6-12 secondary content areas and K-12 Health/Physical Education (PE), and Art educators, during the School Year (SY) 2024-2025, highlighted a strong desire for differentiated and modeled professional learning experiences that are practical and relevant to ensure classroom transference. In Quarters 2 and 3, educators praised the opportunity to devise plans for strategy implementation, integration, and peer collaboration. This intentional approach helped educators understand and effectively apply strategies and practices in their instruction. Educators found opportunities for in-person professional learning or virtual synchronous or asynchronous sessions, and collaboration with colleagues and Instructional Systems Specialists (ISSs) to be positive, and if not received, requested their incorporation in future professional learning sessions. District / School Action Plans: In SY 2024 - 2025, district and school action plan data emphasized a need to focus on student-centered instruction – specifically discourse, differentiation, writing, close reading strategies, and/or student-centered collaborative structures.

AAPS:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Evidence-based best practices is included in the DoDEA AAPS Team and AAPS-RTs understanding of best practices supports their implementation of appropriate services. Procurement of thinkLaw resources and professional learning by the vendor will support AAPS-RTs usage. LWT/FCOT Data
LWT #5: – Lessons are paced and structured to keep all students engaged throughout the learning. LWT #9: - Lesson tasks require productive struggle, problem-solving, or reasoning. Use this from LWT data and "gifted" LWT #12: Students respond to and/or use higher-order questions in classroom discourse. Students respond to questions that require application, analysis, synthesis and evaluation. FCOT Question 1, Stage 4c: Develop lesson plans with differentiation and higher-level cognitive demands. FCOT Question 4, Stage 5e: Develop flexible groups and strategies for interventions and enrichment based on assessment results. FCOT Question 4, Stage 6c: Share instructional practices with colleagues (What worked well? What did not?)
Student access data from gifted program reports – level of service, identification trends, testing status. RAPS audit (AAPS Aspen Ed Plan) Barriers for content accelerated students access to advanced curriculum – anecdotal data, Aspen data pull

As a result of the data analysis, the following Enduring Understanding and Learning Outcomes were developed.

Evidence of Learning**Evidence of Learning:**

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Core Instruction:

The focus on differentiation and discourse for Core Instruction, in SY 2025 – 2026, for all secondary educators and K-12 Health/Physical Education (PE), and Arts educators will lead to the following learning evidences, supporting DoDEA's Definition of Excellent Instruction. Increases in teacher and student behaviors associated with discourse and differentiation will be reflected through the following data and evidence sources: (1) Learning Walkthrough Tool Indicators 0 (formerly Secondary Math Indicator), 5 (Differentiation), and 12 (Higher-Order questioning through discourse). Both the collection and examination of student and teacher artifacts, through data-informed, collaborative conversations paired with opportunities for revision and self-reflection, will also be used to assess changes in educators' classroom practices. Furthermore, indicators on the new AVID annual certification instrument for DoDEA AVID 6–12 sites — AVID Elective Certification Instrument (AECI) and Schoolwide Recognition Instrument (released in May 2025) will also be used to examine schoolwide practices. Where applicable, HQ Strategic Instructional Visits will also gauge the visibility of these practices across secondary and special content classrooms.

AAPS:

Vendor-specific data: Usage data of digital resources will indicate how often teachers are accessing resources. Increased collaboration, co-teaching, and coaching among AAPS RTs and classroom teachers. Increased percentage of underserved students receiving LoS III and/or IV

Choice Sessions: As a result of greater engagement in self-directed learning, educators can tailor their learning to their specific needs, leading to more effective instructional strategies in the classroom that will be demonstrated by:

A noticeable increase in satisfaction and perceived relevance of the professional learning sessions. Enhanced observation of Learning Walkthrough Indicators:

1. Learning environment is conducive to student centered learning.
3. Students use digital tools or multimedia resources to collaborate, create, produce, publish, integrate or evaluate content.
4. Teacher communicates high expectations for student success.
5. Lessons are paced and structured to keep all students engaged throughout the learning.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Core Instruction:

Aligned with DoDEA's Multi-Tiered System of Supports (MTSS), Core Instruction/Tier 1 Instruction is defined as "the foundation of grade-level, standards-based learning and is delivered to all students in a general education setting. Core Instruction is student-centered allowing all students opportunities to develop, learn, and grow. Teachers demonstrate responsiveness to student learning by differentiating instruction based on assessment data." To support this aim and ensure alignment, this quarterly 90-minute Core Instruction professional learning event seeks to equip teachers with strategies to effectively differentiate instruction by responding to students' varied needs.

Differentiated instruction is a dynamic approach to teaching that recognizes and addresses learner variability. Through formative assessment, data analysis, and implementation of varied instructional strategies to meet the needs of students, educators create a classroom where all students can succeed and thrive. By tailoring instruction to meet individual student needs, differentiated instruction propels academic achievement and supports students in understanding their own learning style and preferences. Discourse plays a pivotal role in this process by fostering an environment where students can articulate their thoughts, engage in meaningful conversations, and reflect on their learning experiences by engaging in peer-to-peer and/or peer-to-teacher collaborative conversations. Through structured and open-ended discussions, students develop critical thinking skills and deepen their understanding of the content. Educators' self-awareness, when grounded in a collaborative culture characterized by collective efficacy and responsibility, is essential for fostering an environment that allows all students to thrive. Similarly, students' self-awareness is crucial for lifelong learning and empowers them to seek out and engage with learning opportunities that best suit them.

AAPS:

Collaboration can directly facilitate the evidence-based practices tied to CCRSGE Programming Standards. Equitable access to resources, instruction, and educational supports is essential for all students with advanced learning needs. AAPS is a multi-tiered system of support and response to intervention for students with advanced strengths.

Choice Sessions: Choice sessions serve as a catalyst for empowering educators and fostering a culture of continuous improvement. By engaging in reflective and self-directed practices, education can enhance their instructional strategies, leading to improved student outcomes and a more dynamic learning environment.

Learning Plan**Learning Plan Outcomes:**

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Core Instruction:

Educators will understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies.

AAPS:

Back to School & CCR Quarter 1-Quarter 4

Refer to Elementary and Secondary Education Arc of Learning Quarter 2- 4: Separate days for synchronous training for AAPS RTs

Fall and Spring

Elementary and middle school AAPS RTs and coteachers will participate in the thinkLaw training.

Choice Sessions: Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Learning Plan Implementation Methods - SME:**Core Instruction:**

Core Instruction will occur the first 90-minutes of the CCRS Day for all 6-12 and K-5 Health/Physical Education and Arts educators for Back-to-School (BTS) and Quarters 1 – 4. Educators will either engage in-person and/or via a virtual synchronous professional learning format. The training will be facilitated locally by school, district, or regional personnel. The professional learning will be developed via Microsoft PowerPoint and housed in two locations: (1) Core Instruction SharePoint site and (2) Core Instruction Schoology site. To ensure facilitation success, the training will be posted 2 weeks before the first school's CCRS Day for BTS – Q4. Facilitator materials will include: (1) Facilitator's Guide and (2) embedded facilitation notes in the PowerPoint slide deck.

AAPS:

thinkLaw vendor provided resources, methodologies, and techniques Synchronous discussions; breakout room for small group discussions Quarter 1 - asynchronous 5 week 'class' in Teams

Choice Sessions: TBD

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

Back-to-School Day 1 session-specific objectives: DODEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. The course topics include the DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st-century Teaching and Learning for those who teach in a 21st-century building.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery, and assessment to support excellent student instruction.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning; Section 001

Course Link: SY 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://schoology.dodea.edu/page/1889433277>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:**Core Instruction:**

Review core instructional practices — academic language, discourse, and inquiry as effective strategies for differentiation Identify teachers' preconceptions of differentiation to foster shared ownership and responsibility for student success Develop a common language around differentiation, interventions, and extensions Understanding the continuum of support needed to meet learner variability

AAPS:

No specific AAPS PL – AAPS RTs will join elementary or secondary classroom teachers

Voice and Choice: AAPS has an On Demand learning tab in the AAPS Team. Participants will learn about gifted education, differentiation, and how to meet the needs of advanced learners. The videos, podcasts, and readings are varied lengths so that participants can choose which videos, etc to view and put together their own learning plan. Videos and podcasts lengths are indicated. Participants should watch and/or read up to the required number of minutes.

Choice Sessions: Varied by session

Back to School Day 2 Session-Specific Measurable Evidence:**Core Instruction:**

Engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels

AAPS:

No specific AAPS PL – AAPS RTs will join elementary or secondary classroom teachers

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology Course --- Elementary Program Professional Learning: Section 001 --- SY 2023-2024 --- Access Code Q58Q-VB55-R2XTW

Choice Sessions:

On Demand Learning: DoDEA Advanced Academic Program and Services (AAPS)_USER | General | Microsoft Teams Use the General channel and click on On-Demand Learning tab at the top

Quarter 1**Qtr 1 Session-Specific Objectives:****Core Instruction:**

Use pre-assessment/formative assessment data to plan for differentiated learning experiences Understand how a student-centered learning environment and discourse can support differentiated learning opportunities

AAPS:

CCR: – AAPS RTs will join elementary or middle school classroom teachers for Quarter 1.

Voice and Choice: AAPS has an On Demand learning tab in the AAPS Team. Participants will learn about gifted education, differentiation, and how to meet the needs of advanced learners. The videos, podcasts, and readings are varied lengths so that participants can choose which videos, etc to view and put together their own learning plan. Videos and podcasts lengths are indicated. Participants should watch and/or read up to the required number of minutes.

AAPS RTs will participate in an asynchronous 5-week class on Teams to introduce them to the updated policy and implementation guide. To ensure the smooth transition and consistent provision of services to our military-connected students and families, AAPS RTs will participate in a Teams Class that serves as a comprehensive guide to monitor and track the completion of essential responsibilities as outlined in the AAPS Implementation Guides.

Choice Sessions: Varied by session

Qtr 1 Session-Specific Measurable Evidence:**Core Instruction:**

Assess how educators' plan to use professional learning data to differentiate learning experiences Monitor discussions to gauge educators' knowledge, experience levels with differentiated instruction, and how they identify and plan for differentiation

AAPS:

See elementary or middle school Arc of Learning for evidence of learning.

Voice and Choice:

On Demand Learning: DoDEA Advanced Academic Program and Services (AAPS)_USER | General | Microsoft Teams Use the General channel and click on On-Demand Learning tab at the top Teachers will broaden their knowledge and understanding of gifted education.

AAPS RT

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2023-2024
Access Code Q58Q-VB55-R2XTW

Quarter 2**Qtr 2 Session-Specific Objectives:****Core Instruction:**

Build a shared understanding of DoDEA's definition of Content DifferentiationExplore evidence-based, student-centered instructional strategies for differentiation through content and student discourseExplore content-specific DoDEA instructional resources for differentiated content and identify opportunities for differentiation

AAPS:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers for Quarter 2

AAPS RTs will focus on the major updates of the Program Implementation Guide and policy.

Voice and Choice: AAPS has an On Demand learning tab in the AAPS Team. Participants will learn about gifted education, differentiation, and how to meet the needs of advanced learners. The videos, podcasts, and readings are varied lengths so that participants can choose which videos, etc to view and put together their own learning plan. Videos and podcasts lengths are indicated. Participants should watch and/or read up to the required number of minutes.

Choice Sessions: Varied by session

Qtr 2 Session-Specific Measurable Evidence:**Core Instruction:**

Review artifacts to determine the quality and extent to which content differentiation is integrated to foster a student-centered, discourse-rich classroomAssess educators' knowledge of how and when to use differentiation to support instructionMonitor discussions to determine educators' understanding of process differentiationReview educators' differentiation implementation plan to evaluate their content-specific approach

AAPS:

See elementary or middle school Arc of Learning for evidence of learning for CCRS.

AAPS RTs will increase collaboration with classroom teachers,

There will be an increase in the number of underserved students receiving LoS III or IV.

RAPS will be corrected and updated, if necessary.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2023-2024

Access Code Q58Q-VB55-R2XTW

AAPS Team DoDEA Advanced Academic Program and Services (AAPS)_USER | General | Microsoft Teams

Voice and Choice:

On Demand Learning: DoDEA Advanced Academic Program and Services (AAPS)_USER | General | Microsoft TeamsUse the General channel and click on On-Demand Learning tab at the top

Quarter 3**Qtr 3 Session-Specific Objectives:****Core Instruction:**

Build a shared understanding of DoDEA's definition of Process DifferentiationExplore student-centered instructional strategies for process that provide different levels of support, challenge, and complexityPlan for process differentiation within a previously taught or upcoming lesson

AAPS:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers for Quarter 3

AAPS RTs will focus on the major updates of the Program Implementation Guide and policy.

Voice and Choice: AAPS has an On Demand learning tab in the AAPS Team. Participants will learn about gifted education, differentiation, and how to meet the needs of advanced learners. The videos, podcasts, and readings are varied lengths so that participants can choose which videos, etc to view and put together their own learning plan. Videos and podcasts lengths are indicated. Participants should watch and/or read up to the required number of minutes.

Choice Sessions: Varied by session

Qtr 3 Session-Specific Measurable Evidence:

Core Instruction:

Review artifacts to determine the quality and extent to which process differentiation is integrated to foster a student-centered, discourse-rich classroom
 Assess educators' knowledge of how and when to use differentiation to support instruction
 Monitor discussions to determine educators' understanding of process differentiation
 Review educators' differentiation implementation plan to evaluate their content-specific approach

AAPS:

See elementary or middle school Arc of Learning for evidence of learning for CCRS.

AAPS RTs will increase collaboration with classroom teachers.

There will be an increase in the number of underserved students receiving LoS III or IV.

RAPS will be corrected and updated, if necessary.

Qtr 3 - Method of Delivery:

Synchronous (In Person or Virtual)

Qtr 3 - Location of PL Materials:

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2023-2024

Access Code Q58Q-VB55-R2XTW

AAPS Team DoDEA Advanced Academic Program and Services (AAPS)_USER | General | Microsoft Teams

Voice and Choice:

On Demand Learning: DoDEA Advanced Academic Program and Services (AAPS)_USER | General | Microsoft Teams
 Use the General channel and click on On-Demand Learning tab at the top

Quarter 4**Qtr 4 Session-Specific Objectives:****Core Instruction:**

Build a shared understanding of DoDEA's definition of Product Differentiation
 Develop a product that integrates multiple discourse modes to support student-centered instruction and includes robust feedback mechanisms to support differentiated learning

AAPS:

No specific AAPS PL – AAPS RTs will join elementary classroom teachers for Quarter 4

AAPS RTs will focus on the major updates of the Program Implementation Guide and policy.

Voice and Choice: AAPS has an On Demand learning tab in the AAPS Team. Participants will learn about gifted education, differentiation, and how to meet the needs of advanced learners. The videos, podcasts, and readings are varied lengths so that participants can choose which videos, etc to view and put together their own learning plan. Videos and podcasts lengths are indicated. Participants should watch and/or read up to the required number of minutes.

Choice Sessions: Varied by session

Qtr 4 Session-Specific Measurable Evidence:**Core Instruction:**

Assess educators' understanding of content, process, and product differentiation and their ability to differentiate instruction based on student readiness, interest, and learning variability to foster a student-centered, discourse-rich classroom for all students

AAPS:

See elementary or middle school Arc of Learning for evidence of learning for CCRS.

AAPS RTs will increase collaboration with classroom teachers.

There will be an increase in the number of underserved students receiving LoS III or IV.

RAPS will be corrected and updated, if necessary.

Qtr 4 - Method of Delivery:

Synchronous (In Person or Virtual)

Qtr 4 - Location of PL Materials:

AAPS Team DoDEA Advanced Academic Program and Services (AAPS)_USER | General | Microsoft Teams

Voice and Choice:

On Demand Learning: DoDEA Advanced Academic Program and Services (AAPS)_USER | General | Microsoft Teams
 Use the General channel and click on On-Demand Learning tab at the top

Fall Day 1**Fall Day 1 Session-Specific Objectives:**

Fall Day 1 Session-Specific Measurable Evidence:
Fall Day 1 - Method of Delivery:
Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:
Fall Day 2 Session-Specific Measurable Evidence:
Fall Day 2 - Method of Delivery:
Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:
Winter Day 1 Session-Specific Measurable Evidence:
Winter Day 1 - Method of Delivery:
Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:
Winter Day 2 Session-Specific Measurable Evidence:
Winter Day 2 - Method of Delivery:
Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:
Spring Day 1 Session-Specific Measurable Evidence:
Spring Day 1 - Method of Delivery:
Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:
Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Elementary and middle school AAPS RTs and selected coteachers will participate in the thinkLaw training. Description and objectives will be provided by the vendor.

Fall - Specific Measurable Evidence:

Track usage of digital resources

Fall - Method of Delivery:

Synchronous (In Person or Virtual)

Fall - Location of PL Materials:

TBD

Winter

Winter - Specific Objectives:

Elementary AAPS RTs and 8 Phase I middle school AAPS RTs:

Explore specific considerations and supports that can be shared with others pertaining to meeting the needs of diverse populations of advanced learners, especially those from culturally, linguistically, and economically diverse backgrounds. Having read Chapters 9 & 10 in Collaboration, Coteaching, and Coaching in Gifted Education, AAPS RTs will apply the collaborative consultation process to focus on the needs of diverse populations of advanced learners (Chapters 9 & 10).

Winter - Specific Measurable Evidence:

Use specific resources in the book to meet the outcomes of the session.

Winter - Method of Delivery:

Asynchronous

Winter - Location of PL Materials:

TBD

Spring

Spring - Specific Objectives:

Elementary and middle school AAPS RTs and selected coteachers will participate in the thinkLaw training. Description and objectives will be provided by the vendor.

Spring - Specific Measurable Evidence:

Track usage of digital resources.

Spring - Method of Delivery:

Synchronous (In Person or Virtual)

Spring - Location of PL Materials:

TBD

Notes/Comments

Comments:

07/25/2025 10:00:24 - (b)(6) (Comments)
Approved

06/03/2025 15:57:01 - (b)(6) (Comments)
Approved

05/14/2025 08:14:33 - (b)(6) (Comments)
Approved

03/20/2025 18:31:20 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Career & Technical Education 6-12	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	Grades 6-12 CTE Instructors	Sub Code:	N/A

Provide Arc of Learning input here:

<https://forms.office.com/r/HbzyyJx0yG>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

Core Instruction:

National Assessment of Educational Progress (NAEP): The percentage of Grade 8 students performing at the NAEP Advanced level in Grade 8 increased in 2024, while other achievement levels remained relatively stable showing top-led divergence. Performance by achievement level in Grade 8 Math did not show significant change, indicating a parallel progression. Learning Walk Through Data (LWT): Agency-wide 6-12 LWT data, from August 2024 to April 2025, for LWT indicator 5 – Lessons are paced and structured to keep all students engaged throughout the learning – was observed 83.5% of the time. This indicator has a specific focus on differentiated instruction which is foundational core of the Multi-Tiered System of Supports (MTSS) and DoDEA's Definition of Excellent Instruction. An instructional component of differentiation is evidenced by LWT Indicator 6 – Students are engaged in flexible groups – which was not observed 56.6% of the time during the same period (August 2024 – April 2025). Being an integral part of differentiation and the agency-wide focus on discourse, LWT Indicator 12 – students respond to and/or use higher-order questions in classroom discourse – was observed 54.4% of the time during the same period. However, the SY24 Math Indicator 0, which focuses specifically on Mathematical Teaching Practice 4 – facilitate meaningful mathematical discourse – unveiled discourse was only observed 54.4% of the time. Similarly, the data revealed teachers used collaborative learning strategies 39% of the time (Mathematical Teaching Practice 2). The limited observations call for further exploration to assess the quality and extent of discourse and differentiation in the classroom. Professional Learning Evaluation Data: Feedback across all 6-12 secondary content areas and K-12 Health/Physical Education (PE), and Art educators, during the School Year (SY) 2024-2025, highlighted a strong desire for differentiated and modeled professional learning experiences that are practical and relevant to ensure classroom transference. In Quarters 2 and 3, educators praised the opportunity to devise plans for strategy implementation, integration, and peer collaboration. This intentional approach helped educators understand and effectively apply strategies and practices in their instruction. Educators found opportunities for in-person professional learning or virtual synchronous or asynchronous sessions, and collaboration with colleagues and Instructional Systems Specialists (ISSs) to be positive, and if not received, requested their incorporation in future professional learning sessions. District / School Action Plans: In SY 2024 - 2025, district and school action plan data emphasized a need to focus on student-centered instruction – specifically discourse, differentiation, writing, close reading strategies, and/or student-centered collaborative structures.

Career and Technical Education:

Anecdotal data of participants – knowledge of those with content knowledge needs and pedagogical needs Collaborative Teams Content Channels providing feedback/data/evidence on instructional barriers Professional Learning Evaluation Data – attendance barriers, quantitative data from participants Procurement actions based on ongoing program updates – data around resources, digital products/tools (current access and use) CTE graduation credit requirement (2 credits) National trends in CTE show shifts in strategies and materials used to prepare the future workforce

Evidence of Learning**Evidence of Learning:**

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric): Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric):

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Core Instruction:

The focus on differentiation and discourse for Core Instruction, in SY 2025 – 2026, for all secondary educators and K-12 Health/Physical Education (PE), and Arts educators will lead to the following learning evidences, supporting DoDEA's Definition of Excellent Instruction. Increases in teacher and student behaviors associated with discourse and differentiation will be reflected through the following data and evidence sources: (1) Learning Walkthrough Tool Indicators 0 (formerly Secondary Math Indicator), 5 (Differentiation), and 12 (Higher-Order questioning through discourse). Both the collection and examination of student and teacher artifacts, through data-informed, collaborative conversations paired with opportunities for revision and self-reflection, will also be used to assess changes in educators' classroom practices. Furthermore, indicators on the new AVID annual certification instrument for DoDEA AVID 6 –12 sites — AVID Elective Certification Instrument (AECI) and Schoolwide Recognition Instrument (released in May 2025) will also be used to examine schoolwide practices. Where applicable, HQ Strategic Instructional Visits will also gauge the visibility of these practices across secondary and special content classrooms.

Content Specific Data Inquiry

As a result of participation in collaborative data informed decision making, educators will be equipped to deliver differentiated instruction within tier 1 core instruction in the classroom through the following behaviors:

Recognize the benefit of collaborative inquiry to support differentiation within tier 1 core instruction in the classroom.

Utilize a common data protocol in data informed decision-making to analyze content specific data to support differentiated instruction within tier 1 core instruction in the classroom.

Intentionally plan for differentiated instruction within tier 1 core instruction in the classroom.

Adjust plans for instruction to support differentiated instruction within tier 1 core instruction in the classroom.

Career and Technical Education:

Secondary and Specialized Content objective: To deepen understanding of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

As a result of the participation in all CTE professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Learning Walkthrough Trend Data Industry credentials: Pre and Post Test administration to all students enrolled in courses offering an industry credential opportunity.

Choice Sessions: As a result of greater engagement in self-directed learning, educators can tailor their learning to their specific needs, leading to more effective instructional strategies in the classroom that will be demonstrated by:

A noticeable increase in satisfaction and perceived relevance of the professional learning sessions. Enhanced observation of Learning Walkthrough Indicators:

1. Learning environment is conducive to student centered learning.
3. Students use digital tools or multimedia resources to collaborate, create, produce, publish, integrate or evaluate content.
4. Teacher communicates high expectations for student success.
5. Lessons are paced and structured to keep all students engaged throughout the learning.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Core Instruction:

Aligned with DoDEA's Multi-Tiered System of Supports (MTSS), Core Instruction/Tier 1 Instruction is defined as "the foundation of grade-level, standards-based learning and is delivered to all students in a general education setting. Core Instruction is student-centered allowing all students opportunities to develop, learn, and grow. Teachers demonstrate responsiveness to student learning by differentiating instruction based on assessment data." To support this aim and ensure alignment, this quarterly 90-minute Core Instruction professional learning event seeks to equip teachers with strategies to effectively differentiate instruction by responding to students' varied needs.

Differentiated instruction is a dynamic approach to teaching that recognizes and addresses learner variability. Through formative assessment, data analysis, and implementation of varied instructional strategies to meet the needs of students, educators create a classroom where all students can succeed and thrive. By tailoring instruction to meet individual student needs, differentiated instruction propels academic achievement and supports students in understanding their own learning style and preferences. Discourse plays a pivotal role in this process by fostering an environment where students can articulate their thoughts, engage in meaningful conversations, and reflect on their learning experiences by engaging in peer-to-peer and/or peer-to-teacher collaborative conversations. Through structured and open-ended discussions, students develop critical thinking skills and deepen their understanding of the content. Educators' self-awareness, when grounded in a collaborative culture characterized by collective efficacy and responsibility, is essential for fostering an environment that allows all students to thrive. Similarly, students' self-awareness is crucial for lifelong learning and empowers them to seek out and engage with learning opportunities that best suit them.

Content Specific Data Inquiry:

Data informed decision making provides a significant lever for how educators plan for, deliver and adjust excellent instruction for all students. By engaging in collaborative data inquiry, job-alike educators can harness the power of the collective to support continuous improvement in the instructional inquiry cycle of teaching and learning. The collaborative effort provides a venue for a strengths-based approach with job-alike educators to support each other in the complex work of planning differentiated instruction in order to support the learning needs of all DoDEA students.

Career and Technical Education:

Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning.

Teachers will implement DoDEA Adopted Resources and industry best practices to advance pathway enrollment, completion, and certification of students.

Choice Sessions: Choice sessions serve as a catalyst for empowering educators and fostering a culture of continuous improvement. By engaging in reflective and self-directed practices, education can enhance their instructional strategies, leading to improved student outcomes and a more dynamic learning environment.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Core Instruction:

Educators will understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies.

Content Specific Data Inquiry

Through the use of a data inquiry protocol, participants will engage in data informed decision-making processes to adjust upcoming planned instruction in their content area.

Career and Technical Education:

Increase in application of Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning. Learners will be able to utilize adopted DoDEA CTE resources for scheduled courses during SY25-26 to support Tier 1 instruction. Integrate appropriate Tier 1 Instructional Strategies to support High-Quality CTE Instruction. Describe and implement comprehensive career pathway systems. Choice Sessions: Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Learning Plan Implementation Methods - SME:

Core Instruction:

Core Instruction will occur the first 90-minutes of the CCRS Day for all 6-12 and K-5 Health/Physical Education and Arts educators for Back-to-School (BTS) and Quarters 1 – 4. Educators will either engage in-person and/or via a virtual synchronous professional learning format. The training will be facilitated locally by school, district, or regional personnel. The professional learning will be developed via Microsoft PowerPoint and housed in two locations: (1) Core Instruction SharePoint site and (2) Core Instruction Schoology site. To ensure facilitation success, the training will be posted 2 weeks before the first school's CCRS Day for BTS – Q4. Facilitator materials will include: (1) Facilitator's Guide and (2) embedded facilitation notes in the PowerPoint slide deck.

Content Specific Data Inquiry

To achieve maximum benefit from the data inquiry session, continued and ongoing collaborative planning is required.

Career and Technical Education:

DoDEA's High Quality CTE Framework Individual Professional Learning Plans Individual Course Resource Shells Individual CTE Instructional Plans Pathway Analysis and Revision worksheets Digital Resource Request Process

Choice Sessions: TBD

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

Back-to-School Day 1 session-specific objectives: DODEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. The course topics include the DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st-century Teaching and Learning for educators working in 21st-century buildings.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery and assessment to support excellent instruction for all students.

Back to School Day 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning: Section 001

Course Link: SY 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://schoology.dodea.edu/page/1889433277>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Core Instruction:

Review core instructional practices — academic language, discourse, and inquiry as effective strategies for differentiation Identify teachers' preconceptions of differentiation to foster shared ownership and responsibility for student success Develop a common language around differentiation, interventions, and extensions Understanding the continuum of support needed to meet learner variability

Career and Technical Education:

CTE teachers will:

Establish instructional goals for SY25-26. Explore DoDEA Adopted Instructional Supports for CTE. Structure student access for all instructional materials for SY25-26. Identify and describe at least three effective strategies for facilitating student discourse in their specific CTE subject areas.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.; D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being.

Choice Sessions: Varied by session

Back to School Day 2 Session-Specific Measurable Evidence:

Core Instruction:

Engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels

Career and Technical Education:

Teachers will create SMART goals for SY25-26. Teachers will be able to access and prepare instructional materials for student access from CTE Adopted Resources site. Complete checklist for Adopted Resource Access. Teachers can list and explain strategies such as Think-Pair-Share, Socratic Seminars, and Project-Based Learning.

Choice Sessions:

Varied by Sessions Selected

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Back-to-School Day 2- Location of PL Materials

Core Instruction Course- Accessed through CTE SharePoint Site

CTE Content- DoDEA CTE PL Site: https://dodea.sharepoint.com/sites/CTEStaff_USER/SitePages/DoDEA-CTE-Professional-Learning.aspx

Choice Sessions: Navigate to the course catalog through your content's SharePoint site to view the Choice Session options easily

Quarter 1

Qtr 1 Session-Specific Objectives:

Core Instruction:

Use pre-assessment/formative assessment data to plan for differentiated learning experiences Understand how a student-centered learning environment and discourse can support differentiated learning opportunities

Content Specific Data Inquiry

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice Connection(s): D1, D2

Career and Technical Education:

CTE teachers will:

Design and implement a lesson plan that incorporates structured discussion techniques to promote student engagement and critical thinking.

MTSS Connections

C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.

Choice Sessions: Varied by session

Qtr 1 Session-Specific Measurable Evidence:

Core Instruction:

Assess how educators' plan to use professional learning data to differentiate learning experiences Monitor discussions to gauge educators' knowledge, experience levels with differentiated instruction, and how they identify and plan for differentiation

Career and Technical Education:

CTE teachers create and execute a lesson plan that includes a structured discussion activity, such as a role-play or group debate.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

DoDEA CTE PL Site: https://dodea.sharepoint.com/sites/CTEStaff_USER/SitePages/DoDEA-CTE-Professional-Learning.aspx

Quarter 2

Qtr 2 Session-Specific Objectives:

Core Instruction:

Build a shared understanding of DoDEA's definition of Content DifferentiationExplore evidence-based, student-centered instructional strategies for differentiation through content and student discourseExplore content-specific DoDEA instructional resources for differentiated content and identify opportunities for differentiation

Content Specific Data Inquiry

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice

Connection(s): D1, D2

Career and Technical Education:

CTE teachers will:

Facilitate student use of academic and industry-specific vocabulary during classroom discussions to enhance professional communication skills.

MTSS Connections

C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.;C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Choice Sessions: Varied by session

Qtr 2 Session-Specific Measurable Evidence:

Core Instruction:

Review artifacts to determine the quality and extent to which content differentiation is integrated to foster a student-centered, discourse-rich classroomAssess educators' knowledge of how and when to use differentiation to support student learningMonitor discussions to assess educators' understanding of content differentiationReview educators' differentiation implementation plan to evaluate their content-specific approach

Career and Technical Education:

Teachers provide opportunities for students to use relevant terminology in discussions and assess their ability to do so accurately.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

DoDEA CTE PL Site: https://dodea.sharepoint.com/sites/CTESTaff_USER/SitePages/DoDEA-CTE-Professional-Learning.aspx

Quarter 3

Qtr 3 Session-Specific Objectives:

Core Instruction:

Build a shared understanding of DoDEA's definition of Process DifferentiationExplore student-centered instructional strategies for process that provide different levels of support, challenge, and complexityPlan for process differentiation within a previously taught or upcoming lesson

Content Specific Data Inquiry

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice Connection(s): D1, D2

Career and Technical Education:

CTE Teachers will:

Engage in reflective practice to evaluate the effectiveness of their discourse facilitation techniques and make necessary adjustments for continuous improvement.

MTSS Connections

C3: Focused Collaboration Teams engage in short-cycle collective inquiry, reflective practice, and sharing of instructional expertise to improve Core Instruction (T1) for academic achievement, resilience, and student well-being.;C4: Students receiving Strategic (T2) or Intensive (T3) Instruction continue receiving full Core Instruction (T1), including students with identified learning needs.

Choice Sessions: Varied by session

Qtr 3 Session-Specific Measurable Evidence:

Core Instruction:

Review artifacts to determine the quality and extent to which process differentiation is integrated to foster a student-centered, discourse-rich classroomAssess educators' knowledge of how and when to use differentiation to support instructionMonitor discussions to determine educators' understanding of process differentiationReview educators' differentiation implementation plan to evaluate their content-specific approach

Career and Technical Education:

Teachers regularly reflect on their teaching practices, gather student feedback, and adjust their strategies to improve student discourse outcomes.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

DoDEA CTE PL Site: https://dodea.sharepoint.com/sites/CTEStaff_USER/SitePages/DoDEA-CTE-Professional-Learning.aspx

Quarter 4

Qtr 4 Session-Specific Objectives:

Core Instruction:

Build a shared understanding of DoDEA's definition of Product DifferentiationDevelop a product that integrates multiple discourse modes to support student-centered instruction and includes robust feedback mechanisms to support differentiated learning

Content Specific Data Inquiry

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice Connection(s): D1, D2

Career and Technical Education:

CTE Teachers will:

Reflect on SY25-26.Design and facilitate structured student discourse activities that promote critical thinking and the use of academic language in their classrooms.

MTSS Connections

C3: Focused Collaboration Teams engage in short-cycle collective inquiry, reflective practice, and sharing of instructional expertise to improve Core Instruction (T1) for academic achievement, resilience, and student well-being.;C2: Core Instruction (T1) demonstrates responsiveness to student learning through the implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.

Choice Sessions: Varied by session

Qtr 4 Session-Specific Measurable Evidence:

Core Instruction:

Assess educators' understanding of content, process, and product differentiation and their ability to differentiate instruction based on student readiness, interest, and learning variability to foster a student-centered, discourse-rich classroom for all students

Career and Technical Education:

Submit reflections and suggestions related to needs for upcoming school years. Teachers create lesson plans that incorporate student discourse strategies, such as Think-Pair-Share or Socratic Seminars, and assess student participation and engagement during these activities.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

DoDEA CTE PL Site: https://dodea.sharepoint.com/sites/CTEStaff_USER/SitePages/DoDEA-CTE-Professional-Learning.aspx

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:
Winter Day 1 Session-Specific Measurable Evidence:
Winter Day 1 - Method of Delivery:
Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:
Winter Day 2 Session-Specific Measurable Evidence:
Winter Day 2 - Method of Delivery:
Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:
Spring Day 1 Session-Specific Measurable Evidence:
Spring Day 1 - Method of Delivery:
Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:
Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:
Winter - Specific Measurable Evidence:
Winter - Method of Delivery:
Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:
Spring - Specific Measurable Evidence:
Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

07/28/2025 10:39:47 (b)(6) (Comments)
Approved

06/05/2025 14:01:40 (b)(6) (Comments)
Approved

05/22/2025 10:51:10 (b)(6) (Comments)
Approved

05/14/2025 08:14:49 (b)(6) (Comments)
Approved

03/20/2025 18:27:44 (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	World Languages - Host Nation	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	World Languages - Host Nation Educators	Sub Code:	N/A

Provide Arc of Learning input here:

<https://forms.office.com/r/MuGVrxyTgq>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning for the K-8 Host Nation program, the following data sources were evaluated for professional learning.

CCRS Host Nation Quarterly Questionnaire data set Evidence of need, as observed during SY23-24, SY24-25 Strategic School Visits to Host Nation classrooms, and in conversations and feedback with Host Nation teachers and with Host Nation students. Input from Regional World Languages/Host Nation Instructional Systems Specialists, including the Host Nation Japan ISS.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Host Nation educators revise, re-edit, amplify and publish parent and community resources (such as Host Nation Guides, PowerPoints, Parent Newsletters, etc.) to expand awareness of Host Nation program and promote partnerships. Host Nation educators incorporate into planning and instruction teaching and learning strategies that differentiate instruction by student needs, and that are based on host nation language-specific linguistic aspects typical of basic communication in the host nation language (such as numbers, phonics and/or ideographs and ideograms, vocabulary, grammar in context, idiomatic expressions, etc.), host nation content (such as literacy, social studies, history and other host-nation specific topics), and host nation culture (such as music, traditions, regional customs, etc.) that are age and grade specific, and that are aligned with MTSS concepts. Results of professional learning self-assessment embedded into the SY24-25 CCRS Professional Learning for Host Nation teachers. Observable classroom behaviors that support the use of DoDEA-vetted IT resources in the Host Nation classroom. Observable classroom behaviors that support the use of strategies for teaching and learning in the Host Nation classroom., including content area instructional strategies.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions, as follows:

Enduring Understanding - SME:

Enduring Understandings

As a result of the data analysis, the following Enduring Understanding were developed:

Engagement of both students and families in understanding the Host Nation program builds and fosters connections between school, home, and community. K-8 Host Nation students expand their knowledge about the Host Nation language and culture through differentiated content area learning connections that are aligned with the MTSS principles. The exploration and application of selected differentiation in language and content strategies support language and culture Standards-based learning for all students participating in a Host Nation program. The use of DoDEA IT-vetted resources expands and enriches learning about the target culture(s) and language(s).

Learning Plan**Learning Plan Outcomes:**

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Host Nation educators will continue to demonstrate behaviors that indicate that they understand the uses of the Host Nation Digital Collection and other IT-vetted resources in the Host Nation classroom. Host Nation educators will continue to demonstrate behaviors that indicate that they are applying select content and language strategies in the Host Nation classroom that are differentiated by age, grade, language and Host Nation-specific content, and individual needs. Host Nation educators will continue to plan, implement, and update their instructional plans and Host Nation Parent Resources to integrate select pedagogical strategies and DoDEA IT-vetted online resources applicable to teaching and learning in the Host Nation classroom.

Learning Plan Implementation Methods - SME:

Implementation Tools and Techniques for SY24-25:

Focused Collaborations (Note: For Host Nation Educators, collaborations with other Host Nation teachers in their school or Region) Curricular Planning for Selected Language and Content Strategies, including differentiation by age, grade, language, Host-Nation specific content, and individual needs. Development/Revision of a SY24-25 "Welcome to Host Nation" plan to inform parents/guardians about the Host Nation Program at their schools

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

DoDEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. Topics included in the course are: DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st Century Teaching and Learning for those that teach in a 21C building.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery and assessment to support excellent instruction for all students.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning; Section 001

Course Link: SY 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://schoology.dodea.edu/page/1889433277>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Host Nation educators will revisit, revise and re-edit a SY25-26 "Welcome to Host Nation" parent resource that was developed during SY24-25 CCRS Quarter 4. Host Nation educators select professional development sessions from options on a variety of topics that are developmentally appropriate for teaching language and culture to K through 8th grade students, that are in the new Professional Development Catalog and that when combined, total 300 minutes (5 hrs.). Host Nation educators will review existing IT-vetted digital/online resources available to Host Nation teachers.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.

Back to School Day 2 Session-Specific Measurable Evidence:

Evidence of a SY25-26 "Welcome to Host Nation" parent resource to include the noted revisions. Evidence of understanding the use of the Host Nation Resource Collection, as per observational data during the SY25-26 Strategic Instructional Visits. Evidence of understanding the showcased strategies, demonstrated by developing a mini lesson that implements the strategies presented during that session, using a Host Nation Resource Collection resource. Evidence of the use of select IT-vetted digital resources as per observational data during the SY25-26 Strategic Instructional Visits.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology: Host Nation Professional Learning: Section 001: SY25-26 CCRS Quarterly Professional Learning: SY25-26 Back to School (Day 2) Course Code 5WZXJ-K93SZ

Quarter 1

Qtr 1 Session-Specific Objectives:

Host Nation educators will re-visit the Host Nation Resource Collections. Host Nation Educators will explore concepts related to teaching learners social studies through multiple perspectives. Host Nation educators select professional development sessions from a variety of options on topics that are developmentally appropriate for teaching language and culture to K through 8th grade students, that are in the new Professional Development Catalog and that when combined, total 300 minutes (5 hrs.). Host Nation educators will review existing IT-vetted digital/online resources available to Host Nation teachers.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year.

Qtr 1 Session-Specific Measurable Evidence:

Run By : (b)(6)

09/10/2025 16:46:02 Eastern Daylight Time

Evidence of understanding the showcased strategies, demonstrated by developing a mini lesson that implements the strategies presented during that session, using a Host Nation Resource Collection resource. Evidence of understanding the use available online resources, as demonstrated by developing a mini lesson that utilizes DoDEA-vetted resources, teacher's self-selected resources or other available resources. Evidence of the use of select IT-vetted digital resources as per observational data during the SY25-26 Strategic Instructional Visits.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology: Host Nation Professional Learning: Section 001: SY25-26 CCRS Quarterly

Professional Learning: SY25-26 Quarter 1 Professional Learning , Course Code 5WZXJ-K93SZ

Quarter 2

Qtr 2 Session-Specific Objectives:

Host Nation educators select professional development sessions from a variety of options on topics that are developmentally appropriate for teaching language and culture to K through 8th grade students, that are in the new Professional Development Catalog and that when combined, total 300 minutes (5 hrs.). Host Nation Educators will explore concepts related to engaging learners in science: making sense of phenomena. Host Nation educators will review existing IT-vetted digital/online resources available to Host Nation teachers.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year.

Qtr 2 Session-Specific Measurable Evidence:

Evidence of understanding the showcased strategies, demonstrated by developing a mini lesson that implements the strategies presented during that session, using a Host Nation Resource Collection resource. Evidence of understanding the use available online resources, as demonstrated by developing a mini lesson that utilizes DoDEA-vetted resources, teacher's self-selected resources or other available resources. Evidence of the use of select IT-vetted digital resources as per observational data during the SY25-26 Strategic Instructional Visits.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology: Host Nation Professional Learning: Section 001: SY25-26 CCRS Quarterly

Professional Learning: SY25-26 Quarter 2 Professional Learning, Course Code 5WZXJ-K93SZ

Quarter 3

Qtr 3 Session-Specific Objectives:

Host Nation educators select professional development sessions from a variety of options on topics that are developmentally appropriate for teaching language and culture to K through 8th grade students, that are in the new Professional Development Catalog and that when combined, total 300 minutes (5 hrs.). Host Nation Educators will explore classroom methodologies that foster play and joyful learning in the early grades. Educators will review existing IT-vetted digital/online resources available to Host Nation teachers.

MTSS Connections:

L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Qtr 3 Session-Specific Measurable Evidence:

Evidence of understanding the showcased strategies, as demonstrated by developing a mini lesson that implements the strategies presented during that session, using a Host Nation Resource Collection resource. Evidence of understanding the use of the Host Nation Resource Collection, as demonstrated by developing a mini lesson that utilizes at least one (1) resource from the Host Nation Resource Collection. Evidence of the use of select IT-vetted digital resources as per observational data during the SY25-26 Strategic Instructional Visits.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology: Host Nation Professional Learning: Section 001: SY25-26 CCRS Quarterly
Professional Learning: SY25-26 Quarter 3 Professional Learning Course Code 5WZXJ-K93SZ

Quarter 4

Qtr 4 Session-Specific Objectives:

Educators will revisit, review, and reflect on the strategies and methods learned through the SY25-26 CCRS Host Nation professional development sessions. Educators will revisit, review, and reflect on their SY25-26 "Welcome to Host Nation Plan" from SY25-26 Back to School, Day 2, and use it as a draft to develop a NEW SY26-27 "Welcome to Host Nation" plan that incorporates connections with teaching strategies highlighted during SY25-26 CCRS Host Nation professional development and with IT-vetted online resources, including the Host Nation Digital Resource Collection digital reading resources. MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year.

Qtr 4 Session-Specific Measurable Evidence:

Evidence of a Host Nation SY26-27 "Welcome to DoDEA" that incorporates a presentation to parents/guardians on how to use at home or support students learning language and culture of the Host Nation by using applicable teaching strategies and IT-vetted digital resources presented during SY25-26 CCRS Sessions for BTS, Day 2, Q1, Q2 and Q3. Evidence of understanding the use of the Host Nation Digital Resource Collection, as demonstrated and by observable classroom behaviors during SY25-26 Strategic Instructional Visits. Evidence of understanding the various strategies and resources, as demonstrated by observable classroom behaviors and teachers' conversations during the SY25-26 Strategic Instructional Visits,.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology: Host Nation Professional Learning: Section 001: SY25-26 CCRS Quarterly
Professional Learning: SY25-26 Quarter 4 Professional Learning Course Code 5WZXJ-K93SZ

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:
Winter Day 2 Session-Specific Measurable Evidence:
Winter Day 2 - Method of Delivery:
Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:
Spring Day 1 Session-Specific Measurable Evidence:
Spring Day 1 - Method of Delivery:
Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:
Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:
Winter - Specific Measurable Evidence:
Winter - Method of Delivery:
Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:
Spring - Specific Measurable Evidence:
Spring - Method of Delivery:
Spring - Location of PL Materials:

Notes/Comments

Comments:

08/06/2025 14:37:32 - (b)(6) (Comments)
Approved

06/25/2025 14:22:07 - (b)(6) (Comments)
Approved

06/05/2025 14:00:42 - (b)(6) (Comments)
Approved

05/14/2025 10:53:12 - (b)(6) (Comments)
Approved

03/20/2025 18:27:45 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Fine Arts K-12	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	K-12 Fine Arts and Music Teachers	Sub Code:	N/A

Provide Arc of Learning input here:

<https://forms.office.com/r/5CSy1wxr75>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

Core Instruction:

National Assessment of Educational Progress (NAEP): The percentage of Grade 8 students performing at the NAEP Advanced level in Grade 8 increased in 2024, while other achievement levels remained relatively stable showing top-led divergence. Performance by achievement level in Grade 8 Math did not show significant change, indicating a parallel progression. Learning Walk Through Data (LWT): Agency-wide 6-12 LWT data, from August 2024 to April 2025, for LWT indicator 5 – Lessons are paced and structured to keep all students engaged throughout the learning – was observed 83.5% of the time. This indicator has a specific focus on differentiated instruction which is foundational core of the Multi-Tiered System of Supports (MTSS) and DoDEA's Definition of Excellent Instruction. An instructional component of differentiation is evidenced by LWT Indicator 6 – Students are engaged in flexible groups – which was not observed 56.6% of the time during the same period (August 2024 – April 2025). Being an integral part of differentiation and the agency-wide focus on discourse, LWT Indicator 12 – students respond to and/or use higher-order questions in classroom discourse – was observed 54.4% of the time during the same period. However, the SY24 Math Indicator 0, which focuses specifically on Mathematical Teaching Practice 4 – facilitate meaningful mathematical discourse – unveiled discourse was only observed 54.4% of the time. Similarly, the data revealed teachers used collaborative learning strategies 39% of the time (Mathematical Teaching Practice 2). The limited observations call for further exploration to assess the quality and extent of discourse and differentiation in the classroom. Professional Learning Evaluation Data: Feedback across all 6-12 secondary content areas and K-12 Health/Physical Education (PE), and Art educators, during the School Year (SY) 2024-2025, highlighted a strong desire for differentiated and modeled professional learning experiences that are practical and relevant to ensure classroom transference. In Quarters 2 and 3, educators praised the opportunity to devise plans for strategy implementation, integration, and peer collaboration. This intentional approach helped educators understand and effectively apply strategies and practices in their instruction. Educators found opportunities for in-person professional learning or virtual synchronous or asynchronous sessions, and collaboration with colleagues and Instructional Systems Specialists (ISSs) to be positive, and if not received, requested their incorporation in future professional learning sessions. District / School Action Plans: In SY 2024 - 2025, district and school action plan data emphasized a need to focus on student-centered instruction – specifically discourse, differentiation, writing, close reading strategies, and/or student-centered collaborative structures.

Fine Arts:

Quarterly Professional Learning Evaluations

We reviewed data from the Quarterly CCR PL evaluations distributed by Research, Assessment, and Evaluation. Data from SY24/25 indicated that the presentation of asynchronous professional learning was successful. The following list provides a summary of collected data.

Most participants preferred asynchronous PL compared to synchronous PL (BTS, 72%; Q1, 71%; Q2, 69%; Q3, 65%; Q4, not yet available). Most participants preferred PL that involves working independently compared to those who did not (BTS, 73%; Q1, 71%; Q2, 69%; Q3, 71%; Q4, not yet available). Most participants preferred PL that involves working collaboratively rather than those who did not BTS, 57%; Q1, 54%; Q2, 51%; Q3, 51%; Q4, not yet available). Fine Arts-Created Professional Learning Evaluations (percentage data only reflects BTS-Q3).

Fine Arts provides content-specific PL through the Professional Learning Portal (PLP). The PLP consists of differentiated PL for various Fine Arts contents (e.g., art, music, drama) and sub-content (e.g., band, strings, pottery, ceramics). The vast majority of participants found that their different PL was relevant to their content-area (96.7%), was engaging (91.3%), had a clear design (93.5%), was organized (93.7%) and met the stated objectives (96.8%).

Feedback shared via short response some need for additional PL topics. Topics include Adobe Photoshop, Lightroom, and Create; SeeSaw; artificial intelligence, and other technological resources. Teachers also indicated more time to complete PL tasks and to experiment with digital resources.

Instructional Site Visits

During our visits to schools, we asked teachers for their feedback on professional learning content. Several teachers shared how they appreciated that the content was Fine Arts-specific. They also shared how they appreciated the differentiation provided in the Professional Learning Portal. They provided suggestions for PL topics to cover during the differentiated section.

Discussions with Regional ISSs

Anecdotal data through discussions with regional ISSs indicate a need for PL on specific fine arts courses and topics. Teachers shared to their regional ISS that they were interested in professional learning on artificial intelligence.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric):

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Core Instruction:

The focus on differentiation and discourse for Core Instruction, in SY 2025 – 2026, for all secondary educators and K-12 Health/Physical Education (PE), and Arts educators will lead to the following learning evidence, supporting DoDEA's Definition of Excellent Instruction. Increases in teacher and student behaviors associated with discourse and differentiation will be reflected through the following data and evidence sources: (1) Learning Walkthrough Tool Indicators 0 (formerly Secondary Math Indicator), 5 (Differentiation), and 12 (Higher-Order questioning through discourse). Both the collection and examination of student and teacher artifacts, through data-informed, collaborative conversations paired with opportunities for revision and self-reflection, will also be used to assess changes in educators' classroom practices. Furthermore, indicators on the new AVID annual certification instrument for DoDEA AVID 6 –12 sites — AVID Elective Certification Instrument (AECI) and Schoolwide Recognition Instrument (released in May 2025) will also be used to examine schoolwide practices. Where applicable, HQ Strategic Instructional Visits will also gauge the visibility of these practices across secondary and special content classrooms.

Content Specific Data Inquiry

As a result of participation in collaborative data informed decision making, educators will be equipped to deliver differentiated instruction within tier 1 core instruction in the classroom through the following behaviors:

Recognize the benefit of collaborative inquiry to support differentiation within tier 1 core instruction in the classroom. Utilize a common data protocol in data informed decision-making to analyze content specific data to support differentiated instruction within tier 1 core instruction in the classroom. Intentionally plan for differentiated instruction within tier 1 core instruction in the classroom. Adjust plans for instruction to support differentiated instruction within tier 1 core instruction in the classroom.

Fine Arts:

Professional learning will provide teachers with the tools to:

Ensure that instruction incorporates the Responding Standards by guiding students how to understand and evaluate how the arts convey meaning. Ensure the thoughtful inclusion of technology in Fine Arts courses to improve student learning, especially as it pertains to artificial intelligence. Incorporate and provide feedback on the DoDEA-created assessments for the Connect Standards. Explore and incorporate the DoDEA-created assessments for the Respond Standards.

By the end of school year 2025–2026, educators will engage in intentional planning and reflective practice to achieve excellence in education for every student, every day, everywhere in all Fine Arts content areas as evidenced by professional learning evaluations, Learning Walkthroughs, focused collaboration, student work (e.g., compositions, performances, productions, presentations), and teacher artifacts.

Choice Sessions: As a result of greater engagement in self-directed learning, educators can tailor their learning to their specific needs, leading to more effective instructional strategies in the classroom that will be demonstrated by:

A noticeable increase in satisfaction and perceived relevance of the professional learning sessions. Enhanced observation of Learning Walkthrough Indicators:

1. Learning environment is conducive to student centered learning.
3. Students use digital tools or multimedia resources to collaborate, create, produce, publish, integrate or evaluate content.
4. Teacher communicates high expectations for student success.
5. Lessons are paced and structured to keep all students engaged throughout the learning.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Core Instruction:

The focus on differentiation and discourse for Core Instruction, in SY 2025 – 2026, for all secondary educators and K-12 Health/Physical Education (PE), and Arts educators will lead to the following learning evidence, supporting DoDEA's Definition of Excellent Instruction. Increases in teacher and student behaviors associated with discourse and differentiation will be reflected through the following data and evidence sources: (1) Learning Walkthrough Tool Indicators 0 (formerly Secondary Math Indicator), 5 (Differentiation), and 12 (Higher-Order questioning through discourse). Both the collection and examination of student and teacher artifacts, through data-informed, collaborative conversations paired with opportunities for revision and self-reflection, will also be used to assess changes in educators' classroom practices. Furthermore, indicators on the new AVID annual certification instrument for DoDEA AVID 6 –12 sites — AVID Elective Certification Instrument (AECI) and Schoolwide Recognition Instrument (released in May 2025) will also be used to examine schoolwide practices. Where applicable, HQ Strategic Instructional Visits will also gauge the visibility of these practices across secondary and special content classrooms. Aligned with DoDEA's Multi-Tiered System of Supports (MTSS), Core Instruction/Tier 1 Instruction is defined as "the foundation of grade-level, standards-based learning and is delivered to all students in a general education setting. Core Instruction is student-centered allowing all students opportunities to develop, learn, and grow. Teachers demonstrate responsiveness to student learning by differentiating instruction based on assessment data." To support this aim and ensure alignment, this quarterly 90-minute Core Instruction professional learning event seeks to equip teachers with strategies to effectively differentiate instruction by responding to students' varied needs.

Differentiated instruction is a dynamic approach to teaching that recognizes and addresses learner variability. Through formative assessment, data analysis, and implementation of varied instructional strategies to meet the needs of students, educators create a classroom where all students can succeed and thrive. By tailoring instruction to meet individual student needs, differentiated instruction propels academic achievement and supports students in understanding their own learning style and preferences. Discourse plays a pivotal role in this process by fostering an environment where students can articulate their thoughts, engage in meaningful conversations, and reflect on their learning experiences by engaging in peer-to-peer and/or peer-to-teacher collaborative conversations. Through structured and open-ended discussions, students develop critical thinking skills and deepen their understanding of the content.

Content Specific Data Inquiry:

Data informed decision making provides a significant lever for how educators plan for, deliver and adjust excellent instruction for all students. By engaging in collaborative data inquiry, job-alike educators can harness the power of the collective to support continuous improvement in the instructional inquiry cycle of teaching and learning. The collaborative effort provides a venue for a strengths-based approach with job-alike educators to support each other in the complex work of planning differentiated instruction in order to support the learning needs of all DoDEA students

Fine Arts:

Professional learning will provide teachers with the tools to:

Ensure that instruction incorporates the Responding Standards by guiding students how to understand and evaluate how the arts convey meaning. Ensure the thoughtful inclusion of technology in Fine Arts courses to improve student learning, especially as it pertains to artificial intelligence. Incorporate and provide feedback on the DoDEA-created assessments for the Connect Standards. Explore and incorporate the DoDEA-created assessments for the Respond Standards.

By the end of school year 2025–2026, educators will engage in intentional planning and reflective practice to achieve excellence in education for every student, every day, everywhere in all Fine Arts content areas as evidenced by professional learning evaluations, Learning Walkthroughs, focused collaboration, student work (e.g., compositions, performances, productions, presentations), and teacher artifacts.

Choice Sessions: Choice sessions serve as a catalyst for empowering educators and fostering a culture of continuous improvement. By engaging in reflective and self-directed practices, education can enhance their instructional strategies, leading to improved student outcomes and a more dynamic learning environment.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Core Instruction:

Educators will understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies.

Content Specific Data Inquiry

Through the use of a data inquiry protocol, participants will engage in data informed decision-making processes to adjust upcoming planned instruction in their content area.

Fine Arts:

Fine Arts educators will more fully implement the Connect Standards from the College and Career Ready Standards for Arts adopted from the National Arts Standards into academic instruction. Fine Arts educators will implement Fine Arts advocacy strategies to better support their programs to meet student learning needs. Fine Arts educators will ensure the thoughtful inclusion of technology in Fine Arts courses to improve student learning. Incorporate and provide feedback on the DoDEA-created assessments for the Respond Standards. Explore and incorporate the DoDEA-created assessments for the Connect Standards. Fine Arts educators will use the Fine Arts Teacher Resource Portal to share and adapt teacher-created resources in their instruction. Fine Arts educators will use the Fine Arts Teacher Lesson Portal to share and adapt teacher-created lessons in their instruction. Fine Arts educators will incorporate objectives from differentiated professional learning from the Fine Arts Professional Learning Portal specific to their content area into their classroom instruction.

Choice Sessions: Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Learning Plan Implementation Methods - SME:

Core Instruction:

Core Instruction will occur the first 90-minutes of the CCRS Day for all 6-12 and K-5 Health/Physical Education and Arts educators for Back-to-School (BTS) and Quarters 1 – 4. Educators will either engage in-person and/or via a virtual synchronous professional learning format. The training will be facilitated locally by school, district, or regional personnel. The professional learning will be developed via Microsoft PowerPoint and housed in two locations: (1) Core Instruction SharePoint site and (2) Core Instruction Schoology site. To ensure facilitation success, the training will be posted 2 weeks before the first school's CCRS Day for BTS – Q4. Facilitator materials will include: (1) Facilitator's Guide and (2) embedded facilitation notes in the PowerPoint slide deck.

Content Specific Data Inquiry

To achieve maximum benefit from the data inquiry session, continued and ongoing collaborative planning is required.

Fine Arts:

The DoDEA College and Career Ready Standards for Arts adopted from the National Arts Standards. Focused Collaboration. Schoology discussion board participation. Reflective practice. Sharing and analysis of lesson plans from the Fine Arts Teacher Lesson Portal. Sharing and analysis of teacher-created resources from the Fine Arts Teacher Resource Portal. Vendor-created professional learning and training on DoDEA approved resources from the Fine Arts Professional Learning Portal. The Learning Walkthrough Tool.

Choice Sessions: Navigate to the course catalog through your content's Schoology course to view the Choice Session options easily.

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

Back-to-School Day 1 session-specific objectives: DODEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. The course topics include the DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st-century Teaching and Learning for those who teach in a 21st-century building.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery, and assessment to support excellent instruction for all students.

Back to School Day 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning: Section 001

Course Link: SY 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://schoology.dodea.edu/page/1889433277>

Back to School Day 2**Back to School Day 2 Session-Specific Objectives:**

Core Instruction:

Review core instructional practices — academic language, discourse, and inquiry as effective strategies for differentiation Identify teachers' preconceptions of differentiation to foster shared ownership and responsibility for student success Develop a common language around differentiation, interventions, and extensions Understanding the continuum of support needed to meet learner variability

Fine Arts:

Participants will review the digital and physical resources available through a self-directed professional learning module. Participants will...

Locate and check the status of listed physical resources.

Locate and log into all listed digital resources.

Explore digital and physical resources.

Participants will review Advocacy for the Arts through a self-directed professional learning module. Participants will review...

Evidence-based research

Career opportunities in arts-related fields.

Recruiting and Retention strategies

Art for Art's sake.

Participants will review the Respond Standards from the College and Career Ready Standards for Arts (CCRSA) adopted from the National Arts Standards. Participants will review...

The four categories of CCRSA: Create, Perform/Present/Produce, Respond, and Connecting.

How each category interacts with other categories.

The three Anchor Standards in the Respond category.

Participants will review the Fine Arts Assessment Portal. They will continue to

Field-test the Connect Assessments in their classroom instruction.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Choice Sessions: Varied by session

Back to School Day 2 Session-Specific Measurable Evidence:**Core Instruction:**

Review educators' instructional artifacts and exemplars from the previous school years to progress toward differentiated opportunities Engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on level

Fine Arts:

Participants will participate in online asynchronous discussion boards and share insights, experiences, and best practices with each other. Evidence of learning will be demonstrated by their active engagement on discussion boards. Participants will explore digital resources by logging into their accounts and verifying access. They will also explore physical resources that are available to them.

Choice Sessions- Varied by Session

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Course enrollment via Schoology is required. If you have not previously enrolled, please select this link <Enrollment Instructions> and follow the instructions in Pathway 1.

Once enrolled, follow the listed steps to engage in the professional learning.

Step 1. Go to the Schoology course, "K-12 Fine Arts CCR PL SY2025-2026: Section 001" (if required, the access code is NQZN-5QG8-T2GTR) Step 2.

Select BTS SY25/26 to view PL materials.

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as best practice with support from local district/regional ISS staff.

Choice Sessions: Navigate to the course catalog through your content's Schoology course to view the Choice Session options easily.

Quarter 1

Qtr 1 Session-Specific Objectives:

Core Instruction:

Use pre-assessment/formative assessment data to plan for differentiated learning experiences Understand how a student-centered learning environment and discourse can support differentiated learning opportunities

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice Connection(s): D1, D2

Fine Arts:

Participants will explore the Respond Standards from the College and Career Ready Standards for Arts (CCRSA) adopted from the National Arts Standards, through a self-directed professional learning module. Participants will...

Analyze standards vertically.Reflect on analysis findings.

Participants will field-test the Connect Assessments in their classroom instruction.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Choice Sessions: Varied by session

Qtr 1 Session-Specific Measurable Evidence:

Core Instruction:

Assess how educators' plan to use professional learning data to differentiate learning experiences Monitor discussions to gauge educators' knowledge, experience levels with differentiated

Fine Arts:

Participants will participate in online asynchronous discussion boards and share insights, experiences, and best practices with each other. Evidence of learning will be demonstrated by their active engagement on discussion boards.Participants will attend program-specific trainings on DoDEA-adopted resources, pedagogy, and techniques, responding afterwards with how they will utilize what they learned in their classrooms

Fine Arts Teachers supporting Grades K–5 must attend Standards-Aligned Performance Reporting PL.

Participants will engage in a professional learning module to build foundational understanding of how instructional alignment and intentional planning support student learning and prepare educators for their role in standards-aligned performance reporting.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Course enrollment via Schoology is required. If you have not previously enrolled, please select this link <Enrollment Instructions> and follow the instructions in Pathway 1.

Once enrolled, follow the listed steps to engage in the professional learning.

Step 1. Go to the Schoology course, "K–12 Fine Arts CCR PL SY2025-2026: Section 001" (if required, the access code is NQZN-5QG8-T2GTR)Step 2. Select Q1 SY25/26 to view PL materials.

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as best practice with support from local district/regional ISS staff.

Quarter 2

Qtr 2 Session-Specific Objectives:

Core Instruction:

Build a shared understanding of DoDEA's definition of Content DifferentiationExplore evidence-based, student-centered instructional strategies for differentiation through content and student discourseExplore content-specific DoDEA instructional resources for differentiated content and identify opportunities for differentiation

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice Connection(s): D1, D2

Fine Arts:

Participants will share lesson plans incorporating the Respond Standards from the College and Career Ready Standards for Arts (CCRSA) adopted from the National Arts Standards, through a self-directed professional learning module and the Teacher Lesson Plan (TLP) portal on the Fine Arts SharePoint site.

Participants will...

Share lesson plans incorporating the Respond standards on the TLP.

Participants will be introduced to concepts regarding technology in the arts. Participants will...

Understand how technology could be used to improve student learning in the arts.Share best practices on incorporating technology in the arts through discussion boards.

Participants will provide feedback on the Connect Assessments.

Choice Sessions: Varied by session

Fine Arts Teachers supporting Grades K–5 must attend Standards-Aligned Performance Reporting PL

Participants will explore how success criteria and aligned checks for understanding make learning visible and support educators in monitoring and communicating student progress as part of standards-aligned performance reporting.

Qtr 2 Session-Specific Measurable Evidence:**Core Instruction:**

Review artifacts to determine the quality and extent to which process differentiation is integrated to foster a student-centered, discourse-rich classroomAssess educators' knowledge of how and when to use differentiation to support student learning Monitor discussions to assess educators' understanding of content differentiationReview educators' differentiation implementation plan to evaluate their content-specific approach

Fine Arts:

Teachers will participate in online asynchronous discussion boards and share insights, experiences, and best practices with each other. Evidence of learning will be demonstrated by their active engagement on discussion boards.Teachers will share content-specific lessons that incorporate the Respond Standards from the CCRSA and share it on the Teacher Lesson Portal. Evidence of learning will be provided with the inclusion of the Respond Standards on their lessons.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Course enrollment via Schoology is required. If you have not previously enrolled, please select this link <Enrollment Instructions> and follow the instructions in Pathway 1.

Once enrolled, follow the listed steps to engage in the professional learning.

Step 1. Go to the Schoology course, "K–12 Fine Arts CCR PL SY2025-2026: Section 001" (if required, the access code is NQZN-5QG8-T2GTR)Step 2. Select Q2 SY25/26 to view PL materials.

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as best practice with support from local district/regional ISS staff.

Quarter 3**Qtr 3 Session-Specific Objectives:****Core Instruction:**

Build a shared understanding of DoDEA's definition of Process Differentiation Explore student-centered instructional strategies for process that provide different levels of support, challenge, and complexity Plan for content differentiation within a previously taught or upcoming lesson

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment. MTSS IC Map Practice

Connection(s): D1, D2

Fine Arts:

Participants will investigate content-specific projects and lessons previously submitted to the Teacher Lesson Portal (TLP) that emphasize the Respond standards from the College and Career Ready Standards for Arts (CCRSA) adopted from the National Arts Standards and provide reflections on the content. Participants will...

Explore the TLP for relevant lessons. Select a lesson from the TLP and reflect on its inclusion in their own classroom instruction.

Participants will deepen understanding regarding technology in the arts. Participants will...

Be introduced to artificial intelligence and its implications for arts education. Share best practices on incorporating artificial intelligence in the classroom through discussion boards.

Participants will locate Respond Assessments relevant to course(s) taught. Participants will...

Explore the assessment(s).

Discuss with job-alike peers ways of using the assessment in the next quarter.

Create a plan for field-testing the assessment over the next years.

MTSS Connection:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Choice Sessions: Varied by session

Fine Arts Teachers supporting Grades K–5 must attend HQIP PL

Participants will...

Understand the purpose, rationale and research behind performance reporting and connect to previous HQIP work around intentional planning. Recognize the research-informed process for identifying reporting standards and developing performance continuums. Describe the key components of performance reports and explain how they communicate student progress toward grade-level DoDEA standards. Plan for students to communicate their progress using success criteria in order to foster learner agency and ownership of learning.

Qtr 3 Session-Specific Measurable Evidence:

Core Instruction:

Review artifacts to determine the quality and extent to which process differentiation is integrated to foster a student-centered, discourse-rich classroom Assess educators' knowledge of how and when to use differentiation to support instruction Monitor discussions to determine educators' understanding of process differentiation

Fine Arts:

Plan for content differentiation within a previously taught or upcoming lesson

Participants will participate in online asynchronous discussion boards and share insights, experiences, and best practices with each other. Evidence of learning will be demonstrated by their active engagement on discussion boards.

Participants will share recruiting and retentions strategies on discussion boards or resources on the Teacher Resource Portal. Evidence of learning will be provided based on the content of discussion board responses and shared resources.

Teachers will attend program-specific trainings on DoDEA-adopted resources, pedagogy, and techniques, responding afterwards with how they will utilize what they learned in their classrooms

Fine Arts Teachers supporting Grades K–5 must attend HQIP.

Participants will...

Educators articulate the purpose for moving toward performance reporting using research-based rationale and the connections with HQIP (e.g., intentional planning, success criteria, standards analysis). Educators identify the research or rationale that underpins the standards-based reporting approach. Educators analyze how a performance report communicates progress toward specific standards. Educators identify instructional opportunities for students to use success criteria to describe their current level of understanding in spoken or written form.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Course enrollment via Schoology is required. If you have not previously enrolled, please select this link <Enrollment Instructions> and follow the instructions in Pathway 1.

Once enrolled, follow the listed steps to engage in the professional learning.

Step 1. Go to the Schoology course, "K-12 Fine Arts CCR PL SY2025-2026: Section 001" (if required, the access code is NQZN-5QG8-T2GTR) Step 2. Select Q3 SY25/26 to view PL materials.

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as best practice with support from local district/regional ISS staff.

Quarter 4

Qtr 4 Session-Specific Objectives:

Core Instruction:

Build a shared understanding of DoDEA's definition of Product Differentiation Develop a product that integrates multiple discourse modes to support student-centered instruction and includes robust feedback mechanisms to support differentiated learning

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment. MTSS IC Map Practice Connection(s): D1, D2

Fine Arts:

Participants will create a lesson plan that incorporates the Respond Standards and technology. They will then share it on the Teacher Lesson Portal Participants will be reminded to field test the DoDEA-created Assessments for the Respond Standards from the College and Career Ready Standards for Arts (CCRSA) adopted from the National Arts Standards

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Choice Sessions: Varied by session

Fine Arts Teachers supporting Grades K-5 must attend HQIP.

Participants will...

Define proficiency scales and explain the research behind the separate academic and future-ready learner competency scales. Understand how performance continuums clarify expectations for future-ready learner competencies. Explain how future-ready learner competencies are used to communicate students' progress to students and families. Develop opportunities for students to set and monitor individual learning goals aligned to future-ready learner competencies.

Qtr 4 Session-Specific Measurable Evidence:

Core Instruction:

Assess educators' understanding of content, process, and product differentiation and their ability to differentiate instruction based on student readiness, interest, and learning variability to foster a student-centered, discourse-rich classroom for all students

Fine Arts:

Participants will participate in online asynchronous discussion boards and share insights, experiences, and best practices with each other. Evidence of learning will be demonstrated by their active engagement on discussion boards.

Participants will attend program-specific trainings on DoDEA-adopted resources, pedagogy, and techniques, responding afterwards with how they will utilize what they learned in their classrooms.

Fine Arts Teachers supporting Grades K–5 must attend HQIP

Participants will...

Educators describe the use of separate proficiency scales for academic and future-ready competencies to maintain clarity, fairness, and focus on learning. Educators describe how performance continuums clarify expectations for future-ready learner competencies. Educators review future-ready learner competencies and scenarios to describe how student progress is communicated to students and families. Educators embed structured goal-setting opportunities into instruction.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Course enrollment via Schoology is required. If you have not previously enrolled, please select this link <Enrollment Instructions> and follow the instructions in Pathway 1.

Once enrolled, follow the listed steps to engage in the professional learning.

Step 1. Go to the Schoology course, "K–12 Fine Arts CCR PL SY2025-2026; Section 001" (if required, the access code is NQZN-5QG8-T2GTR) Step 2. Select Q4 SY25/26 to view PL materials.

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as best practice with support from local district/regional ISS staff.

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

07/25/2025 10:58:00 - (b)(6) (Comments)
Approved

07/22/2025 08:13:36 - (b)(6) (Comments)
Approved

06/26/2025 14:43:27 - (b)(6) (Comments)
Approved

06/25/2025 14:14:06 - (b)(6) (Comments)
Sending back to SME for review

06/04/2025 08:34:14 - (b)(6) (Comments)
Approved

05/14/2025 08:21:19 - (b)(6) (Comments)
Approved

05/06/2025 08:33:37 - (b)(6) (Comments)
More to do on this, will talk to you today.

05/06/2025 08:19:39 - (b)(6) (Comments)
add sapr

04/18/2025 09:19:16 - (b)(6) (Comments)
Approved

03/20/2025 18:27:44 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Physical Education K-12	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	Physical Education K-12	Sub Code:	N/A

Provide Arc of Learning input here:

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

Core Instruction:

National Assessment of Educational Progress (NAEP): The percentage of Grade 8 students performing at the NAEP Advanced level in Grade 8 increased in 2024, while other achievement levels remained relatively stable showing top-led divergence. Performance by achievement level in Grade 8 Math did not show significant change, indicating a parallel progression.

Learning Walk Through Data (LWT): Agency-wide 6 -12 LWT data, from August 2024 to April 2025, for LWT indicator 5 – Lessons are paced and structured to keep all students engaged throughout the learning – was observed 83.5% of the time. This indicator has a specific focus on differentiated instruction which is foundational core of the Multi-Tiered System of Supports (MTSS) and DoDEA's Definition of Excellent Instruction. An instructional component of differentiation is evidenced by LWT Indicator 6 — Students are engaged in flexible groups — which was not observed 56.6% of the time during the same period (August 2024 – April 2025). Being an integral part of differentiation and the agency-wide focus on discourse, LWT Indicator 12 — students respond to and/or use higher-order questions in classroom discourse — was observed 54.4% of the time during the same period. However, the SY24 Math Indicator 0, which focuses specifically on Mathematical Teaching Practice 4 — facilitate meaningful mathematical discourse — unveiled discourse was only observed 54.4% of the time. Similarly, the data revealed teachers used collaborative learning strategies 39% of the time (Mathematical Teaching Practice 2). The limited observations call for further exploration to assess the quality and extent of discourse and differentiation in the classroom.

Professional Learning Evaluation Data: Feedback across all 6-12 secondary content areas and K-12 Health/Physical Education (PE), and Art educators, during the School Year (SY) 2024-2025, highlighted a strong desire for differentiated and modeled professional learning experiences that are practical and relevant to ensure classroom transference. In Quarters 2 and 3, educators praised the opportunity to devise plans for strategy implementation, integration, and peer collaboration. This intentional approach helped educators understand and effectively apply strategies and practices in their instruction. Educators found opportunities for in-person professional learning or virtual synchronous or asynchronous sessions, and collaboration with colleagues and Instructional Systems Specialists (ISSs) to be positive, and if not received, requested their incorporation in future professional learning sessions.

District / School Action Plans: In SY 2024 - 2025, district and school action plan data emphasized a need to focus on student-centered instruction – specifically discourse, differentiation, writing, close reading strategies, and/or student-centered collaborative structures.

Physical Education (K-12):

CCRS Professional Learning Data:

discussion board feedback data contained within the CCRS Schoology learning modules "Bicycle Rack" discussion board which provides a space for teachers to share any questions, comments, concerns, or challenges related to the overall health education program of the CCRS quarterly professional learning session evaluation

Systemic Data:

Learning Walk Through Data – Agency-wide LWT data for LWT indicators 10, 11, 12, and 13 are less often observed than LWT indicators 1-9
 Paced Assessment (CPA) Data – CPA data across content areas indicates a need for focused and sustained content-specific professional learning, as student performance and growth are varied across the agency
 DoDEA PSAT Assessment - Subscore data
 Multilingual Learner Program data

Physical Education Program Evaluation:

teacher feedback given to the regional Health & PE ISSs during instructional visits
 teacher feedback given to the HQ Health & PE ISS during instructional site visits SY 2024-25
 Health & PE professional learning feedback

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric): Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric):

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Evidence of Learning - SME:

Core Instruction:

The focus on differentiation and discourse for Core Instruction, in SY 2025 – 2026, for all secondary educators and K-12 Health/Physical Education (PE), and Arts educators will lead to the following learning evidence, supporting DoDEA's Definition of Excellent Instruction. Increases in teacher and student behaviors associated with discourse and differentiation will be reflected through the following data and evidence sources: (1) Learning Walkthrough Tool Indicators 0 (formerly Secondary Math Indicator), 5 (Differentiation), and 12 (Higher-Order questioning through discourse). Both the collection and examination of student and teacher artifacts, through data-informed, collaborative conversations paired with opportunities for revision and self-reflection, will also be used to assess changes in educators' classroom practices. Furthermore, indicators on the new AVID annual certification instrument for DoDEA AVID 6 –12 sites — AVID Elective Certification Instrument (AECI) and Schoolwide Recognition Instrument (released in May 2025) will also be used to examine schoolwide practices. Where applicable, HQ Strategic Instructional Visits will also gauge the visibility of these practices across secondary and special content classrooms.

Content Specific Data Inquiry

As a result of participation in collaborative data informed decision making, educators will be equipped to deliver differentiated instruction within tier 1 core instruction in the classroom through the following behaviors:

Recognize the benefit of collaborative inquiry to support differentiation within tier 1 core instruction in the classroom. Utilize a common data protocol in data informed decision-making to analyze content specific data to support differentiated instruction within tier 1 core instruction in the classroom. Intentionally plan for differentiated instruction within tier 1 core instruction in the classroom. Adjust plans for instruction to support differentiated instruction within tier 1 core instruction in the classroom.

Physical Education (K-12):

Evidence of Learning will be measured by way of:

sharing common, standards-based formative and summative assessments and data demonstrating the use of DoDEA-approved resources and Core Instructional practices in their planning, collaborating and creation of shared resources through focused collaborations and PLCs providing instructional documents and artifacts (lesson plans, unit plans/student work or assessments) indicating how they have applied skills-based standards to instructional planning that supports the development of health literacy observable increases in Learning Walkthrough Indicator data increase in knowledge gained identified within the Professional Learning Evaluation

Choice Sessions: As a result of greater engagement in self-directed learning, educators can tailor their learning to their specific needs, leading to more effective instructional strategies in the classroom that will be demonstrated by:

A noticeable increase in satisfaction and perceived relevance of the professional learning sessions. Enhanced observation of Learning Walkthrough Indicators, with emphasis on:

1. Learning environment is conducive to student centered learning.
3. Students use digital tools or multimedia resources to collaborate, create, produce, publish, integrate or evaluate content.
5. Lessons are paced and structured to keep all students engaged throughout the learning.
7. Learning tasks incorporate formative assessment to guide the ongoing learning process.
10. Teachers' or students' written and/or spoken discourse uses domain specific vocabulary.
12. Students respond to and/or use higher-order questions in classroom discourse.
13. Students support written and/or spoken opinions with evidence from text and/or other content-specific resources.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Enduring Understanding - SME:

Core Instruction:

Aligned with DoDEA's Multi-Tiered System of Supports (MTSS), Core Instruction/Tier 1 Instruction is defined as "the foundation of grade-level, standards-based learning and is delivered to all students in a general education setting. Core Instruction is student-centered allowing all students opportunities to develop, learn, and grow. Teachers demonstrate responsiveness to student learning by differentiating instruction based on assessment data." To support this aim and ensure alignment, this quarterly 90-minute Core Instruction professional learning event seeks to equip teachers with strategies to effectively differentiate instruction by responding to students' varied needs.

Differentiated instruction is a dynamic approach to teaching that recognizes and addresses learner variability. Through formative assessment, data analysis, and implementation of varied instructional strategies to meet the needs of students, educators create a classroom where all students can succeed and thrive. By tailoring instruction to meet individual student needs, differentiated instruction propels academic achievement and supports students in understanding their own learning style and preferences. Discourse plays a pivotal role in this process by fostering an environment where students can articulate their thoughts, engage in meaningful conversations, and reflect on their learning experiences by engaging in peer-to-peer and/or peer-to-teacher collaborative conversations. Through structured and open-ended discussions, students develop critical thinking skills and deepen their understanding of the content.

Educators' self-awareness, when grounded in a collaborative culture characterized by collective efficacy and responsibility, is essential for fostering an environment that allows all students to thrive. Similarly, students' self-awareness is crucial for lifelong learning and empowers them to seek out and engage with learning opportunities that best suit them.

Content Specific Data Inquiry: Data informed decision making provides a significant lever for how educators plan for, deliver and adjust excellent instruction for all students. By engaging in collaborative data inquiry, job-alike educators can harness the power of the collective to support continuous improvement in the instructional inquiry cycle of teaching and learning. The collaborative effort provides a venue for a strengths-based approach with job-alike educators to support each other in the complex work of planning differentiated instruction in order to support the learning needs of all DoDEA students.

Physical Education (K-12):

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors.

Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

MTSS Critical Component Connections: Core Instruction, Data-informed Decision Making

Student discourse is integral to developing future ready learners, as effective communication fosters critical thinking, collaboration, and problem-solving skills. By engaging in meaningful discussions, students learn to articulate their ideas clearly, listen to differing perspectives, and build a deeper understanding of the subject matter. This prepares them to navigate complex real-world situations and succeed in their future careers.

DoDEA physical educators provide essential, standards-based instruction to encourage every student to practice:

physical literacy, the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person

Instruction:

K - 12 physical educators will collaborate around the DoDEA-adopted CCR (College and Career Ready) physical education standards to give educators a framework for producing physically literate individuals, setting students on the road to enjoying a lifetime of healthful physical activity. The standards serve as an important framework to address the holistic development of students and ensure consistency and quality in physical education programs; enhanced physical literacy supports student achievement, well-being, and resilience by complementing comprehensive literacy development. Core Instruction strategies: academic language, academic discourse, and inquiry to increase student-centered learning integrating technology and innovative teaching strategies to enhance student engagement and learning outcomes collaborating with colleagues, families, and community partners to create a supportive environment that promotes health-enhancing practices and active lifestyles both in and out of school advocating the importance of physical education within the broader educational system and DoDEA Strategic Priorities; emphasizing its integral role promoting student achievement and fostering lifelong wellness continuously reflecting on and refining teaching practices using evidence-based practices and professional development opportunities, striving for continual improvement in

student learning and well-beingcultivating a positive and inclusive classroom culture that fosters cooperation, resilience, and a growth mindset, preparing students to navigate challenges and thrive in various wellness-related contexts

Professional Development Support:

K - 12 physical educators will use SHAPE America membership resources and SPARKacademy to support instruction and educator development of quality teaching practices.

Choice Sessions: Choice sessions serve as a catalyst for empowering educators and fostering a culture of continuous improvement. By engaging in reflective and self-directed practices, education can enhance their instructional strategies, leading to improved student outcomes and a more dynamic learning environment.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice?How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Core Instruction:

Educators will understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies.

Content Specific Data Inquiry: Through the use of a data inquiry protocol, participants will engage in data informed decision-making processes to adjust upcoming planned instruction in their content area.

Physical Education (K-12):

Educators will understand, plan for, implement, progress monitor and adjust:

student-led discourse using academic language and inquiry-based strategiesresiliency-focused practicesdiverse formative and summative assessmentsengage in technology and innovative professional learning strategies to collaborate and promote best practicesinclusive practices to engage all learners throughout the instructional period

Choice Sessions: Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Learning Plan Implementation Methods - SME:

Core Instruction:

Core Instruction will occur the first 90-minutes of the CCRS Day for all 6-12 and K-5 Health/Physical Education and Arts educators for Back-to-School (BTS) and Quarters 1 – 4. Educators will either engage in-person and/or via a virtual synchronous professional learning format. The training will be facilitated locally by school, district, or regional personnel. The professional learning will be developed via Microsoft PowerPoint and housed in two locations: (1) Core Instruction SharePoint site and (2) Core Instruction Schoology site. To ensure facilitation success, the training will be posted 2 weeks before the first school's CCRS Day for BTS – Q4. Facilitator materials will include: (1) Facilitator's Guide and (2) embedded facilitation notes in the PowerPoint slide deck.

Physical Education (K-12):**Implementation Strategies:**

Integrate resiliency-focused practices, educators will:

develop personalized resiliency-focused action plans during learning sessions, outlining specific strategies to integrate resiliency-focused competencies into their daily instruction; utilize reflection journals to assess their implementation of resiliency-focused practices in the classroom, driving continuous improvement; follow-up collaborative sessions (i.e. Focused Collaboration, common planning, etc.) will provide opportunities for educators to share successes and challenges in implementing resiliency-focused strategies, fostering peer support and differentiation based on individual needs

Utilizing diverse formative and summative assessment practices, educators will:

create and share assessment portfolios during learning sessions, incorporating various assessment types and strategies discussed; utilize peer feedback mechanisms post-session to refine their assessment approaches and adapt them to diverse student needs; establish post-session collaborative groups for ongoing sharing of assessment practices, allowing for differentiation based on subject area and student demographics

Promoting technology integration along the SAMR framework, educators will:

co-design technology-enhanced activities/lessons during learning sessions, incorporating innovative teaching strategies and digital tools; post-session, engage in virtual and in-person FCGs to collaboratively develop interdisciplinary projects that integrate technology and promote best practices; have opportunities for differentiated learning paths will be provided through follow-up webinars and online resources tailored to educators' varying levels of proficiency

Fostering positive and inclusive classroom cultures, educators will:

create inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches; engage post-session in diverse collaboration groups to share strategies for promoting inclusivity and academic language development; have opportunities for differentiated coaching sessions and resources will be offered to support educators in addressing specific classroom culture challenges and implementing individualized strategies

Promoting engagement and active participation, educators will:

develop differentiated lesson plans during learning sessions, incorporating a variety of teaching methods to engage learners and promote active participation; engage in peer coaching and mentoring partnerships post-session to observe and provide feedback on each other's implementation of active learning techniques; have follow-up sessions to provide opportunities for educators to collaboratively design interdisciplinary projects that incorporate active participation strategies and promote deeper learning

Development of a collaborative instructional plan for crafting a scope and sequence, prioritizing DoDEA physical education standards-based grade level outcomes and using that plan to guide instructional planning; Connecting the DoDEA-adopted physical education assessment, FitnessGram, data to the health-related fitness components, student goals and curricular instruction.

Choice Sessions: TBD

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

DODEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. Topics included in the course are: DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st Century Teaching and Learning for those that teach in a 21C building.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery, and assessment to support excellent instruction for all students.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning; Section 001

Course Link: SY 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://schoology.dodea.edu/page/1889433277>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Core Instruction:

review core instructional practices — academic language, discourse, and inquiry as effective strategies for differentiation identify teachers' preconceptions of differentiation to foster shared ownership and responsibility for student success develop a common language around differentiation, interventions, and extensions understanding the continuum of support needed to meet learner variability

Physical Education (K-12):

Educators will:

engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels apply the backward-design method utilizing the national physical education standards into planning and instructional strategies to enhance student learning outcomes institute Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into health education construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches create data-informed assessment portfolios during learning sessions, incorporating various assessment types and strategies explored during learning sessions register for SHAPE membership preview the DoDEA-adopted physical education assessment, FitnessGram (FG), protocols & practices to plan for testing cycle implementation & goal setting opportunities for students

MTSS Connection(s):

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. C3: Focused Collaboration Teams engage in short cycle collective inquiry, reflective practice, and sharing of instructional expertise to improve Core Instruction (T1) for academic achievement, resilience, and student well-being. I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being. I3: Student Support Team documents and monitors implementation of education plans to assess impact on student progress and adjusts student plans as needed. I4: Intervention System provides evidence-based support and extensions within and beyond the regular classroom that are specific, time-bound, and include clear progress indicators. D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being. D2: Focused Collaboration Teams engage in collective responsibility for ongoing data informed decision-making to improve Core Instruction (T1) for student academic achievement, resilience, and well-being. D3: Student Support Team proactively screens data, engages in root cause analysis, and progress monitors student needs to individualize services for students needing support with academic achievement, resilience, or well-being. L2: Leadership builds and supports a collaborative culture for staff members to strengthen the knowledge, skills, and beliefs required to implement MTSS practices across tiers with fidelity. L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Choice Sessions: Varied by session

Back to School Day 2 Session-Specific Measurable Evidence:

Core Instruction:

Engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels Physical Education (K-12):

Educators will:

design differentiated lesson plans during learning sessions, incorporating a variety of teaching methods to engage learners and promote active participation institute Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into physical education construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches create assessment portfolios during learning sessions, incorporating various assessment types and strategies discussed register for SHAPE membership, ensure access to SPARK resources and other professional development and instructional platforms

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

The series of professional learning events will be implemented in a hybrid format. Participants will engage in-person and virtual synchronous professional learning, as well as asynchronous professional learning.

All K-12 Physical Educator content-specific CCRS Professional Learning will be housed within DoDEA's Learning Management System (LMS), Schoology, in the HE 6-12 & PE K-12 CCRS PL: Section 001 Course with the access code: 7365Z-DN8XP

The professional learning will be developed and accessed using a variety of platforms including Rise, and with specialized choice sessions available in instructional resource platforms including SHAPE America and SPARK. To achieve the desired outcome team/job-alike collaboration is required in all professional learning sessions.

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCRS day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 1**Qtr 1 Session-Specific Objectives:****Core Instruction:**

use pre-assessment/formative assessment data to plan for differentiated learning experiences understand how a student-centered learning environment and discourse can support differentiated learning opportunities

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment. MTSS IC Map Practice Connection(s): D1, D2

K-5 Physical Education Educators will:

Specialized content teachers will participate in a professional learning module to build foundational understanding of how instructional alignment and intentional planning support student learning and prepare educators for their role in standards-aligned performance reporting.

Physical Education Educators will:

engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels apply the backward-design method utilizing the national physical education standards into planning and instructional strategies to enhance student learning outcomes institute Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into health education construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches create data-informed assessment portfolios during learning sessions, incorporating various assessment types and strategies explored during learning sessions register for SHAPE membership, ensure access to SPARK resources and other professional development and instructional platforms review the DoDEA-adopted physical education assessment, FitnessGram (FG), protocols & practices to plan for testing cycle implementation & goal setting opportunities for students MTSS Connection(s):

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. C3: Focused Collaboration Teams engage in short cycle collective inquiry, reflective practice, and sharing of instructional expertise to improve Core Instruction (T1) for academic achievement, resilience, and student well-

being.C4: Students receiving Strategic (T2) or Intensive (T3) Instruction continue receiving full Core Instruction (T1), including students with identified learning needs.I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being.I3: Student Support Team documents and monitors implementation of education plans to assess impact on student progress and adjusts student plans as needed.I4: Intervention System provides evidence-based support and extensions within and beyond the regular classroom that are specific, time-bound, and include clear progress indicators.D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being.D2: Focused Collaboration Teams engage in collective responsibility for ongoing data informed decision-making to improve Core Instruction (T1) for student academic achievement, resilience, and well-being.D3: Student Support Team proactively screens data, engages in root cause analysis, and progress monitors student needs to individualize services for students needing support with academic achievement, resilience, or well-beingL2: Leadership builds and supports a collaborative culture for staff members to strengthen the knowledge, skills, and beliefs required to implement MTSS practices across tiers with fidelity.L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Choice Sessions: Varied by session

Qtr 1 Session-Specific Measurable Evidence:

Core Instruction:

Assess how educators' plan to use professional learning data to differentiate learning experiencesMonitor discussions to gauge educators' knowledge, experience levels with differentiated instruction, and how they identify and plan for differentiation

Physical Education (K-12):

Educators will:

design differentiated lesson plans during learning sessions, incorporating a variety of teaching methods to engage learners and promote active participationinstitute Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learningproduce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instructiondevelop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into physical educationconstruct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approachescreate assessment portfolios during learning sessions, incorporating various assessment types and strategies discussedregister for SHAPE membership, ensure access to SPARK resources and other professional development and instructional platforms

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

The series of professional learning events will be implemented in a hybrid format. Participants will engage in-person and virtual synchronous professional learning, as well as asynchronous professional learning.

All K-12 Physical Educator content-specific CCRS Professional Learning will be housed within DoDEA's Learning Management System (LMS), Schoology, in the HE 6-12 & PE K-12 CCRS PL: Section 001 Course with the access code: 7365Z-DN8XP

The professional learning will be developed and accessed using a variety of platforms including Rise, and with specialized choice sessions available in instructional resource platforms including SHAPE America and SPARK.To achieve the desired outcome team/job-alike collaboration is required in all professional learning sessions.

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCRS day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 2

Qtr 2 Session-Specific Objectives:

Core Instruction:

build a shared understanding of DoDEA's definition of Content Differentiationexplore evidence-based, student-centered instructional strategies for differentiation through content and student discourseexplore content-specific DoDEA instructional resources for differentiated content and identify opportunities for differentiation

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice Connection(s): D1, D2

K-5 Physical Education Educators will:

Specialized content teachers will explore how success criteria and aligned checks for understanding make learning visible and support educators in monitoring and communicating student progress as part of standards-aligned performance reporting.

Physical Education Educators will:

engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels supply the backward-design method utilizing the national physical education standards into planning and instructional strategies to enhance student learning outcomes institute Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into health education construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches create data-informed assessment portfolios during learning sessions, incorporating various assessment types and strategies explored during learning sessions register for SHAPE membership, ensure access to SPARK resources and other professional development and instructional platforms review the DoDEA-adopted physical education assessment, FitnessGram (FG), protocols & practices to plan for testing cycle implementation & goal setting opportunities for students

MTSS Connection(s):

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. C3: Focused Collaboration Teams engage in short cycle collective inquiry, reflective practice, and sharing of instructional expertise to improve Core Instruction (T1) for academic achievement, resilience, and student well-being. C4: Students receiving Strategic (T2) or Intensive (T3) Instruction continue receiving full Core Instruction (T1), including students with identified learning needs. I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being. I3: Student Support Team documents and monitors implementation of education plans to assess impact on student progress and adjusts student plans as needed. I4: Intervention System provides evidence-based support and extensions within and beyond the regular classroom that are specific, time-bound, and include clear progress indicators. D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being. D2: Focused Collaboration Teams engage in collective responsibility for ongoing data informed decision-making to improve Core Instruction (T1) for student academic achievement, resilience, and well-being. D3: Student Support Team proactively screens data, engages in root cause analysis, and progress monitors student needs to individualize services for students needing support with academic achievement, resilience, or well-being. L2: Leadership builds and supports a collaborative culture for staff members to strengthen the knowledge, skills, and beliefs required to implement MTSS practices across tiers with fidelity. L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Choice Sessions: Varied by session

Qtr 2 Session-Specific Measurable Evidence:

Core Instruction:

Review artifacts to determine the quality and extent to which content differentiation is integrated to foster a student-centered, discourse-rich classroom Assess educators' knowledge of how and when to use differentiation to support student learning Monitor discussions to assess educators' understanding of content differentiation Review educators' differentiation implementation plan to evaluate their content-specific approach

Physical Education (K-12):

Educators will:

design differentiated lesson plans during learning sessions, incorporating a variety of teaching methods to engage learners and promote active participation institute Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into physical education construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches create assessment portfolios during learning sessions, incorporating various assessment types and strategies discussed register for SHAPE membership, ensure access to SPARK resources and other professional development and instructional platforms

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

The series of professional learning events will be implemented in a hybrid format. Participants will engage in-person and virtual synchronous professional learning, as well as asynchronous professional learning.

All K-12 Physical Educator content-specific CCRS Professional Learning will be housed within DoDEA's Learning Management System (LMS), Schoology, in the HE 6-12 & PE K-12 CCRS PL: Section 001 Course with the access code: 7365Z-DN8XP

The professional learning will be developed and accessed using a variety of platforms including Rise, and with specialized choice sessions available in instructional resource platforms including SHAPE America and SPARK. To achieve the desired outcome team/job-alike collaboration is required in all professional learning sessions.

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCRS day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 3

Qtr 3 Session-Specific Objectives:

Core Instruction:

build a shared understanding of DoDEA's definition of Process Differentiation explore student-centered instructional strategies for process that provide different levels of support, challenge, and complexity plan for process differentiation within a previously taught or upcoming lesson

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment. MTSS IC Map Practice

Connection(s): D1, D2

K-5 Physical Educators will:

Engage in Standards Aligned Performance Reporting and HQIP professional learning modules.

Physical Education Educators will:

engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels supply the backward-design method utilizing the national physical education standards into planning and instructional strategies to enhance student learning outcomes institute Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into health education construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches create data-informed assessment portfolios during learning sessions, incorporating various assessment types and strategies explored during learning sessions register for SHAPE membership, ensure access to SPARK resources and other professional development and instructional platforms review the DoDEA-adopted physical education assessment, FitnessGram (FG), protocols & practices to plan for testing cycle implementation & goal setting opportunities for students

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. C3: Focused Collaboration Teams engage in short cycle collective inquiry, reflective practice, and sharing of instructional expertise to improve Core Instruction (T1) for academic achievement, resilience, and student well-being. C4: Students receiving Strategic (T2) or Intensive (T3) Instruction continue receiving full Core Instruction (T1), including students with identified learning needs. I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being. I3: Student Support Team documents and monitors implementation of education plans to assess impact on student progress and adjusts student plans as needed. I4: Intervention System provides evidence-based support and extensions within and beyond the regular classroom that are specific, time-bound, and include clear progress indicators. D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being. D2: Focused Collaboration Teams engage in collective responsibility for ongoing data informed decision-making to improve Core Instruction (T1) for student academic achievement, resilience, and well-being. D3: Student Support Team proactively screens data, engages in root cause analysis, and progress monitors student needs to individualize services for students needing support with academic achievement, resilience, or well-being. L1: School leadership builds a culture of shared accountability to lead MTSS implementation with school teams to grow learner's academic achievement, resilience, and well-being. L2: Leadership builds and supports a collaborative culture for staff members to strengthen the knowledge, skills, and beliefs required to implement MTSS practices across tiers with fidelity. L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year. L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Choice Sessions: Varied by session

Qtr 3 Session-Specific Measurable Evidence:**Core Instruction:**

Review artifacts to determine the quality and extent to which process differentiation is integrated to foster a student-centered, discourse-rich classroom
 Assess educators' knowledge of how and when to use differentiation to support instruction
 Monitor discussions to determine educators' understanding of process differentiation
 Review educators' differentiation implementation plan to evaluate their content-specific approach

Physical Education (K-12):**Educators will:**

design differentiated lesson plans during learning sessions, incorporating a variety of teaching methods to engage learners and promote active participation
 institute Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning
 produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction
 develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into physical education
 construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches
 create assessment portfolios during learning sessions, incorporating various assessment types and strategies discussed
 register for SHAPE membership, ensure access to SPARK resources and other professional development and instructional platforms

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

The series of professional learning events will be implemented in a hybrid format. Participants will engage in-person and virtual synchronous professional learning, as well as asynchronous professional learning.

All K-12 Physical Educator content-specific CCRS Professional Learning will be housed within DoDEA's Learning Management System (LMS), Schoology, in the HE 6-12 & PE K-12 CCRS PL: Section 001 Course with the access code: 7365Z-DN8XP

The professional learning will be developed and accessed using a variety of platforms including Rise, and with specialized choice sessions available in instructional resource platforms including SHAPE America and SPARK. To achieve the desired outcome team/job-alike collaboration is required in all professional learning sessions.

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCRS day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 4**Qtr 4 Session-Specific Objectives:****Core Instruction:**

build a shared understanding of DoDEA's definition of Product Differentiation
 develop a product that integrates multiple discourse modes to support student-centered instruction and includes robust feedback mechanisms to support differentiated learning

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.
 MTSS IC Map Practice

Connection(s): D1, D2

K-5 Physical Educators will:

Engage in Standards Aligned Performance Reporting and HQIP professional learning modules.

Physical Education Educators will:

engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels
 supply the backward-design method utilizing the national physical education standards into planning and instructional strategies to enhance student learning outcomes
 institute Core Instruction strategies for academic language, academic discourse, and inquiry to increase student-centered learning
 produce individualized resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instruction
 develop individualized action plans during sessions, outlining how they will integrate technology and innovative teaching strategies into health education
 construct inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approaches
 create data-informed assessment portfolios during learning sessions, incorporating various assessment types and strategies explored during learning sessions
 register for SHAPE membership, ensure access to SPARK resources and other professional development and instructional platforms
 review the DoDEA-adopted physical education assessment, FitnessGram (FG), protocols & practices to plan for testing cycle implementation & goal setting opportunities for students

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.
 C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions

to provide differentiation when small groups or individual students are outside of proficiency.C3: Focused Collaboration Teams engage in short cycle collective inquiry, reflective practice, and sharing of instructional expertise to improve Core Instruction (T1) for academic achievement, resilience, and student well-being.C4: Students receiving Strategic (T2) or Intensive (T3) Instruction continue receiving full Core Instruction (T1), including students with identified learning needs.I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being.I3: Student Support Team documents and monitors implementation of education plans to assess impact on student progress and adjusts student plans as needed.I4: Intervention System provides evidence-based support and extensions within and beyond the regular classroom that are specific, time-bound, and include clear progress indicators.I1: Student Support Team receives teacher requests for assistance and proactively screens student data to identify student needs.D2: Focused Collaboration Teams engage in collective responsibility for ongoing data informed decision-making to improve Core Instruction (T1) for student academic achievement, resilience, and well-being.D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being.D3: Student Support Team proactively screens data, engages in root cause analysis, and progress monitors student needs to individualize services for students needing support with academic achievement, resilience, or well-being.L1: School leadership builds a culture of shared accountability to lead MTSS implementation with school teams to grow learner's academic achievement, resilience, and well-being.L2: Leadership builds and supports a collaborative culture for staff members to strengthen the knowledge, skills, and beliefs required to implement MTSS practices across tiers with fidelity.L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year.L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Choice Sessions: Varied by session

Qtr 4 Session-Specific Measurable Evidence:

Core Instruction:

Assess educators' understanding of content, process, and product differentiation and their ability to differentiate instruction based on student readiness, interest, and learning variability to foster a student-centered, discourse-rich classroom for all students

Physical Education (K-12):

Educators will: *Prepare SY26-27 learning plan by using the ORID protocol to analyze data on the following instructional elements*
resiliency-focused action plans, outlining specific strategies to integrate resiliency-focused practices into their daily instructionintegrating technology and innovative teaching strategies into health educationconstructing inclusive classroom culture plans during learning sessions, incorporating growth mindset principles and inquiry-based learning approachescreating assessment portfolios during learning sessions, incorporating various assessment types and strategies discussed

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

The series of professional learning events will be implemented in a hybrid format. Participants will engage in-person and virtual synchronous professional learning, as well as asynchronous professional learning.

All K-12 Physical Educator content-specific CCRS Professional Learning will be housed within DoDEA's Learning Management System (LMS), Schoology, in the HE 6-12 & PE K-12 CCRS PL: Section 001 Course with the access code: 7365Z-DN8XP

The professional learning will be developed and accessed using a variety of platforms including Rise, and with specialized choice sessions available in instructional resource platforms including SHAPE America and SPARK.To achieve the desired outcome team/job-alike collaboration is required in all professional learning sessions.

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCRS day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:
Fall Day 2 Session-Specific Measurable Evidence:
Fall Day 2 - Method of Delivery:
Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:
Winter Day 1 Session-Specific Measurable Evidence:
Winter Day 1 - Method of Delivery:
Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:
Winter Day 2 Session-Specific Measurable Evidence:
Winter Day 2 - Method of Delivery:
Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:
Spring Day 1 Session-Specific Measurable Evidence:
Spring Day 1 - Method of Delivery:
Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:
Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:
Winter - Specific Measurable Evidence:
Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

08/05/2025 13:28:55 - (b)(6) (Comments)
Approved

06/26/2025 14:43:11 - (b)(6) (Comments)
Approved

06/05/2025 14:06:25 - (b)(6) (Comments)
Approved

05/14/2025 08:34:54 - (b)(6) (Comments)
Approved

04/23/2025 09:34:31 - (b)(6) (Comments)
Approved

03/20/2025 18:27:44 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Multilingual Learner Program	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	K-12 MLP Teachers	Sub Code:	N/A

Provide Arc of Learning Input here:

Elementary: <https://forms.office.com/r/IWgSd0BKVk>Secondary: <https://forms.office.com/r/JiAZRPYmgG>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

Core Instruction:

National Assessment of Educational Progress (NAEP): The percentage of Grade 8 students performing at the NAEP Advanced level in Grade 8 increased in 2024, while other achievement levels remained relatively stable showing top-led divergence. Performance by achievement level in Grade 8 Math did not show significant change, indicating a parallel progression. Learning Walk Through Data (LWT): Agency-wide 6-12 LWT data, from August 2024 to April 2025, for LWT indicator 5 – Lessons are paced and structured to keep all students engaged throughout the learning – was observed 83.5% of the time. This indicator has a specific focus on differentiated instruction which is foundational core of the Multi-Tiered System of Supports (MTSS) and DoDEA's Definition of Excellent Instruction. An instructional component of differentiation is evidenced by LWT Indicator 6 – Students are engaged in flexible groups – which was not observed 56.6% of the time during the same period (August 2024 – April 2025). Being an integral part of differentiation and the agency-wide focus on discourse, LWT Indicator 12 – students respond to and/or use higher-order questions in classroom discourse – was observed 54.4% of the time during the same period. However, the SY24 Math Indicator 0, which focuses specifically on Mathematical Teaching Practice 4 – facilitate meaningful mathematical discourse – unvelled discourse was only observed 54.4% of the time. Similarly, the data revealed teachers used collaborative learning strategies 39% of the time (Mathematical Teaching Practice 2). The limited observations call for further exploration to assess the quality and extent of discourse and differentiation in the classroom. Professional Learning Evaluation Data: Feedback across all 6-12 secondary content areas and K-12 Health/Physical Education (PE), and Art educators, during the School Year (SY) 2024-2025, highlighted a strong desire for differentiated and modeled professional learning experiences that are practical and relevant to ensure classroom transference. In Quarters 2 and 3, educators praised the opportunity to devise plans for strategy implementation, integration, and peer collaboration. This intentional approach helped educators understand and effectively apply strategies and practices in their instruction. Educators found opportunities for in-person professional learning or virtual synchronous or asynchronous sessions, and collaboration with colleagues and Instructional Systems Specialists (ISSs) to be positive, and if not received, requested their incorporation in future professional learning sessions. District / School Action Plans: In SY 2024 - 2025, district and school action plan data emphasized a need to focus on student-centered instruction – specifically discourse, differentiation, writing, close reading strategies, and/or student-centered collaborative structures.

MLP:

Professional learning data, instructional data, and student achievement data were used to identify instructional priorities for professional learning. In the development of this Arc of Learning, the following data sources were evaluated for professional learning planning and showed:

Student Demographic Data - Multilingual Learners make up nearly 9 percent of the total student population in DoDEA, and the percentage of students with a home language other than English is nearly a quarter of the DoDEA student population. There are over 130 distinct languages spoken by students and families across DoDEA. Student Achievement Data - While 60 percent of students not receiving MLP services meet or exceed ELA standards on summative assessments, only 29 percent of students receiving MLP services meet or exceeded standards, an achievement gap of over 30 percentage points. Similarly, in Mathematics, 40 percent of students not receiving MLP services met or exceeded standards while only 28 percent of students receiving MLP services met or exceeded standards. ELP Screener and Annual ELP Assessment Results - Over 2,000 students are screened on an annual basis and all eligible multilingual learners participate in the Annual ELP Assessment. The program exit rate is typically between 8-9 percent each year. Multilingual Learner Growth on the Annual ELP Assessment has been inconsistent over time. Feedback from MLP-Specific Professional Learning - In the previous school year, MLP Teachers evaluated program-specific PL with an average rating of 4.74 on a 5.0 scale (n=368 evaluations) and over 90 percent of participants agreed that program-specific PL was relevant to their work and challenged them to acquire a high level of knowledge and skills. Program Evaluation Data - Data collected through the MLP self-study indicates a high degree of operational fidelity, with average self-reported ratings remaining stable over the past three years. Recurring recommendations across the years have highlighted several focus areas for improvement, including assessment, curriculum, documentation, family engagement, policy, professional learning, and staffing.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric): Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric):

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Core Instruction:

The focus on differentiation and discourse for Core Instruction, in SY 2025 – 2026, for all secondary educators and K-12 Health/Physical Education (PE), and Arts educators will lead to the following learning evidence, supporting DoDEA's Definition of Excellent Instruction. Increases in teacher and student behaviors associated with discourse and differentiation will be reflected through the following data and evidence sources: (1) Learning Walkthrough Tool Indicators 0 (formerly Secondary Math Indicator), 5 (Differentiation), and 12 (Higher-Order questioning through discourse). Both the collection and examination of student and teacher artifacts, through data-informed, collaborative conversations paired with opportunities for revision and self-reflection, will also be used to assess changes in educators' classroom practices. Furthermore, indicators on the new AVID annual certification instrument for DoDEA AVID 6 –12 sites — AVID Elective Certification Instrument (AECI) and Schoolwide Recognition Instrument (released in May 2025) will also be used to examine schoolwide practices. Where applicable, HQ Strategic Instructional Visits will also gauge the visibility of these practices across secondary and special content classrooms.

Content Specific Data Inquiry: As a result of participation in collaborative data informed decision making, educators will be equipped to deliver differentiated instruction within tier 1 core instruction in the classroom through the following behaviors:

Recognize the benefit of collaborative inquiry to support differentiation within tier 1 core instruction in the classroom. Utilize a common data protocol in data informed decision-making to analyze content specific data to support differentiated instruction within tier 1 core instruction in the classroom. Intentionally plan for differentiated instruction within tier 1 core instruction in the classroom. Adjust plans for instruction to support differentiated instruction within tier 1 core instruction in the classroom.

MLP:

Our professional learning design centers on three core practices: 1) Engaging in collaborative practices to integrate language and content in all classroom settings, 2) Demonstrating a strengths-based approach to language development and multilingualism, and 3) Proactively planning instruction to account for learner variability, ensuring learning is accessible to all students.

To address Kirkpatrick Level 2, we will utilize a post-professional learning survey tailored to assess teacher knowledge and confidence in applying these core practices. This survey will include both quantitative items (e.g., Likert-scale questions on learning objectives) and qualitative reflections on PL content. Success will be measured by an overall rating of 80 percent of above on their understanding of integrating language and content, applying a strengths-based approach, and engaging in instructional planning. To address Kirkpatrick Level 3, classroom observations using the LWT and FCOT will document the extent to which teachers incorporate the new strategies in real-time. Success will be evidenced by observed shifts in practice. Additional qualitative feedback from program reviews and coaching sessions will reinforce this success.

By the end of the SY 2025-2026, at least 80 percent of Multilingual Learner teachers will demonstrate confidence in knowledge and skills related to core practices and in program policy, as measured by post professional learning surveys and annual self-evaluations conducted by the MLP School Team.

Choice Sessions: As a result of greater engagement in self-directed learning, educators can tailor their learning to their specific needs, leading to more effective instructional strategies in the classroom that will be demonstrated by:

A noticeable increase in satisfaction and perceived relevance of the professional learning sessions. Enhanced observation of Learning Walkthrough Indicators:

1. Learning environment is conducive to student centered learning.
3. Students use digital tools or multimedia resources to collaborate, create, produce, publish, integrate or evaluate content.
4. Teacher communicates high expectations for student success.
5. Lessons are paced and structured to keep all students engaged throughout the learning.

Enduring Understanding**Enduring Understanding:**

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Core Instruction:

Aligned with DoDEA's Multi-Tiered System of Supports (MTSS), Core Instruction/Tier 1 Instruction is defined as "the foundation of grade-level, standards-based learning and is delivered to all students in a general education setting. Core Instruction is student-centered allowing all students opportunities to develop, learn, and grow. Teachers demonstrate responsiveness to student learning by differentiating instruction based on assessment data." To support this aim and ensure alignment, this quarterly 90-minute Core Instruction professional learning event seeks to equip teachers with strategies to effectively differentiate instruction by responding to students' varied needs.

Differentiated instruction is a dynamic approach to teaching that recognizes and addresses learner variability. Through formative assessment, data analysis, and implementation of varied instructional strategies to meet the needs of students, educators create a classroom where all students can succeed and thrive. By tailoring instruction to meet individual student needs, differentiated instruction propels academic achievement and supports students in understanding their own learning style and preferences. Discourse plays a pivotal role in this process by fostering an environment where students can articulate their thoughts, engage in meaningful conversations, and reflect on their learning experiences by engaging in peer-to-peer and/or peer-to-teacher collaborative conversations. Through structured and open-ended discussions, students develop critical thinking skills and deepen their understanding of the content. Educators' self-awareness, when grounded in a collaborative culture characterized by collective efficacy and responsibility, is essential for fostering an environment that allows all students to thrive. Similarly, students' self-awareness is crucial for lifelong learning and empowers them to seek out and engage with learning opportunities that best suit them.

Content Specific Data Inquiry:

Data informed decision making provides a significant lever for how educators plan for, deliver and adjust excellent instruction for all students. By engaging in collaborative data inquiry, job-alike educators can harness the power of the collective to support continuous improvement in the instructional inquiry cycle of teaching and learning. The collaborative effort provides a venue for a strengths-based approach with job-alike educators to support each other in the complex work of planning differentiated instruction in order to support the learning needs of all DoDEA students.

MLP:

Participants will engage in professional learning that strengthens established frameworks for standards-based instruction, supports the application of relevant research and resources across all classrooms, and supports data-driven decision-making at the student, classroom, and school level. This professional learning is centered on the following guiding beliefs: 1) Multilingualism is an asset, 2) Language is foundational to academic learning, 3) All educators are language educators, 4) Language learning should be integrated into all classrooms and 5) Academic language development supports all students. These enduring understandings support the belief that effective teaching is not a series of isolated practices but a continuous journey of growth in which established, research-based frameworks serve as the foundation for instructional excellence.

Choice Sessions: Choice sessions serve as a catalyst for empowering educators and fostering a culture of continuous improvement. By engaging in reflective and self-directed practices, education can enhance their instructional strategies, leading to improved student outcomes and a more dynamic learning environment.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Core Instruction:

Educators will understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies.

Content Specific Data Inquiry:

Through the use of a data inquiry protocol, participants will engage in data informed decision-making processes to adjust upcoming planned instruction in their content area.

MLP:

Elementary MLP Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP) and Program-Specific PL on Policy and Secondary MLP Teachers will participate in Core Secondary PL and Program-Specific PL on Curriculum and Policy. All participants will gain a deep understanding of established frameworks for supporting multilingual learners through research-based instruction. They will learn how these evidence-based practices can ensure that instruction is both rigorous and accessible to multilingual learners and how program policy supports these efforts. Educators will develop an understanding of how to collect, analyze, and utilize data on language proficiency and student achievement to inform instructional planning. These outcomes will be visible in sustained changes in teaching practices that align with the analyzed data.

Choice Sessions: Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Learning Plan Implementation Methods - SME:

Core Instruction:

Core Instruction will occur the first 90-minutes of the CCRS Day for all 6-12 and K-5 Health/Physical Education and Arts educators for Back-to-School (BTS) and Quarters 1 – 4. Educators will either engage in-person and/or via a virtual synchronous professional learning format. The training will be facilitated locally by school, district, or regional personnel. The professional learning will be developed via Microsoft PowerPoint and housed in two locations: (1) Core Instruction SharePoint site and (2) Core Instruction Schoology site. To ensure facilitation success, the training will be posted 2 weeks before the first school's CCRS Day for BTS – Q4. Facilitator materials will include: (1) Facilitator's Guide and (2) embedded facilitation notes in the PowerPoint slide deck.

Content Specific Data Inquiry:

To achieve maximum benefit from the data inquiry session, continued and ongoing collaborative planning is required.

MLP:

In addition to participating and collaborating with Content Colleagues in core elementary and secondary learning, MLP teachers will also receive support through a digital resource hub that serves as a reference for program policy, job-embedded coaching opportunities offered by MLP ISSs, and additional program-specific professional learning offered throughout the school year. Educators will also be able to continue learning and applying their knowledge through Focused Collaboration and recurring job-alike meetings.

Choice Sessions:

Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

DODEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. Topics included in the course are: DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st Century Teaching and Learning for those that teach in a 21C building.

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery and assessment to support excellent instruction for all students.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery, and assessment to support excellent instruction for students.

Back to School Day 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning: Section 001

Course Link: SY 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://schoology.dodea.edu/page/1889433277>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Elementary MLP Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP) and Program-Specific PL on Policy. Secondary MLP Teachers will participate in Core Secondary PL and Program-Specific PL on Curriculum and Policy.

Core Instruction:

Review core instructional practices — academic language, discourse, and inquiry as effective strategies for differentiation Identify teachers' preconceptions of differentiation to foster shared ownership and responsibility for student success Develop a common language around differentiation, interventions, and extensions Understanding the continuum of support needed to meet learner variability

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year. D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being.

Choice Sessions:

Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Back to School Day 2 Session-Specific Measurable Evidence:

Teachers will complete professional learning requirements and engage in ongoing collaborative discourse with content colleagues.

Core Instruction:

Engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels

Back to School Day 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Back to School Day 2 - Location of PL Materials:

See <https://dodea.sharepoint.com/sites/MultilingualLearnerProgram/SitePages/Professional-Learning.aspx> for more information about the location of PL materials.

Choice Sessions: Navigate to the course catalog through your content's Schoology course to view the Choice Session options easily!

Quarter 1

Qtr 1 Session-Specific Objectives:

Elementary MLP Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP) and Program-Specific PL on Policy. Secondary MLP Teachers will participate in Core Secondary PL and Program-Specific PL on Curriculum and Policy.

Core Instruction:

Use pre-assessment/formative assessment data to plan for differentiated learning experiences Understand how a student-centered learning environment and discourse can support differentiated learning opportunities

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice Connection(s): D1, D2

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-beingD2: Focused Collaboration Teams engage in collective responsibility for ongoing data-informed decision-making to improve Core Instruction (T1) for student academic achievement, resilience, and well-being.

Choice Sessions: Varied by session

Qtr 1 Session-Specific Measurable Evidence:

Teachers will complete professional learning requirements and engage in ongoing collaborative discourse with content colleagues.

Core Instruction:

Assess how educators' plan to use professional learning data to differentiate learning experiencesMonitor discussions to gauge educators' knowledge, experience levels with differentiated instruction, and how they identify and plan for differentiation

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

See <https://dodea.sharepoint.com/sites/MultilingualLearnerProgram/SitePages/Professional-Learning.aspx> for more information about the location of PL materials.

Quarter 2**Qtr 2 Session-Specific Objectives:**

Elementary MLP Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP) and Program-Specific PL on Policy. Secondary MLP Teachers will participate in Core Secondary PL and Program-Specific PL on Curriculum and Policy.

Core Instruction:

Build a shared understanding of DoDEA's definition of Content DifferentiationExplore evidence-based, student-centered instructional strategies for differentiation through content and student discourseExplore content-specific DoDEA instructional resources for differentiated content and identify opportunities for differentiation

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice Connection(s): D1, D2

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-beingD2: Focused Collaboration Teams engage in collective responsibility for ongoing data-informed decision-making to improve Core Instruction (T1) for student academic achievement, resilience, and well-being.

Choice Sessions: Varied by session

Qtr 2 Session-Specific Measurable Evidence:

Teachers will complete professional learning requirements and engage in ongoing collaborative discourse with content colleagues.

Core Instruction:

Review artifacts to determine the quality and extent to which content differentiation is integrated to foster a student-centered, discourse-rich classroom
Assess educators' knowledge of how and when to use differentiation to support student learning
Monitor discussions to assess educators' understanding of content differentiation
Review educators' differentiation implementation plan to evaluate their content-specific approach

Qtr 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 2 - Professional Learning Location:

See <https://dodea.sharepoint.com/sites/MultilingualLearnerProgram/SitePages/Professional-Learning.aspx> for more information about the location of PL materials.

Quarter 3

Qtr 3 Session-Specific Objectives:

Elementary MLP Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP) and Program-Specific PL on Policy. Secondary MLP Teachers will participate in Core Secondary PL and Program-Specific PL on Curriculum and Policy.

Core Instruction:

Build a shared understanding of DoDEA's definition of Process Differentiation
Explore student-centered instructional strategies for process that provide different levels of support, challenge, and complexity
Plan for process differentiation within a previously taught or upcoming lesson

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.
MTSS IC Map Practice Connection(s): D1, D2

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.
C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.
D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being
D2: Focused Collaboration Teams engage in collective responsibility for ongoing data-informed decision-making to improve Core Instruction (T1) for student academic achievement, resilience, and well-being.

Choice Sessions: Varied by session

Qtr 3 Session-Specific Measurable Evidence:

Teachers will complete professional learning requirements and engage in ongoing collaborative discourse with content colleagues.

Core Instruction:

Review artifacts to determine the quality and extent to which process differentiation is integrated to foster a student-centered, discourse-rich classroom
Assess educators' knowledge of how and when to use differentiation to support instruction
Monitor discussions to determine educators' understanding of process differentiation
Review educators' differentiation implementation plan to evaluate their content-specific approach

Qtr 3 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 3 - Location of PL Materials:

See <https://dodea.sharepoint.com/sites/MultilingualLearnerProgram/SitePages/Professional-Learning.aspx> for more information about the location of PL materials.

Quarter 4

Qtr 4 Session-Specific Objectives:

Elementary MLP Teachers will participate in the Elementary Arc of Learning on High Quality Instructional Practices (HQIP) and Program-Specific PL on Policy. Secondary MLP Teachers will participate in Core Secondary PL and Program-Specific PL on Curriculum and Policy.

Core Instruction:

Build a shared understanding of DoDEA's definition of Product DifferentiationDevelop a product that integrates multiple discourse modes to support student-centered instruction and includes robust feedback mechanisms to support differentiated learning

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice

Connection(s): D1, D2

MTSS Connections:

D4: School Leadership Team reviews data on MTSS implementation, educator practice, and relative student outcomes as part of the school's continuous improvement process.L1: School leadership builds a culture of shared accountability to lead MTSS implementation with school teams to grow learner's academic achievement, resilience, and well-being.L2: Leadership builds and supports a collaborative culture for staff members to strengthen the knowledge, skills, and beliefs required to implement MTSS practices across tiers with fidelity.D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being.

Choice Sessions: Varied by session

Qtr 4 Session-Specific Measurable Evidence:

Teachers will complete professional learning requirements and engage in ongoing collaborative discourse with content colleagues.

Core Instruction:

Assess educators' understanding of content, process, and product differentiation and their ability to differentiate instruction based on student readiness, interest, and learning variability to foster a student-centered, discourse-rich classroom for all students

Qtr 4 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 4 - Location of PL Materials:

See <https://dodea.sharepoint.com/sites/MultilingualLearnerProgram/SitePages/Professional-Learning.aspx> for more information about the location of PL materials.

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:
Winter Day 2 Session-Specific Measurable Evidence:
Winter Day 2 - Method of Delivery:
Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:
Spring Day 1 Session-Specific Measurable Evidence:
Spring Day 1 - Method of Delivery:
Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:
Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:
Winter - Specific Measurable Evidence:
Winter - Method of Delivery:
Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:
Spring - Specific Measurable Evidence:
Spring - Method of Delivery:
Spring - Location of PL Materials:

Notes/Comments

Comments:

07/28/2025 10:05:16 - (b)(6) (Comments)
Approved

06/05/2025 13:10:50 - (b)(6) (Comments)
Approved

05/14/2025 08:13:28 - (b)(6) (Comments)
Approved

05/08/2025 07:21:52 - (b)(6) (Comments)
Please let me know if you are now have access to edit the ARC.

03/20/2025 18:27:44 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Elementary Educators PreK-5	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	Elementary Classroom Educators K-5, Strategic Instruction Specialists (SMI & SLI), AAPS-RT, MLP Teachers, Education Technologists, SPED (LIMM, EI, BI, VI, HI, OT/PT)	Sub Code:	N/A

Provide Arc of Learning input here:

<https://forms.office.com/r/KDR84DwikL>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data sources were evaluated for professional learning planning and showed:

Student Achievement Data (CPA K-5 and Summative Data for Grades 3, 4, 5) Program Evaluations Educator and Leader Professional Learning Facilitator Feedback Learning Walkthrough Data HQIP Monitoring Tool ELF Data Call Educator, ISS, and Leader Entry Tickets Annual Report Leader and Educator Artifacts Prekindergarten Teachers, PSCD Teachers, Sure Start Teachers, and Paraprofessional/Educational Aides: View your Arc of Learning Here: SY2526 Arc of Learning_Final.docx

Evidence of Learning

Evidence of Learning:

Run By: (b)(6)

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The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric): Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric):

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

Evidence of Learning - SME:

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Intentionally plan and deliver relevant, standards-aligned instruction that empowers learner agency and continuously monitors student progress toward grade-level DoDEA CCR standards, in order to effectively communicate student progress to families. (C1, L4)

MTSS Domain Connections:

C1 - Core Instruction (T1) is student-centered, excellent instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student; L4 - Staff engage military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, Enduring Understandings are the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Educators intentionally plan Tier 1 core instruction as the foundation of a Multi-Tiered System of Supports (MTSS), ensuring that all students receive strong, differentiated instruction that promotes proficiency in grade-level DoDEA CCR standards. (C1)Future-ready learners develop and demonstrate agency and resilience, supporting their academic growth and overall well-being. (C1)Effective, interactive success criteria ensure that students have clarity about what they must know and be able to demonstrate mastery of daily learning objective(s).Effective communication of student progress toward grade-level DoDEA College and Career Ready (CCR) standards helps build partnerships with families and support learning. (L4)

MTSS Domain Connections:

C1: Core Instruction (T1) is student-centered excellent instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.L4: Staff engage military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Learning Plan**Learning Plan Outcomes:**

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice?How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Communicate student progress toward meeting grade-level DoDEA CCR standards with families. Ensure instructional clarity and coherence through structured unit standard analysis. Develop success criteria to provide clarity about expectations, increase learner agency, and monitor student progress toward meeting lesson objectives. Foster students' future-ready competencies to support academic instruction and overall growth.

Learning Plan Implementation Methods - SME:

DoDEA Grade-level Curriculum Maps 4-step Intentional Planning Process DoDEA Instructional Framework Through the Lens of HQIP Instructional Resources (Reveal Math, Benchmark Universe, TCI, & FOSS)Standards Correlation Document Sample Performance ReportSample Performance ContinuumsFuture-Ready Learner Competencies

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

DODEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. Topics included in the course are: DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st Century Teaching and Learning for those that teach in a 21C building.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery and assessment to support excellent instruction for all students.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning: Section 001

Course Link: SY 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://schoology.dodea.edu/page/1889433277>**Back to School Day 2****Back to School Day 2 Session-Specific Objectives:**

Analyze CCRSM and units of instruction to align and plan Tier 1 core instruction that supports student progress toward proficiency in grade-level DoDEA standards. Develop multiple measurable and observable success criteria that breaks down the path to mastery and supports instructional clarity for teachers. Plan checks for understanding that assess student's understanding of success criteria. Design and integrate opportunities for students to engage in self-monitoring using success criteria in order to build learner agency.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Back to School Day 2 Session-Specific Measurable Evidence:

Educators analyze CCRSM and units of instruction to identify concepts and skills, plan for adjustments to instruction, and provide feedback that will have the greatest impact on students' ability to meet learning goals. Educators collaboratively analyze a math lesson to create a path of multiple measurable and observable success criteria to meet the lesson objective. Educators collaboratively identify and develop checkpoints that assess success criteria that lead to the mastery of the lesson objective. Educators annotate instructional plans to include opportunities for students to interact and monitor their learning with success criteria.

Back to School Day 2 - Method of Delivery:

Synchronous (In Person or Virtual)

Back to School Day 2 - Location of PL Materials:

Elementary Educators will attend a 5.5-hour session provided synchronously and coordinated by local district ISS staff.

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2025-26

Access Code Q58Q-VB55-R2XTW

Prekindergarten Teachers, PSCD Teachers, Sure Start Teachers, and Paraprofessional/Educational Aides: View your Arc of Learning Here: SY2526 Arc of Learning_Final.docx

Quarter 1**Qtr 1 Session-Specific Objectives:**

Analyze CCRSL and units of instruction to plan aligned core (Tier 1) instruction that supports students' learning toward proficiency in grade-level DoDEA standards. Analyze and identify student work exemplars that align with success criteria as a means to provide a concrete representation of success. Implement strategies for providing feedback aligned to success criteria. Design and integrate opportunities for students to engage in self-reflection using success criteria in order to build learner agency.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Qtr 1 Session-Specific Measurable Evidence:

Educators analyze CCRSL and units of instruction to identify concepts and skills, plan for adjustments to instruction, and provide feedback that will have the greatest impact on students' ability to meet learning goals. Educators identify and draft exemplars that provide students with clear learning expectations of what success looks like. Educators develop feedback aligned to success criteria that supports student understanding. Educators annotate instructional plans to include opportunities for students to interact and reflect on their learning with success criteria.

Qtr 1 - Method of Delivery:

Synchronous (In Person or Virtual)

Qtr 1 - Location of PL Materials:

Elementary Educators will attend a 5.5-hour session provided synchronously and coordinated by local district ISS staff.

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2025-26

Access Code Q58Q-VB55-R2XTW

Prekindergarten Teachers, PSCD Teachers, Sure Start Teachers, and Paraprofessional/Educational Aides: View your Arc of Learning Here: SY2526 Arc of Learning_Final.docx

Quarter 2**Qtr 2 Session-Specific Objectives:**

Analyze (CCRSS/CCRS-H/SS) science and/or social studies and units of instruction to plan aligned core (Tier 1) instruction that supports students' learning toward proficiency in the grade-level DoDEA standards. Plan for the co-development of success criteria with students to clarify learning expectations, enhance learner agency, and foster a student-centered learning environment. Identify strategies for peer-to-peer feedback aligned to success criteria. Design and integrate opportunities for students to engage in self-evaluation using success criteria in order to build learner agency.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Qtr 2 Session-Specific Measurable Evidence:

Educators analyze (CCRSS/CCRS-H/SS) science and/or social studies and units of instruction to identify concepts and skills, plan for adjustments to instruction, and provide feedback that will have the greatest impact on students' ability to meet learning goals. Educators identify and plan for co-development of success criteria that clarifies what success looks like. Educators plan opportunities for peer to peer aligned to success criteria. Educators annotate instructional plans to include opportunities for students to interact and evaluate their learning with success criteria.

Qtr 2 - Method of Delivery:

Synchronous (In Person or Virtual)

Qtr 2 - Professional Learning Location:

Elementary Educators will attend a 5.5-hour session provided synchronously and coordinated by local district ISS staff.

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2025-26

Access Code Q58Q-VB55-R2XTW

Prekindergarten Teachers, PSCD Teachers, Sure Start Teachers, and Paraprofessional/Educational Aides: View your Arc of Learning Here: SY2526 Arc of Learning_Final.docx

Quarter 3

Qtr 3 Session-Specific Objectives:

Understand the purpose, rationale and research behind standards-aligned performance reporting and connect to previous HQIP work around intentional planning. Recognize the research-informed process for identifying reporting standards and developing performance continuums. Describe the key components of performance reports and explain how they communicate student progress toward grade-level DoDEA standards. Plan for students to communicate their progress using success criteria in order to foster learner agency and ownership of learning.

MTSS Connections:

L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being. C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.

Qtr 3 Session-Specific Measurable Evidence:

Educators articulate the purpose for moving toward standard-aligned performance reporting using research-based rationale and the connections with HQIP (e.g., intentional planning, success criteria, standards analysis). Educators identify the research or rationale that underpins the standards-based reporting approach. Educators analyze how a performance report communicates progress toward specific standards. Educators identify instructional opportunities for students to use success criteria to describe their current level of understanding in spoken or written form.

Qtr 3 - Method of Delivery:

Synchronous (In Person or Virtual)

Qtr 3 - Location of PL Materials:

Elementary Educators will attend a 5.5-hour session provided synchronously and coordinated by local district ISS staff.

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2025-26

Access Code Q58Q-VB55-R2XTW

Prekindergarten Teachers, PSCD Teachers, Sure Start Teachers, and Paraprofessional/Educational Aides: View your Arc of Learning Here: SY2526 Arc of Learning_Final.docx

Quarter 4

Qtr 4 Session-Specific Objectives:

Define proficiency scales and explain the research behind the separate academic and future-ready learner competency scales. Understand how performance continuums clarify expectations for future-ready learner competencies. Explain how future-ready learner competencies are used to communicate students' progress to students and families. Develop opportunities for students to set and monitor individual learning goals aligned to future-ready learner competencies.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Qtr 4 Session-Specific Measurable Evidence:

Educators describe the use of separate proficiency scales for academic and future-ready competencies to maintain clarity, fairness, and focus on learning. Educators describe how performance continuums clarify expectations for future-ready learner competencies. Educators review future-ready learner competencies and scenarios to describe how student progress is communicated to students and families. Educators embed structured goal-setting opportunities into instruction.

Qtr 4 - Method of Delivery:

Synchronous (In Person or Virtual)

Qtr 4 - Location of PL Materials:

Elementary Educators will attend a 5.5-hour session provided synchronously and coordinated by local district ISS staff.

Schoology Course: Elementary Program Professional Learning: Section 001 | SY 2025-26

Access Code Q58Q-VB55-R2XTW

Prekindergarten Teachers, PSCD Teachers, Sure Start Teachers, and Paraprofessional/Educational Aides: View your Arc of Learning Here: SY2526 Arc of Learning_Final.docx

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Run By : (b)(6)

09/10/2025 16:40:55 Eastern Daylight Time

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

06/05/2025 13:49:27 - (b)(6) (Comments)
Approved

06/04/2025 07:56:40 - (b)(6) (Comments)
Approved

05/14/2025 06:07:03 - (b)(6) (Comments)
Approved

05/12/2025 12:34:54 - (b)(6) (Comments)
Approved

05/12/2025 12:32:24 - (b)(6) (Comments)
Approved

05/12/2025 12:30:23 - (b)(6) (Comments)
revise

05/07/2025 14:29:38 - (b)(6) (Comments)
Formatting

05/07/2025 14:22:51 - (b)(6) (Comments)
Fix Formatting

03/20/2025 18:27:44 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Info Specialists PK-12	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	Information Specialists	Sub Code:	N/A

Provide Arc of Learning input here:

<https://forms.office.com/r/dqc6gZ0SzW>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Student circulation data, eBook usage statistics, Gale database usage, and Mackin database usage data. Input from Regional ISS, who works directly with school information specialists. Program needs - New ILS - additional professional learning needed.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric):

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Plans collaboratively with teachers to support classroom instruction and embeds the National Library Standards within their lessons. Trains teachers and students to utilize print and digital information center resources. Collaborates with teachers and students. Promotes reading and student engagement with print and digital books. Develops program management strategies to increase access to the library's holdings and instructional opportunities. Develops and maintains a collection development plan, that utilizes DoDEA policy and supports the school's curriculum and DoDEA's diverse student population. Utilizes the ILS (MackinVision) to ensure the effective management and organization of the information center.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

The DoDEA Information Center Program is a powerful, connected instructional program for personal learning and academic growth. Information specialists employ a specialized skill set to balance program management, curriculum integration, diverse resources, and standards-based instruction in information literacy.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (Identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Participate in professional learning modules that focus on information center standards, student outreach, information resources, and improving "library science" skill sets in order to improve and enrich services to students and teachers.

Learning Plan Implementation Methods - SME:

- Review guidance on:
- Program goals
- Information Center (IC) procedures
- IC organization/Dewey
- Use the shared instructional goals to plan for the upcoming quarter.
- Create orientation plans that can be used with students and teachers during orientation.
- Explore the learning modules that support information specialists' personal learning needs.
- Review specialty databases focusing on curriculum connections and student inquiry skills.
- Explore the learning modules that support information specialists' personal learning needs.
- Explore collaboration models to improve and increase collaborative practices.
- Explore the learning modules that support information specialists' personal learning needs.
- Examine and review active and passive programming options supporting reading and research.
- Explore the learning modules that support information specialists' personal learning needs.
- Create an end-of-year report for your administration.
- Review the information center's resource data and begin to establish priorities for the upcoming school year.
- Explore the learning modules that support information specialists' personal learning needs.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

DODEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. Topics included in the course are: DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st Century Teaching and Learning for those that teach in a 21C building.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery and assessment to support excellent instruction for all students.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning: Section 001

Course Link: SY 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://schoology.dodea.edu/page/1889433277>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Information Specialists will:

Review the information center's program goals, procedures, and organizational expectations for the information center.

Back to School Day 2 Session-Specific Measurable Evidence:

News and Updates

ILSDatabases

Policies and organizational expectationsInformation Center Orientation

Students should have access to print books as soon as possibleMackinViaMackinVision

Explore the Shared Digital Collections

Select an audiobook and an eBook to share with students during orientation.

Create a Newspaper and a Learnpath for orientation and the first quarter.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology course: DoDEA Information Center Program: Section 002 Materials - School Year 2025-2026 Access Code: T4R3R-GKW2P

Quarter 1

Qtr 1 Session-Specific Objectives:

Information Specialists will:

Examine new specialized K-12 databases and how they support the curriculum.Examine the art of collection development and our selection development criteria.Explore additional functions found in our ILS, MackinVision.

Qtr 1 Session-Specific Measurable Evidence:

- Collaborate with teachers to embed databases into student learning.
- Create shareable resources based on learning from the professional modules.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology course: DoDEA Information Center Program: Section 002 Materials - School Year 22025-2026 Access Code: T4R3R-GKW2P

Quarter 2

Qtr 2 Session-Specific Objectives:

Information specialists will:

Create LearnPath Guide(s) to be used in collaborative lesson(s) with teachers and students. Create or Update News pages for the upcoming months.

Qtr 2 Session-Specific Measurable Evidence:

- Create various products to promote passive programing using MackinVision.
- Create shareable (LearnPath) resources based on learning from the professional modules.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology course: DoDEA Information Center Program: Section 002 Materials - School Year 2025-2026 Access Code: T4R3R-GKW2P

Quarter 3

Qtr 3 Session-Specific Objectives:

Information specialists will:

Develop and create information center passive programming that promotes reading. Participate in professional learning modules that focus on information center standards, student outreach, information center resources, and improving information specialists' "library science" skill sets to improve and enrich services to students and teachers.

Qtr 3 Session-Specific Measurable Evidence:

Create MackinVision resources based on learning from the professional modules. Send overdue reports and view circulation data using MackinVision.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology course: DoDEA Information Center Program: Section 002 Materials - School Year 2025-2026 Access Code: T4R3R-GKW2P

Quarter 4

Qtr 4 Session-Specific Objectives:

Information specialists will:

Review end-of-year reporting practices that articulate the information center's impact within the learning community. Begin to establish information center priorities for the coming school year. Participate in professional learning modules that focus on information center standards, student outreach, information center resources, and improving information specialists "library science" skill sets in order to improve and enrich services to students and teachers.

Qtr 4 Session-Specific Measurable Evidence:

Share an information report on the status and performance of the information center and possible priorities for the upcoming school year. Participate in professional learning modules that focus on information center standards, student outreach, information center resources, and improving information specialists "library science" skill sets in order to improve and enrich services to students and teachers.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology course: DoDEA Information Center Program: Section 002 Materials - School Year 2025-2026 Access Code: T4R3R-GKW2P

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:
Fall Day 1 - Method of Delivery:
Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:
Fall Day 2 Session-Specific Measurable Evidence:
Fall Day 2 - Method of Delivery:
Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:
Winter Day 1 Session-Specific Measurable Evidence:
Winter Day 1 - Method of Delivery:
Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:
Winter Day 2 Session-Specific Measurable Evidence:
Winter Day 2 - Method of Delivery:
Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:
Spring Day 1 Session-Specific Measurable Evidence:
Spring Day 1 - Method of Delivery:
Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:
Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

07/31/2025 10:40:51 - (b)(6) (Comments)
Approved

06/05/2025 14:05:06 - (b)(6) (Comments)
Approved

05/14/2025 08:44:50 - (b)(6) (Comments)
Approved

05/11/2025 18:44:14 - (b)(6) (Comments)
Approved

03/20/2025 18:27:44 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	School Counseling	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	School Counselors	Sub Code:	N/A

Provide Arc of Learning input here:
<https://forms.office.com/r/dZiCzedwPf>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.
 Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.
 Guiding Questions:
 What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).
 What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.
 What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?
 From students?From participants?
 What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?
 From students?From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:
 Anecdotal reports from DoDEA District and Regional Leadership, Instructional Systems Specialists. Serious Incident Reporting (SIR) of Bullying, Student Threats, Suicide Ideations, Suicide Attempts, and Suicides, Problematic Sexual behaviors in Children and Youth (PSB-CY), Child Abuse Reports (CAR), Accident and Injury Reports (AIR) SchoolLinks Scope and Sequence Data Personal Safety and Healthy Relationship: data and platform information Completion results from Penn State, NCTSN, and other DoD contracting analytical databases. Results generated from the quarterly School Counseling Professional Learning Evaluation

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Quantitative and qualitative data, which is gathered from a variety of sources, utilizes multiple metrics, collaborative participation in interdisciplinary teams, as well as increased fidelity in documentation. Personalized Safety Plans for students reflect improved quality and a greater variety of support for students which can be successfully implemented in an educational setting. Data to support a correlation of educational prevention programming and students feeling safe to report personal safety concerns. Increase student and district usage of Schoolinks and student lessons within the system. Discussion board activities, goal writing and yearly annual plans

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

The overarching goal of the school counselling professional learning progression is to build capacity in school counselors who assist students with developing resiliency skills supporting their academic and social learning.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources), and achieving the learning outcome results in narrowing or closing that gap. Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning. Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed as a result of the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning sessions? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

School counselors will engage in observable behaviors that evidence the implementation of a suicide prevention program with fidelity such as: engaging students in a developmentally appropriate discussion about suicide, how to seek assistance for themselves and others, and how to identify a trusted adult.

School counselors will become aware and knowledgeable of the suicide prevention and resiliency resources available to them.

School counselors will collaborate and engage with building level Student Support Personnel on implementation of suicide prevention and resiliency efforts.

Learning Plan Implementation Methods - SME:

School counselors will utilize best practice and observable behaviors when creating safety plans such as: progress monitoring, utilizing objective criteria to determine the need for a plan, etc.

School counselors will utilize standardized assessment administration techniques such as repeating scripted stimulus questions, scoring based on publisher established criteria, interpreting results in a manner consistent with test developer intent, etc.

Back to School Day 1**Back to School Day 1 Session-Specific Objectives:**

School Counselors will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Counselors will use this time to ensure appropriate support is in place for students to start the school year successfully. School Counselors will engage in the remaining four CCR professional learning events for SY 2025-2026, starting with Quarter 1 in the fall.

Back to School Day 1 Session-Specific Measurable Evidence:

School Counselors will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Counselors will use this time to ensure appropriate support is in place for students to start the school year successfully. School Counselors will engage in the remaining four CCR professional learning events for SY 2025-2026, starting with Quarter 1 in the fall.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

School Counselors will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Counselors will use this time to ensure appropriate support is in place for students to start the school year successfully. School Counselors will engage in the remaining four CCR professional learning events for SY 2025-2026, starting with Quarter 1 in the fall.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

School Counselors will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Counselors will use this time to ensure appropriate support is in place for students to start the school year successfully. School Counselors will engage in the remaining four CCR professional learning events for SY 2025-2026, starting with Quarter 1 in the fall.

Back to School Day 2 Session-Specific Measurable Evidence:

School Counselors will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Counselors will use this time to ensure appropriate support is in place for students to start the school year successfully. School Counselors will engage in the remaining four CCR professional learning events for SY 2025-2026, starting with Quarter 1 in the fall.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

School Counselors will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Counselors will use this time to ensure appropriate support is in place for students to start the school year successfully. School Counselors will engage in the remaining four CCR professional learning events for SY 2025-2026, starting with Quarter 1 in the fall.

Quarter 1

Qtr 1 Session-Specific Objectives:

SecondStep (PreK-8th Grade School Counselors) HOLD

MTSS (PreK-8th grade School Counselors) HOLD

Childhelp (PreK-5th Grade School Counselors)

Participants will be able to demonstrate the ability to effectively deliver curriculum lessons by practicing age-appropriate facilitation techniques and respond confidently to common questions from students. Participants will be able to example the key components of the Childhelp curriculum, including the RESIST strategies, trusted adults and how it aligns to DoDEA reporting practices.

SchoolLinks (6th-12 grade School Counselors)

Review Scope & Sequence benchmarks for student participation and completion along with their due dates College Application Manager refresher and review of operational features to ensure student application success.

Signs Of Suicide (PreK-12th School Counselors)

Participants will review the SOS curriculum materials. Participants will collaborate and engage with building level Student Support Personnel on implementation of the SOS curriculum.

DoDEA Transcript and Student and Records Training (6th-12th Grade School Counselors)

Identify systemic guidelines for creating and monitoring student records to preserve academic history

Review practice and procedures that ensure alignment to the Graduation Administrative Instruction 1367.01.

Seal of Biliteracy Training (6th-12th Counselors)

Review the DoDEA Seal of Biliteracy, including award criteria, process, regarding its implementation in SY25-26

MTSS Connections:

L1: School leadership builds a culture of shared accountability to lead MTSS implementation with school teams to grow learner's academic achievement, resilience, and well-being. L2: Leadership builds and supports a collaborative culture for staff members to strengthen the knowledge, skills, and beliefs required to implement MTSS practices across tiers with fidelity. L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year. L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being. C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.

Qtr 1 Session-Specific Measurable Evidence:

SecondStep HOLD

MTSS HOLD

Childhelp (PreK-5th Grade School Counselors)

Counselors will complete the training as the only way to unlock the curriculum for use. Counselors will participate in checks for understanding throughout the training.

SchoolLinks (6th-12 grade School Counselors)

Counselors will participate in checks for understanding throughout the videos by stopping when prompted.

Utilize collaborative discussion with colleagues and district Counseling ISS.

Signs of Suicide (PreK-12th Grade School Counselor)

Counselors identify the key components of the Signs of Suicide (SOS) Use the foundational skills required to facilitate an SOS classroom lesson such as asking follow-up questions appropriately to better identify students at-risk and engage and educate faculty/staff and parents in suicide prevention in order to facilitate the SOS program at their schools.

DoDEA Transcript and Student and Record Training (School Counselors Grades 6th-12th Grade)

Complete Checks for Understanding

Review content with District ISS in small group discussions

Seal of Biliteracy Training (6th-12th Counselors)

The Rise course has 7 learning checks for participants to test their learned skills. There is a certificate of completion for participants to fill out and share with building administrators.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

All training links material will be in the Student Services School Counseling Professional Learning Course in Schoology

Access code (3/15/2024): MG7S-WQDF-837FD

Quarter 2

Qtr 2 Session-Specific Objectives:

SecondStep (PreK-8th grade School Counselors) HOLD
MTSS SecondStep Implementation (PreK-8th Grade School Counselors)

Participants will use the knowledge and tools to develop and implement a sustainable Multi-Tiered System of Support delivery plan. Participants will promote consistent instructional practices.

School Counseling 101: Ethical Practices within DoDEA (Pre K-12th Grade School Counselors)

Participants will analyze common ethical dilemmas in school counseling through the lens of the American School Counseling Associations Ethical Standards and DoDEAs policy specifically for appropriate responses for student well-being. Participants will apply ethical decision-making models to real-world scenarios, demonstrating alignment to DoDEA policies and appropriate responses to all students.

SchoolLinks Training (6-12th Grade Counselors)

Explore updated features related to middle and high school course planning and their link to post-secondary planning.

Develop proficiency in platform navigation, helpdesk articles, and the chat feature to build capacity and expertise.

DoDEA Transcript and Student and Records Training (6th-12th Grade School Counselors)**MTSS Connections:**

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student.;C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.;L1: School leadership builds a culture of shared accountability to lead MTSS implementation with school teams to grow learner's academic achievement, resilience, and well-being.;L2: Leadership builds and supports a collaborative culture for staff members to strengthen the knowledge, skills, and beliefs required to implement MTSS practices across tiers with fidelity.;L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year.;L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Qtr 2 Session-Specific Measurable Evidence:**SecondStep HOLD (PreK-8th grade School Counselors)****SecondStep MTSS implementation (PreK-8th Grade School Counselors)**

Counselors will provide flexibility in implementation plans within the school setting Counselors will work within the MTSS framework and use data to support lessons.

School Counseling 101: Ethical Practices within DoDEA (PreK-12th Grade School Counselors)

Counselors will complete the check for understanding within the modules. Counselors will participate in the discussion board and activities

SchoolLinks Training (6-12th Grade Counselors)

Counselors will research a problem of practice in SchoolLinks and share their findings with district-led sessions. Participate in collaborative discussion with colleagues and district Counseling ISS to enhance program access with colleagues.

DoDEA Transcript and Student and Records Training (6th-12th Grade School Counselors)**Qtr 2 - Method of Delivery:**

Asynchronous

Qtr 2 - Professional Learning Location:

All training links material will be in the Student Services School Counseling Professional Learning Course in Schoology

Access code (3/15/2024): MG7S-WQDF-837FD

Quarter 3

Qtr 3 Session-Specific Objectives:

SecondStep HOLD (PreK-8th Grade School Counselors)

Comprehensive School Threat Assessment Guidelines (CSTAG) (PreK-12th Grade School Counselors) Re-Certification Training

Participants will understand the purpose of student threat assessment. Participants will identify the steps of conducting a student threat assessment, the threat risk ranges (not a threat, transient threat, substantive threat, very serious substantive threat) and how to respond to a threat at each threat risk range. Participants will apply what they have learned to conduct student threat assessments in their schools.

SchoolLinks Training (6th-12th Grade Counselors):

Review Scope & Sequence completion rates, create a trend analysis of the data and then outline a plan for all students' success.

Review your school's communication plan and consider improvements to involve more parents in SchoolLinks.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. L1: School leadership builds a culture of shared accountability to lead MTSS implementation with school teams to grow learner's academic achievement, resilience, and well-being. L2: Leadership builds and supports a collaborative culture for staff members to strengthen the knowledge, skills, and beliefs required to implement MTSS practices across tiers with fidelity. L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year. L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Qtr 3 Session-Specific Measurable Evidence:

SecondStep HOLD (PreK-12th Grade School Counselors)

Comprehensive School Threat Assessment Guidelines (CSTAG) (PreK-12th Grade School Counselors) Re-Certification Training

Counselors will use the skills they have practiced in order to effectively complete student threat assessments. Counselors will work as a team to complete student threat assessments.

SchoolLinks Training 6th-12th Grade Counselors

Utilize collaborative discussion and the trend analysis data to share patterns observed with colleagues and district Counseling ISS.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

All training links material will be in the Student Services School Counseling Professional Learning Course in Schoology.

School Counseling Schoology Access code (3/15/2024): MG7S-WQDF-837F

Quarter 4

Qtr 4 Session-Specific Objectives:

SecondStep HOLD (PreK-8th Grade School Counselors)

School Counseling 101: Skill-based counseling for classroom, group, and individual students (PreK-12th Grade School Counselors)

Participants will use practical strategies to align to skill-based counseling practices with data-informed student needs, ensuring alignment with DoDEA policies and DoDEA MTSS framework. Participants will develop and deliver skill-based SMART goals (Specific Measurable Achievable, Relevant and Time Bound) for classroom, group and individual counseling sessions.

Annual School Counseling Plan (PreK-12th grade School Counselors)

Participants will develop annual plans aligned to DoDEA school needs (example: Decision Day, Bullying Prevention Month, SchoolLinks lessons, building approved classroom lessons).

Analyze school data from the 2025-2026 school year to adjust the annual plan based on school needs

Self-Injurious Behavior (PreK-12th Grade School Counselors)

Participants will understand the difference between self-injurious behaviors and suicide ideation/suicide attempts. Participants will understand school level and community supports for self-harming behaviors.

Non-Clinical Referral Tool Training (PreK-5th Grade School Counselors)

Review the learning modules to assist in completing the NCRT, understanding the function and process of PSB-CY cases. Review the practice cases which provides a guide on completing the tool, and determining next steps.

SchoolLinks (6th-12th School Counselors)

Review opportunities for senior student scholarships, financial aid, student transition plans, and final application documents. Review student's Scope & Sequence Data and prepare completion rates for Principals.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. L1: School leadership builds a culture of shared accountability to lead MTSS implementation with school teams to grow learner's academic achievement, resilience, and well-being. L2: Leadership builds and supports a collaborative culture for staff members to strengthen the knowledge, skills, and beliefs required to implement MTSS practices across tiers with fidelity. L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year. L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Qtr 4 Session-Specific Measurable Evidence:

SecondStep HOLD (PreK-8th Grade School Counselors)

Counseling 101: Skill-Based Counseling for classroom, group and individual settings. (PreK-12th Grade School Counselors)

Check for understanding thoughtout module. Discussion board and activity participation.

DoDEA Annual School Counseling Plan (PreK-12th Grade School Counselors)

Submit draft annual plans to building administrators and District Instructional Systems Specialists.

Self-Injurious Behavior (PreK-12th Grade School Counselors)

Check for understanding throughout modules Discussion board participation.

Non-Clinical Referral Tool Training (PreK-5th Grade School Counselors)

Certificate of completion and Penn State monthly report of DoD staff certification.

SchoolLinks

Presentation of Scope & Sequence Data Reporting Scheduled with School Administrators.

Arc of Learning Feedback:

Participation in the feedback form.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Training links and material will be in the Student Services School Counseling Professional Learning Course in Schoology

All SOS training links and materials will be in the School Psychology Professional Learning Portal in Schoology Access Code: H8VJT-FC4JQ

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

07/25/2025 10:42:15 (b)(6) (Comments)
Approved

06/05/2025 13:28:27 - (b)(6) (Comments)
Approved

05/14/2025 08:22:16 (b)(6) (Comments)
Approved

05/08/2025 08:35:08 (b)(6) (Comments)
Approved

03/20/2025 18:27:44 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	School Nursing	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	School Nurses	Sub Code:	N/A

Provide Arc of Learning input here:

<https://forms.office.com/r/5CRWuSaRTs>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data sources were evaluated for professional learning planning and showed:

Anecdotal reports from DoDEA District and Regional Leadership, Instructional Systems Specialists, Student Threats, Suicide Ideations, Suicide Attempts, Suicides, Accident and Injury Reports (AIR). Arc of Learning Feedback – Educator feedback focuses on the need for nursing-specific professional learning. Professional Learning Evaluation Data – Educator feedback indicates a desire for uninterrupted time for learning, synchronous sessions in-person within the community for collaboration, and time to apply the learning through activities during professional learning sessions.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3). Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below: Task 1: Identify how participants will show evidence of learning and the measure of success in: Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric); By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series. Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series. Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS. Questions to consider: What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data? Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

An increase in confidence in conducting emergency assessment and response interventions based on the knowledge gained as related to their role in the MTSS, as self-reported in the Professional Learning Evaluation. Quantitative and qualitative data which is gathered from a variety of sources, and utilize multiple metrics, collaborative participation in interdisciplinary teams, as well as increased fidelity in documentation. An increase in the number of student threat and suicide risk assessment summaries submitted with all sections completed, and data included clearly and logically supports the final determination of the level of risk or threat. An increase in confidence in providing care for a student with a diagnosis of epilepsy based on their knowledge gained as related to their role in the MTSS, as self-reported in the Professional Learning Evaluation.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning. Questions to consider: Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Through professional learning, School Nurses will gain a comprehensive understanding of how to integrate health services within the multi-tiered system of supports. This includes recognizing the importance of universal screening, progress monitoring, and data-driven decision-making to support student health and academic success. School Nurses will be equipped to collaborate effectively with educators and other stakeholders to ensure that health interventions are timely, targeted, and responsive to students' diverse needs, ultimately fostering a safe and supportive learning environment.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

School Nurses will exhibit enhanced clinical skills, improved communication with students and educators, and a greater ability and confidence to collaborate with educators and other stakeholders to implement evidence-based interventions. They will proactively identify and address health issues, advocate for student well-being and academic success, and foster a safe and supportive learning environment. Additionally, their confidence in handling complex health situations, such as conducting emergency assessments and interventions related to their role with the MTSS, will increase, leading to more effective, targeted, and timely health interventions. Participating in professional learning empowers School Nurses to be more competent, responsive, and integral members of the educational community.

Learning Plan Implementation Methods - SME:

The series of professional learning events will be implemented virtually in an asynchronous format, followed by synchronous professional learning sessions during the regularly scheduled job-alike collaboration.

The professional learning series will be developed in Rise, housed in Schoology, and made accessible quarterly before the scheduled CCRS PL days.. To achieve the desired outcome, professional learning will be reinforced during job-alike collaboration during regularly scheduled sessions, which will be required for all professional learning events.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

School Nurses will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Nurses will use this time to ensure appropriate support is in place for students to start the school year successfully. School Nurses will engage in the remaining four CCR professional learning events for SY 2025-2026, starting with Quarter 1 in the fall.

Back to School Day 1 Session-Specific Measurable Evidence:

School Nurses will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Nurses will use this time to ensure appropriate support is in place for students to start the school year successfully. School Nurses will engage in the remaining four CCR professional learning events for SY 2025-2026, starting with Quarter 1 in the fall.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

School Nurses will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Nurses will use this time to ensure appropriate support is in place for students to start the school year successfully. School Nurses will engage in the remaining four CCR professional learning events for SY 2025-2026, starting with Quarter 1 in the fall.

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

School Nurses will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Nurses will use this time to ensure appropriate support is in place for students to start the school year successfully. School Nurses will engage in the remaining four CCR professional learning events for SY 2025-2026, starting with Quarter 1 in the fall.

Back to School Day 2 Session-Specific Measurable Evidence:

School Nurses will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Nurses will use this time to ensure appropriate support is in place for students to start the school year successfully. School Nurses will engage in the remaining four CCR professional learning events for SY 2025-2026, starting with Quarter 1 in the fall.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

School Nurses will not participate in Back-to-School professional learning. In support of school-level requests to maintain continuity of services to our military-connected students and families, School Nurses will use this time to ensure appropriate support is in place for students to start the school year successfully. School Nurses will engage in the remaining four CCR professional learning events for SY 2025-2026, starting with Quarter 1 in the fall.

Quarter 1

Qtr 1 Session-Specific Objectives:

Signs of Suicide (SOS)

Review the SOS curriculum materials. Collaborate and engage with building-level Student Support Personnel on the implementation of the SOS curriculum.

Back To School - School Nursing

Understand DoDEA and DoD Regulations about School Nursing and school health. Review student health information, health conditions, medications, immunizations, allergies, and special needs. Improve documentation practice to record and maintain student health information and interventions accurately. Gain knowledge and skills to effectively respond to emergencies and address mental health concerns within the school environment.

Second Step/DESSA Info

TBD

Qtr 1 Session-Specific Measurable Evidence:

Signs of Suicide (SOS)

Identify the key components of the Signs of Suicide (SOS) curriculum required to facilitate an SOS classroom lesson such as Acknowledge, Care, Tell (ACT). Use the foundational skills required to facilitate an SOS classroom lesson, such as asking follow-up questions appropriately to better identify students at-risk and engage and educate faculty/staff and parents in prevention in order to facilitate the SOS program at their schools.

Back to School – School Nursing

Demonstrate enhanced documentation skills. Demonstrate accurate retrieval and analysis of student health data for tracking and measuring trends and outcomes.

Second Step/DESSA Info

TBD

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

Schoology course: School Nursing Professional Learning

Materials > SY 2025-2026 > Quarter 1 Professional Learning Access Code: BTBNG-3GH3H

Quarter 2

Qtr 2 Session-Specific Objectives:

DoDEA Regulation 2720.1, "First Aid and Emergency Care"

Implement school-specific emergency response protocols. Identify common medical emergencies that may occur in a school setting and effectively respond to them.

Self-Injurious Behavior

TBD.

Seizure Training for School Nurses: Using Rescue Therapies in Epilepsy Care

Describe the types of rescue therapies available and their proper use. Determine how to incorporate rescue therapies into the care of students with epilepsy. Report increased confidence in using rescue therapies for students with epilepsy. Report increased confidence in educating families and educators in using rescue therapies for epilepsy.

Second Step/DESSA Info

TBD.

Qtr 2 Session-Specific Measurable Evidence:

DoDEA Regulation 2720.1, "First Aid and Emergency Care"

Implement immediate nursing intervention in emergent situations. Report student injuries in the AIR system in accordance with the requirement to protect the confidentiality of health information. Collaborate with staff and emergency medical services to ensure coordinated emergency responses.

Self-Injurious Behavior

Understand what self-injurious and non-suicidal self-injurious behavior is. Understand how self-injurious behavior relates and can be distinct suicidal ideation and suicide attempts. Understand how to support resilience and well-being in students who are engaging in, have historically engaged in, or have thought of engaging in self-injurious behavior. Will apply what they have learned in practice to support students who are engaging in, have historically engaged in, or have thought of engaging in self-injurious behavior.

Seizure Training for School Nurses: Using Rescue Therapies in Epilepsy Care

Provide seizure recognition and seizure first aid training for every teacher supervising a student with a diagnosis of epilepsy. Develop an Emergency Care Plan for every student diagnosed with a seizure disorder or epilepsy. Document assessment findings accurately and comprehensively in the DoDEA Student Information System.

Second Step/DESSA Info

TBD.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology Course: School Nursing Professional Learning

Materials > SY 2025-2026 > Quarter 2 Professional Learning Access Code: BTBNG-3GH3H

Quarter 3

Qtr 3 Session-Specific Objectives:

Comprehensive School Threat Assessment Guidelines (CSTAG)

Participate in the synchronous CSTAG Level 2 training. Reflect on their own historical practice conducting student threat assessments, identify what they have done well historically, and identify areas of growth in their own practice related to completing student threat assessments. Collaborate with their school-based teams to support and improve school threat assessment practices (such as school administrators, school counselors, and school nurses).

Second Step/DESSA Info

TBD.

Qtr 3 Session-Specific Measurable Evidence:

Comprehensive School Threat Assessment Guidelines (CSTAG)

School psychologists will be able to understand the purpose of student threat assessment. Identify the steps of conducting a student threat assessment. Identify the threat risk ranges (not a threat, transient threat, substantive threat, very serious substantive threat). Identify how to respond to a threat at each threat risk range. Apply what they have learned to assess the threat risk range in case scenarios and determine how to respond to student threats in the case scenarios. Apply what they have learned to conduct student threat assessments in their schools

Second Step/DESSA Info

TBD.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

CSTAG

School Nurses who completed the CSTAG Level 2 training during the 2022-2023 school year will complete the CSTAG Level 2 training as a refresher of their threat assessment knowledge and skills. The CSTAG Level 2 training will be held synchronously via Microsoft Teams, that are organized by district and/or region. School Nurses who were trained last year will choose two activities from a list in the SY 2025-2026 Quarter 3 Professional Learning folder in the School Nursing Professional Learning course in Schoology. Invitations with Teams links for the training will be sent out via email by the training facilitators. Schoology course: School Nursing Professional Learning

Materials > SY 2025-2026 > Quarter 3 Professional Learning Access Code: BTBN6-3GH3H

Quarter 4

Qtr 4 Session-Specific Objectives:

End-of-Year Preparations for DoDEA School Nurses

Identify the proper year-end closeout process and tasks to allow for a successful beginning for the next school year. Examine student population-specific needs. Formulate additional school-specific end-of-year tasks to add to the recommended list.

Second Step/DESSA Info

TBD.

Qtr 4 Session-Specific Measurable Evidence:

End-of-Year Preparations for DoDEA School Nurses

Complete end-of-year tasks and develop a plan for the next school year based on the program data generated. Submit the School Health Program Evaluation Report Summary to the Principal and Regional School Nurse ISS.

Second Step/DESSA Info

TBD.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology course: School Nursing Professional Learning

Materials > SY 2025-2026 > Quarter 4 Professional Learning Access Code: BTBN6-3GH3H

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:
Winter Day 1 - Method of Delivery:
Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:
Winter Day 2 Session-Specific Measurable Evidence:
Winter Day 2 - Method of Delivery:
Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:
Spring Day 1 Session-Specific Measurable Evidence:
Spring Day 1 - Method of Delivery:
Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:
Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:
Winter - Specific Measurable Evidence:
Winter - Method of Delivery:
Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:
Spring - Specific Measurable Evidence:
Spring - Method of Delivery:
Spring - Location of PL Materials:

Notes/Comments

Comments:

07/28/2025 08:59:15 - (b)(6) (Comments)
Approved

05/14/2025 08:22:56 - (b)(6) (Comments)
Approved

05/09/2025 13:26:34 - (b)(6) (Comments)
Approved

05/08/2025 15:38:57 - (b)(6) (Comments)
rejected to give access

05/07/2025 11:56:30 - (b)(6) (Comments)
select 'keep formatting' when prompted to resolve format issues...

03/20/2025 18:27:44 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	School Psychology	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	School Psychologists	Sub Code:	N/A

Provide Arc of Learning input here:

<https://forms.office.com/r/zHPVCiZtdu>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data sources were evaluated for professional learning planning and showed:

Input provided by DoDEA District and Regional Leadership, Instructional Systems Specialists, and School Psychologists- showed significant interest in professional learning about school-based counseling practices, about updated best practices related to assessment, general implementation of MTSS practices, and approaches to support student's executive functioning. Serious Incident Reporting (SIR) of Student Threats, Suicide Ideations, and Suicide Attempts- showed that there is ongoing need for training surrounding student threat assessment and suicide prevention, as well as on going programing for suicide prevention. Results generated from quarterly School Psychologist Professional Learning Evaluations- showed an interest from school psychologists in assessment related professional learning to support administration of new or updated assessments, advanced interpretation of assessment results, and case-scenario examples of how to use data from assessment results to formulate support for students.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric):

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

School Psychologists self-report of gained knowledge as identified in the Professional Learning Evaluation. School Psychologists self-report of gained knowledge and application of skills/knowledge learned provided during collaboration with Student Services team members and District ISSs for School Psychology and 504. As applicable, observable and/or documented implementation of practices learned (for example implementation of the SOS program at schools, implementation of the CSTAG model for threat assessment as indicated through self-report and the SIR reporting system).

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

The overarching goal of the school psychologist professional learning progression is to build knowledge of practice relevant skills related to suicide prevention, threat assessment, the Multi-Tiered System of Supports (MTSS) framework, and psychological assessment, in order to apply this knowledge to provide school psychological services and to work with school-based teams to support student academic achievement, resilience, and well-being in schools.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Second Step and DESSA Training

Details will be forthcoming for Quarter 1

Signs of Suicide (SOS) and Suicide Prevention

Analyze the key components of the Signs of Suicide (SOS) curriculum required to facilitate an SOS classroom lesson such as Acknowledge, Care, Tell (ACT). Explore the foundational skills required to facilitate an SOS classroom lesson such as asking follow-up questions appropriately to better identify students at-risk and engage and educate faculty/staff and parents in suicide prevention.

Collaborate and engage with building level Student Support Personnel on incorporating information learned during additional suicide prevention webinars into the implementation of the school-wide suicide prevention practices.

Conners 4th Edition

Understand best practices for assessment of Attention-Deficit/Hyperactivity Disorder (ADHD). Identify the key features of the Conners 4th Edition including structure and content changes from the Conners 3rd Edition. Understand the psychometric properties of the Conners 4th Edition. Understand the requirements for administering and scoring the Conners 4th Edition. Interpret results from the Conners 4th Edition to aid in decision-making and intervention planning.

Comprehensive School Threat Assessment Guidelines (CSTAG)

Understand the purpose of student threat assessment. Identify the steps of conducting a student threat assessment. Identify the threat risk ranges (not a threat, transient threat, substantive threat, very serious substantive threat). Identify how to respond to a threat at each threat risk range. Apply what they have learned to assess the threat risk range in case scenarios, as well as determine how to respond to student threats in the case scenarios. Apply what they have learned to conduct student threat assessments in their schools.

Supporting Executive Functioning

Understand what executive functioning is and how it impacts student academic achievement, resilience, and well-being. Identify ways in which executive

function can be supported for students. Apply what they have learned in their practice and collaborate with school teams to implement executive functioning supports.

Self-Injurious Behavior

Understand what self-injurious and non-suicidal self-injurious behavior is. Understand how self-injurious behavior relates and can be distinct suicidal ideation and suicide attempts. Will apply what they have learned in practice to support students who are engaging in, have historically engaged in, or have thought of engaging in self-injurious behavior.

Skill-Based Counseling in Schools

Support school staff in identifying the level of support that students need to develop necessary skills to promote academic achievement, resilience, and well-being. Identify specific skills that can be supported by skill-based counseling in schools. Create SMART goals and supporting objectives (as applicable) for students who require skill-based counseling in schools. Collect progress monitoring data related to goals and objectives for skill-based counseling. Analyze progress monitoring data to support the decision-making process regarding the ongoing support needed for the student, as well as adjustment of goals and objects as needed/applicable.

Learning Plan Implementation Methods - SME:

Second Step and DESSA Training

Details will be forthcoming for Quarter 1

Signs of Suicide (SOS) and Suicide Prevention

This professional learning will be implemented primarily via a vendor created webinar that is viewed asynchronously. The instructions for completing this professional learning and the link for viewing the webinar will be accessible in Schoology. For extended learning, School Psychologists serving 6th grade through 12th grade students will explore the SOS program platform and collaborate with school teams to plan implementation of the program. Additional webinars related to suicide prevention will provide the opportunity for expanded learning about suicide prevention and supporting resiliency. To achieve the desired outcome, School Psychologists will need to apply what they have learned independently to facilitate SOS program and additional school-wide suicide prevention practices in their schools.

Conners 4th Edition

This professional learning will be implemented primarily via a vendor created webinar that is viewed asynchronously. The instructions for completing this professional learning and the link for viewing the webinar will be accessible in Schoology. To achieve the desired outcome, School Psychologists will need to apply what they have learned in order to use the Conners 4th Edition in the psychological assessment practice.

Comprehensive School Threat Assessment Guidelines (CSTAG)

School Psychologists who completed the CSTAG Level 2 training during the 2022-2023 school year will complete the CSTAG Level 2 training as a refresher of their threat assessment knowledge and skills. The CSTAG Level 2 training will be held synchronously via Microsoft Teams that are organized by district and/or region. To achieve the desired outcome, School Psychologists will use the skills they have practiced in order to effectively complete student threat assessments, determine the threat risk range for student threats, and aid school teams in establishing appropriate protection measures for incidents of student threat. Invitations with Teams links for the training will be sent out via email by the training facilitators.

Supporting Executive Functioning

This professional learning will be implemented primarily via independent review of learning materials from reputable sources, as well as guidance materials formulated regarding implementing executive functioning supports. The instructions and materials for completing this professional learning will be accessible in Schoology. To achieve the desired outcome, School Psychologists will need to apply what they have learned in their practice to support students as a part of the Multi-Tiered System of Supports (MTSS) framework.

Self-Injurious Behavior

This professional learning will be implemented primarily via independent review of learning materials from reputable sources. The instructions and materials for completing this professional learning will be accessible in Schoology. To achieve the desired outcome, School Psychologists will need to apply what they have learned in their practice to support students who are engaging in, have historically engaged in, or have thought of engaging in self-injurious behavior.

Skill-Based Counseling in Schools

This professional learning will be implemented primarily via a Rise module that is completed asynchronously. Incorporated in the Rise module, School Psychologists will complete applied activities that will reinforce the skills being covered in the module. To achieve the desired outcome, School Psychologists will need to apply what they have learned independently to provide skill-based counseling in their schools (as needed/applicable).

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

School Psychologists will not participate in Back to School professional learning. In support of school-level requests to maintain continuity of services for our military-connected students and families, School Psychologists will use this time to ensure appropriate support is in place for students to start the school year successfully. School Psychologists will engage in the remaining four CCR professional learning events for SY 2025-2026, starting with Quarter 1 in the fall.

Back to School Day 1 Session-Specific Measurable Evidence:

Not Applicable

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

Not Applicable

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

School Psychologists will not participate in Back to School professional learning. In support of school-level requests to maintain continuity of services for our military-connected students and families, School Psychologists will use this time to ensure appropriate support is in place for students to start the school year successfully. School Psychologists will engage in the remaining four CCR professional learning events for SY 2025-2026, starting with Quarter 1 in the fall.

Back to School Day 2 Session-Specific Measurable Evidence:

Not Applicable

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Not Applicable

Quarter 1

Qtr 1 Session-Specific Objectives:

Second Step Implementation Training

Details TBD

Signs of Suicide (SOS)

Review the SOS curriculum materials. Collaborate and engage with building level Student Support Personnel on implementation of the SOS curriculum.

Suicide Prevention

View the suicide prevention webinar. Reflect on how to incorporate information learned into their own practice. Collaborate and engage with building level Student Support Personnel on incorporating information learned into the implementation of the school-wide suicide prevention practices.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being. D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being. D3: Student Support Team proactively screens data, engages in root cause analysis, and progress monitors student needs to individualize services for students needing support with academic achievement, resilience, or well-being. I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being.

Qtr 1 Session-Specific Measurable Evidence:

Second Step Implementation Training

Details TBD

Signs of Suicide (SOS)

Identify the key components of the Signs of Suicide (SOS) curriculum required to facilitate an SOS classroom lesson such as Acknowledge, Care, Tell (ACT). Use the foundational skills required to facilitate an SOS classroom lesson such as asking follow-up questions appropriately to better identify students at-risk and engage and educate faculty/staff and parents in suicide prevention in order to facilitate the SOS program at their schools.

Suicide Prevention

Identify best practices for suicide prevention and supporting resiliency. Incorporate the knowledge of best practices learned into their provision of school psychological services and in supporting school-based suicide prevention programs.

Qtr 1 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 1 - Location of PL Materials:

Second Step Implementation Training

Details TBD

Signs of Suicide (SOS)

A link to the implementation webinar will be accessible in the Q1 folder in the School Psychology Professional Learning Portal in Schoology

Access Code: H8VJT-FC4JQ

School Psychologists at schools with 6th through 12th grade students can log in to the SOS platform to review and explore materials at: SOS Signs of Suicide Log In. If School Psychologists do not have their school's log in credentials, they can reach out to your District ISS for School Psychology and Section 504 to get the log in credentials.

Suicide Prevention

A link to the webinar will be accessible in the Q1 folder in the School Psychology Professional Learning Portal in Schoology

Access Code: H8VJT-FC4JQ

Quarter 2

Qtr 2 Session-Specific Objectives:

Second Step Training

Details TBD

Suicide Prevention

View the suicide prevention webinar. Reflect on how to incorporate information learned into their own practice. Collaborate and engage with building level Student Support Personnel on incorporating information learned in to the implementation of the school-wide suicide prevention practices.

Conners 4th Edition

View the Conners 4th Edition webinar. Reflect on how to incorporate information learned into psychological assessment practice.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being. D3: Student Support Team proactively screens data, engages in root cause analysis, and progress monitors student needs to individualize services for students needing support with academic achievement, resilience, or well-being. I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being.

Qtr 2 Session-Specific Measurable Evidence:

Second Step Training

Details TBD

Suicide Prevention

Identify best practices for suicide prevention and supporting resiliency. Incorporate the knowledge of best practices learned into their provision of school psychological services and in supporting school-based suicide prevention programs.

Conners 4th Edition

School Psychologists will be able to administer, score, and interpret results from the Conners 4th Edition. School Psychologists will be able to use the results from the Conners 4th Edition to aid in decision-making and intervention planning.

Qtr 2 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 2 - Professional Learning Location:

Second Step Training

Details TBD

Suicide Prevention

A link to the webinar will be accessible in the Q2 folder in the School Psychology Professional Learning Portal in Schoology

Access Code: H8VJT-FC4JQ

Conners 4th Edition

A link to the webinar will be accessible in the Q2 folder in the School Psychology Professional Learning Portal in Schoology

Access Code: H8VJT-FC4JQ

Quarter 3

Qtr 3 Session-Specific Objectives:

For School Psychologists who completed their initial CSTAG Level 2 training during the 2022-2023 SY:

Comprehensive School Threat Assessment Guidelines (CSTAG)

Participate in the synchronous CSTAG Level 2 training. Reflect on their own historical practice conducting student threat assessments, identify what they have done well historically, and identify areas of growth in their own practice related to the complete of student threat assessments. Collaborate with their school-based teams to support and improve school threat assessment practices (such as school administrators, school counselors, and school nurses).

****BREAK****

For psychologists who are not completing CSTAG Level 2 refresher training:

Second Step/DESSA Training

Details TBD

Supporting Executive Functioning

Review learning materials about executive functioning and how it impacts student academic achievement, resilience, and well-being. Complete independent application activity to identify ways in which executive function can be supported for students. Apply what they have learned in their practice and collaborate with school teams to implement executive functioning supports.

Self-Injurious Behavior

Review learning materials about self-injurious behavior. Complete independent application activity regarding current perception of the prevalence of self-injurious behavior among students at their schools and their experiences as a practitioner related to this topic. Collaborate with school-based teams to identify current supports that are available for students and identify potential gaps and/or areas of improvement in regards to supports for students.

MTSS Connections:

D3: Student Support Team proactively screens data, engages in root cause analysis, and progress monitors student needs to individualize services for students needing support with academic achievement, resilience, or well-being. I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being. C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C3: Focused Collaboration Teams engage in short-cycle collective inquiry, reflective practice, and sharing of instructional expertise to improve Core Instruction (T1) for academic achievement, resilience, and student well-being. I4: Intervention System provides evidence-based support and extensions within and beyond the regular classroom that are specific, time-bound, and include clear progress indicators.

Qtr 3 Session-Specific Measurable Evidence:

For School Psychologists who completed their initial CSTAG Level 2 training during the 2022-2023 SY:

Comprehensive School Threat Assessment Guidelines (CSTAG)

School psychologists will be able to understand the purpose of student threat assessment. Identify the steps of conducting a student threat assessment. Identify the threat risk ranges (not a threat, transient threat, substantive threat, very serious substantive threat). Identify how to respond to a threat at each threat risk range. Apply what they have learned to assess the threat risk range in case scenarios, as well as determine how to respond to student threats in the case scenarios. Apply what they have learned to conduct student threat assessments in their schools.

****BREAK****

For psychologists who are not completing CSTAG Level 2 refresher training:

Second Step/DESSA Training

Details TBD

Supporting Executive Functioning

Understand what executive functioning is and how it impacts student academic achievement, resilience, and well-being. Identify ways in which executive function can be supported for students. Apply what they have learned in their practice and collaborate with school teams to implement executive functioning supports.

Self-Injurious Behavior

Understand what self-injurious and non-suicidal self-injurious behavior is. Understand how self-injurious behavior relates and can be distinct suicidal ideation and suicide attempts. Will apply what they have learned in practice to support students who are engaging in, have historically engaged in, or have thought of engaging in self-injurious behavior.

Qtr 3 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 3 - Location of PL Materials:

For School Psychologists who completed their initial CSTAG Level 2 training during the 2022-2023 SY:

Comprehensive School Threat Assessment Guidelines (CSTAG)

School Psychologists who completed the CSTAG Level 2 training during the 2022-2023 school year will complete the CSTAG Level 2 training as a refresher of their threat assessment knowledge and skills. The CSTAG Level 2 training will be held synchronously via Microsoft Teams that are organized by district and/or region. Invitations with Teams links for the training will be sent out via email by the training facilitators.

BREAK

For psychologists who are not completing CSTAG Level 2 refresher training:

Second Step/DESSA Training

Details TBD

Supporting Executive Functioning

School Psychologists who are not completing the CSTAG Level 2 refresher will complete an independent review of learning materials regarding executive functioning, as well as guidance materials formulated regarding implementing executive functioning supports.

The instructions and materials for completing this professional learning will be accessible in the Q3 folder in the School Psychology Professional Learning Portal in Schoology

Access Code: H8VJT-FC4JQ

Self-Injurious Behavior

School Psychologists will complete an independent review of learning materials regarding self-injurious behaviors. The instructions and materials for completing this professional learning will be accessible in the Q3 folder in the School Psychology Professional Learning Portal in Schoology

Access Code: H8VJT-FC4JQ

Quarter 4

Qtr 4 Session-Specific Objectives:

Second Step/DESSA Training

Details TBD

Skill-Based Counseling in Schools

Complete the Rise module about skill-based counseling in schools.

Complete the applied activities that will reinforce the skills being covered in the module. Apply learned skills to provide skill-based counseling in schools (as needed/applicable)

MTSS Connections:

D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being.D3: Student Support Team proactively screens data, engages in root cause analysis, and progress monitors student needs to individualize services for students needing support with academic achievement, resilience, or well-being.I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being.

Qtr 4 Session-Specific Measurable Evidence:

Second Step/DESSA Training

Details TBD

Skill-Based Counseling in Schools

School Psychologists will be able to identify skills that can be addressed through skill-based counseling in schools and write SMART goals with objectives (as applicable).

School Psychologists will be able to collect and analyze progress monitoring data related to goals and objectives for skill-based counseling.

Qtr 4 - Method of Delivery:

Blended (Asynchronous & Synchronous)

Qtr 4 - Location of PL Materials:

Second Step/DESSA Training

Details TBD

Skill-Based Counseling in Schools

A link to Rise module will be accessible in the Q4 folder in the School Psychology Professional Learning Portal in Schoology

Access Code: H8VJT-FC4JQ

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:
Winter Day 2 Session-Specific Measurable Evidence:
Winter Day 2 - Method of Delivery:
Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:
Spring Day 1 Session-Specific Measurable Evidence:
Spring Day 1 - Method of Delivery:
Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:
Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:
Winter - Specific Measurable Evidence:
Winter - Method of Delivery:
Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:
Spring - Specific Measurable Evidence:
Spring - Method of Delivery:
Spring - Location of PL Materials:

Notes/Comments

Comments:

07/28/2025 10:14:48 - (b)(6) Comments)
Approved

06/05/2025 13:33:10 (b)(6) (Comments)
Approved

05/08/2025 11:10:37 (b)(6) Comments)
Approved

05/08/2025 08:38:36 (b)(6) Comments)
Approved

03/20/2025 18:27:44 - (b)(6) omments)
Please add any comments here

Professional Learning Event

Arc Name:	Special Ed: Secondary Teachers of General Ed Curriculum	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	Secondary Sped teachers of students accessing the General Ed. Curriculum	Job Code:	N/A

Provide Arc of Learning Input here:

<https://forms.office.com/r/YtCdm1QgMR>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

Core Instruction:

National Assessment of Educational Progress (NAEP): The percentage of Grade 8 students performing at the NAEP Advanced level in Grade 8 increased in 2024, while other achievement levels remained relatively stable showing top-led divergence. Performance by achievement level in Grade 8 Math did not show significant change, indicating a parallel progression. Learning Walk Through Data (LWT): Agency-wide 6-12 LWT data, from August 2024 to April 2025, for LWT indicator 5 – Lessons are paced and structured to keep all students engaged throughout the learning – was observed 83.5% of the time. This indicator has a specific focus on differentiated instruction which is foundational core of the Multi-Tiered System of Supports (MTSS) and DoDEA's Definition of Excellent Instruction. An instructional component of differentiation is evidenced by LWT Indicator 6 – Students are engaged in flexible groups – which was not observed 56.6% of the time during the same period (August 2024 – April 2025). Being an integral part of differentiation and the agency-wide focus on discourse, LWT Indicator 12 – students respond to and/or use higher-order questions in classroom discourse – was observed 54.4% of the time during the same period. However, the SY24 Math Indicator 0, which focuses specifically on Mathematical Teaching Practice 4 – facilitate meaningful mathematical discourse – unveiled discourse was only observed 54.4% of the time. Similarly, the data revealed teachers used collaborative learning strategies 39% of the time (Mathematical Teaching Practice 2). The limited observations call for further exploration to assess the quality and extent of discourse and differentiation in the classroom. Professional Learning Evaluation Data: Feedback across all 6-12 secondary content areas and K-12 Health/Physical Education (PE), and Art educators, during the School Year (SY) 2024-2025, highlighted a strong desire for differentiated and modeled professional learning experiences that are practical and relevant to ensure classroom transference. In Quarters 2 and 3, educators praised the opportunity to devise plans for strategy implementation, integration, and peer collaboration. This intentional approach helped educators understand and effectively apply strategies and practices in their instruction. Educators found opportunities for in-person professional learning or virtual synchronous or asynchronous sessions, and collaboration with colleagues and Instructional Systems Specialists (ISSs) to be positive, and if not received, requested their incorporation in future professional learning sessions. District / School Action Plans: In SY 2024 - 2025, district and school action plan data emphasized a need to focus on student-centered instruction – specifically discourse, differentiation, writing, close reading strategies, and/or student-centered collaborative structures.

Special Education (6-12)

HQ and Regional IEP Record Reviews Qualitative data from educators, ISS, school based leaders, and district leaders

Evidence of Learning**Evidence of Learning:**

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric): Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric):

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Core Instruction:

The focus on differentiation and discourse for Core Instruction, in SY 2025 – 2026, for all secondary educators and K-12 Health/Physical Education (PE), and Arts educators will lead to the following learning evidence, supporting DoDEA's Definition of Excellent Instruction. Increases in teacher and student behaviors associated with discourse and differentiation will be reflected through the following data and evidence sources: (1) Learning Walkthrough Tool Indicators 0 (formerly Secondary Math Indicator), 5 (Differentiation), and 12 (Higher-Order questioning through discourse). Both the collection and examination of student and teacher artifacts, through data-informed, collaborative conversations paired with opportunities for revision and self-reflection, will also be used to assess changes in educators' classroom practices. Furthermore, indicators on the new AVID annual certification instrument for DoDEA AVID 6–12 sites — AVID Elective Certification Instrument (AECI) and Schoolwide Recognition Instrument (released in May 2025) will also be used to examine schoolwide practices. Where applicable, HQ Strategic Instructional Visits will also gauge the visibility of these practices across secondary and special content classrooms.

Content Specific Data Inquiry:

As a result of participation in collaborative data informed decision making, educators will be equipped to deliver differentiated instruction within tier 1 core instruction in the classroom through the following behaviors:

Recognize the benefit of collaborative inquiry to support differentiation within tier 1 core instruction in the classroom. Utilize a common data protocol in data informed decision-making to analyze content specific data to support differentiated instruction within tier 1 core instruction in the classroom. Intentionally plan for differentiated instruction within tier 1 core instruction in the classroom. Adjust plans for instruction to support differentiated instruction within tier 1 core instruction in the classroom.

Special Education (6-12)

Compliance training is required to ensure alignment with IDEA & DoDI 1342.12.

Choice Sessions: As a result of greater engagement in self-directed learning, educators can tailor their learning to their specific needs, leading to more effective instructional strategies in the classroom that will be demonstrated by:

A noticeable increase in satisfaction and perceived relevance of the professional learning sessions. Enhanced observation of Learning Walkthrough Indicators:

1. Learning environment is conducive to student centered learning.
3. Students use digital tools or multimedia resources to collaborate, create, produce, publish, integrate or evaluate content.
4. Teacher communicates high expectations for student success.
5. Lessons are paced and structured to keep all students engaged throughout the learning.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Core Instruction:

Aligned with DoDEA's Multi-Tiered System of Supports (MTSS), Core Instruction/Tier 1 Instruction is defined as "the foundation of grade-level, standards-based learning and is delivered to all students in a general education setting. Core Instruction is student-centered allowing all students opportunities to develop, learn, and grow. Teachers demonstrate responsiveness to student learning by differentiating instruction based on assessment data." To support this aim and ensure alignment, this quarterly 90-minute Core Instruction professional learning event seeks to equip teachers with strategies to effectively differentiate instruction by responding to students' varied needs.

Differentiated instruction is a dynamic approach to teaching that recognizes and addresses learner variability. Through formative assessment, data analysis, and implementation of varied instructional strategies to meet the needs of students, educators create a classroom where all students can succeed and thrive. By tailoring instruction to meet individual student needs, differentiated instruction propels academic achievement and supports students in understanding their own learning style and preferences. Discourse plays a pivotal role in this process by fostering an environment where students can articulate their thoughts, engage in meaningful conversations, and reflect on their learning experiences by engaging in peer-to-peer and/or peer-to-teacher collaborative conversations. Through structured and open-ended discussions, students develop critical thinking skills and deepen their understanding of the content. Educators' self-awareness, when grounded in a collaborative culture characterized by collective efficacy and responsibility, is essential for fostering an environment that allows all students to thrive. Similarly, students' self-awareness is crucial for lifelong learning and empowers them to seek out and engage with learning opportunities that best suit them.

Content Specific Data Inquiry:

Data informed decision making provides a significant lever for how educators plan for, deliver and adjust excellent instruction for all students. By engaging in collaborative data inquiry, job-alike educators can harness the power of the collective to support continuous improvement in the instructional inquiry cycle of teaching and learning. The collaborative effort provides a venue for a strengths-based approach with job-alike educators to support each other in the complex work of planning differentiated instruction in order to support the learning needs of all DoDEA students.

Special Education (6-12):

Compliance training is required to ensure alignment with IDEA & DoDI 1342.12.

Choice Sessions: Choice sessions serve as a catalyst for empowering educators and fostering a culture of continuous improvement. By engaging in reflective and self-directed practices, education can enhance their instructional strategies, leading to improved student outcomes and a more dynamic learning environment.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

Core Instruction: Educators will understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies.

Content Session:

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap. Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning. Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Choice Sessions:

Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Choice Sessions:

Navigate to the course catalog through your content's Schoology course to view the Choice Session options easily.

Learning Plan Outcomes - SME:

Core Instruction:

Educators will understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies.

Content Specific Data Inquiry:

Through the use of a data inquiry protocol, participants will engage in data informed decision-making processes to adjust upcoming planned instruction in their content area.

Special Education (6-12):

Compliance training is required to ensure alignment with IDEA & DoDI 1342.12.

Choice Sessions: Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Learning Plan Implementation Methods - SME:

Core Instruction:

Core Instruction will occur the first 90-minutes of the CCRS Day for all 6-12 and K-5 Health/Physical Education and Arts educators for Back-to-School (BTS) and Quarters 1 – 4. Educators will either engage in-person and/or via a virtual synchronous professional learning format. The training will be facilitated locally by school, district, or regional personnel. The professional learning will be developed via Microsoft PowerPoint and housed in two locations: (1) Core Instruction SharePoint site and (2) Core Instruction Schoology site. To ensure facilitation success, the training will be posted 2 weeks before the first school's CCRS Day for BTS – Q4. Facilitator materials will include: (1) Facilitator's Guide and (2) embedded facilitation notes in the PowerPoint slide deck.

Content Specific Data Inquiry:

To achieve maximum benefit from the data inquiry session, continued and ongoing collaborative planning is required

Special Education (6-12):

Compliance Training

Choice Sessions:

Navigate to the course catalog through your content's Schoology course to view the Choice Session options easily!

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

DODEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. Topics included in the course are: DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st Century Teaching and Learning for those that teach in a 21C building.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery and assessment to support excellent instruction for all students.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning: Section 001

Course Link: SY 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://schooly.dodea.edu/page/1889433277>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Secondary Special Education Teachers of Students Participating in the General Curriculum will participate in Core Secondary PL and Program-Specific PL on Special Education Compliance Training.

Core Instruction:

Review core instructional practices — academic language, discourse, and inquiry as effective strategies for differentiation Identify teachers' preconceptions of differentiation to foster shared ownership and responsibility for student success Develop a common language around differentiation, interventions, and extensions Understanding the continuum of support needed to meet learner variability

MTSS Connections:

I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. I4: Intervention System provides evidence-based support and extensions within and beyond the regular classroom that are specific, time-bound, and include clear progress indicators. C4: Students receiving Strategic (T2) or Intensive (T3) Instruction continue receiving full Core Instruction (T1), including students with identified learning needs.

Choice Sessions:

Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Back to School Day 2 Session-Specific Measurable Evidence:

Teachers will complete professional learning requirements and engage in ongoing collaborative discourse with content colleagues.

Core Instruction:

Engage in a reflective exercise to assess educators' knowledge, informing differentiated professional learning pathways and experiences based on levels

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

PL Materials for mandatory special education content training on compliance is located on the Schoology website at the following link: Special Education Training

The course join code is: X57K-K3QF-H9ZMV

Choice Sessions:

Navigate to the course catalog through your content's Schoology course to view the Choice Session options easily!

Quarter 1

Qtr 1 Session-Specific Objectives:

Core Instruction:

Use pre-assessment/formative assessment data to plan for differentiated learning experiences Understand how a student-centered learning environment and discourse can support differentiated learning opportunities

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice

Connection(s): D1, D2

Special Education (6-12):

Participants will be able to identify and apply key procedural compliance requirements under IDEA and DoDEA guidelines, and use this knowledge to ensure accurate, timely, and legally compliant special education practices within their school.

MTSS IC Map Practice Connections:

C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being.I4: Intervention System provides evidence-based support and extensions within and beyond the regular classroom that are specific, time-bound, and include clear progress indicators.

Choice Sessions: Varied by session

Qtr 1 Session-Specific Measurable Evidence:**Core Instruction:**

Assess how educators' plan to use professional learning data to differentiate learning experiences Monitor discussions to gauge educators' knowledge, experience levels with differentiated instruction, and how they identify and plan for differentiation

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

TBD

Quarter 2**Qtr 2 Session-Specific Objectives:****Core Instruction:**

Build a shared understanding of DoDEA's definition of Content Differentiation Explore evidence-based, student-centered instructional strategies for differentiation through content and student discourse Explore content-specific DoDEA instructional resources for differentiated content and identify opportunities for differentiation

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice

Connection(s): D1, D2

Special Education (6-12):

Participants will be able to identify and apply key procedural compliance requirements under IDEA and DoDEA guidelines, and use this knowledge to ensure accurate, timely, and legally compliant special education practices within their school.

MTSS IC Map Practice Connections:

C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being.I4: Intervention System provides evidence-based support and extensions within and beyond the regular classroom that are specific, time-bound, and include clear progress indicators.

Choice Sessions: Varied by session

Qtr 2 Session-Specific Measurable Evidence:**Core Instruction:**

Review artifacts to determine the quality and extent to which content differentiation is integrated to foster a student-centered, discourse-rich classroom Assess educators' knowledge of how and when to use differentiation to support student learning Monitor discussions to assess educators' understanding of content differentiation Review educators' differentiation implementation plan to evaluate their content-specific approach

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

TBD

Quarter 3

Qtr 3 Session-Specific Objectives:

Core Instruction:

Build a shared understanding of DoDEA's definition of Process DifferentiationExplore student-centered instructional strategies for process that provide different levels of support, challenge, and complexityPlan for process differentiation within a previously taught or upcoming lesson

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice Connection(s): D1, D2

Special Education (6-12):

Participants will be able to identify and apply key procedural compliance requirements under IDEA and DoDEA guidelines, and use this knowledge to ensure accurate, timely, and legally compliant special education practices within their school.

MTSS IC Map Practice Connections:

C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being.I4: Intervention System provides evidence-based support and extensions within and beyond the regular classroom that are specific, time-bound, and include clear progress indicators.

Choice Sessions: Varied by session

Qtr 3 Session-Specific Measurable Evidence:

Core Instruction:

Review artifacts to determine the quality and extent to which process differentiation is integrated to foster a student-centered, discourse-rich classroomAssess educators' knowledge of how and when to use differentiation to support instructionMonitor discussions to determine educators' understanding of process differentiationReview educators' differentiation implementation plan to evaluate their content-specific approach

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

TBD

Quarter 4

Qtr 4 Session-Specific Objectives:

Core Instruction:

Build a shared understanding of DoDEA's definition of Product DifferentiationDevelop a product that integrates multiple discourse modes to support student-centered instruction and includes robust feedback mechanisms to support differentiated learning

Content Specific Data Inquiry:

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment.MTSS IC Map Practice Connection(s): D1, D2

Special Education (6-12):

Participants will be able to identify and apply key procedural compliance requirements under IDEA and DoDEA guidelines, and use this knowledge to ensure accurate, timely, and legally compliant special education practices within their school.

MTSS IC Map Practice Connections:

C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.I2: Student Support Team creates education plans utilizing evidence-based interventions to provide an increasingly intensive continuum of support for core academic achievement, resilience, and well-being.I4: Intervention System provides evidence-based support and extensions within and beyond the regular classroom that are specific, time-bound, and include clear progress indicators.

Choice Sessions: Varied by session

Qtr 4 Session-Specific Measurable Evidence:

Core Instruction:

Assess educators' understanding of content, process, and product differentiation and their ability to differentiate instruction based on student readiness, interest, and learning variability to foster a student-centered, discourse-rich classroom for all students

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

TBD

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

07/28/2025 10:34:21 - (b)(6) (Comments)
Approved

07/28/2025 10:24:39 - (b)(6) (Comments)
I am adding additional details for Learning Plan and Choice Sessions

06/05/2025 12:59:28 - (b)(6) (Comments)
Approved

06/03/2025 15:06:02 - (b)(6) (Comments)
Approved

05/14/2025 09:20:52 - (b)(6) (Comments)
Approved

03/20/2025 18:27:44 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Special Ed: Alternate Content Standards	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	LIMS and LISP Teachers	Sub Code:	

Provide Arc of Learning Input here:

<https://forms.office.com/r/DxCUaWae9U>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Alternate Assessment Data – Alternate assessment data was reviewed for areas of growth.

Professional Learning Evaluation Data – Educator feedback provided after the Back to School and Arc Q1-Q4 for SY 24/25 indicated the need for more advanced learning topics and additional topics besides Unique learning.

Arc of Learning Feedback – Educator feedback focuses on the need for a variety of topics.

Run By: (b)(6)

09/10/2025 16:43:47 Eastern Daylight Time

Qualitative Analysis-Review of teacher work samples in Schoology for CCRS Quarterly PL activities

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric):

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events outlined. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Special Education LIMS-LISP Teachers deliver specially designed instruction that ensures access to the alternate curriculum through modifications so that the student can meet the same academic standards as his/her nondisabled peers and ensure progress toward meeting IEP goals and objectives.

Autism Instructional Systems Specialists support the delivery of specially designed instruction that ensures access to the alternate curriculum through modifications to ensure progress toward meeting IEP goals and objectives.

Special Education LIMS-LISP Teachers and Autism ISSs will use data-driven decisions to inform specially designed instructional strategies and practices to increase engagement and academic achievement of students with disabilities utilizing the alternate content standards.

Special Education LIMS-LISP Teachers and Autism ISSs will use reflective practices and collaborative approaches to become aware of their underlying beliefs and assumptions about learning and teaching, promote a positive learning environment, and inform high-quality teaching and learning approaches for students with significant cognitive disabilities.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Data-driven decisions inform specially designed instructional strategies and practices to increase engagement and academic achievement of students with disabilities.

Utilizing reflective practice and collaborative approaches informs high-quality teaching and learning approaches for students with significant cognitive disabilities.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Day 1: Agency-wide Professional Learning

Day 2:

Teachers will enhance their knowledge and improve instructional practices to achieve measurable improvements in student outcomes by engaging in established Learning Pathways within Unique Learning and content in Rethink. Teachers will explore best practices for setting up a LIMS or LISP classroom to foster student growth and learning by completing a course in RISE. Teachers will review special education compliance requirements, including beginning-of-the-year tasks and overall adherence to DODM 1342.12 and IDEA.

Quarter 1

Teachers will deepen their knowledge and refine instructional practices using skills and strategies gained during ULS and Rethink professional learning opportunities. Teachers will review special education compliance requirements through a variety of topics and overall adherence to DODM 1342.12 and IDEA.

Quarter 2

Teachers will deepen their knowledge and refine instructional practices using skills and strategies gained during ULS and Rethink professional learning opportunities. Teachers will review special education compliance requirements through a variety of topics and overall adherence to DODM 1342.12 and IDEA.

Quarter 3

Teachers will continue on their individual learning pathways as determined by their email from Nik Poulakidas (npoulakidas@texthelp.com) for ULS solutions. Teachers will review special education compliance requirements through a variety of topics and overall adherence to DODM 1342.12 and IDEA.

Quarter 4

Teachers will continue on their individual learning pathways as determined by their email from Nik Poulakidas (npoulakidas@texthelp.com) for ULS solutions. Teachers will review special education compliance requirements and topics to include end -of-year tasks and overall adherence to DODM 1342.12 and IDEA.

Learning Plan Implementation Methods - SME:

Asynchronous training modules: Review and build upon content knowledge, skills and instructional practices necessary for delivery of databased decisions to inform instructional practices for learning/ISS support with ULS/Rethink Ed: ISS supports teachers with the application of their learning to their work with students. Innovation Configuration Maps (ICMs) for teachers provide a well-defined, unique set of expected actions and behaviors for each HLP and EBP; it is an effective tool for teacher self-reflection and personal growth. Through careful planning and implementation of the DLM ELA Essential Elements to increase achievement in reading and writing for students with significant cognitive disabilities. By pairing High-Leverage Practices (HLPs) and Evidence-Based Practices (EBPs) in instruction to meet the unique needs of each student.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

DODEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. Topics included in the course are: DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st Century Teaching and Learning for those that teach in a 21C building.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery and assessment to support excellent instruction for all students.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning: Section 001

Course Link: 5Y 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://schoology.dodea.edu/page/1889433277>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Teachers will enhance their knowledge and improve instructional practices to achieve measurable improvements in student outcomes by engaging in established Learning Pathways within Unique Learning and content in Rethink.

Teachers will explore best practices for setting up a LIMS or LISP classroom to foster student growth and learning by completing a course in RISE.

Teachers will review special education compliance requirements, including beginning-of-the-year tasks and overall adherence to DODM 1342.12 and IDEA. MTSS Connections:

L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year.;D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being.

Back to School Day 2 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery and assessment to support excellent instruction for students.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology Course: Alternate Content Standards

Access Code: X9C94-NDJT5

Course Folder: 25-26 LIMS/LISP Teachers Professional Learning Sessions for CCRS Days | Schoology (dodea.edu)

Folder.SY23-24 LIMS-LISP Teachers Professional Learning Sessions for CCR Days

Quarter 1

Qtr 1 Session-Specific Objectives:

Teachers will deepen their knowledge and refine instructional practices using skills and strategies gained during ULS and Rethink professional learning opportunities. Teachers will continue on their individual learning pathways as determined by their email from Nik Poulakidas (npoulakidas@texthelp.com) for ULS solutions.

Teachers will review special education compliance requirements through a variety of topics and overall adherence to DODM 1342.12 and IDEA. MTSS Connections:

L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year.D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being.

Qtr 1 Session-Specific Measurable Evidence:

Review of checkpoint data collection from student pre-and post-assessments to drive future instruction.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology Course: Alternate Content Standards

Access Code: X9C94-NDJT5

Course Folder: 25-26 LIMS/LISP Teachers Professional Learning Sessions for CCRS Days | Schoology (dodea.edu)

Folder.SY25-26 LIMS-LISP Teachers Professional Learning Sessions for CCR Days

Quarter 2**Qtr 2 Session-Specific Objectives:**

Teachers will deepen their knowledge and refine instructional practices using skills and strategies gained during ULS and Rethink professional learning opportunities. Teachers will continue on their individual learning pathways as determined by their email from Nik Poulakidas (npoulakidas@texthelp.com) for ULS solutions.

Teachers will review special education compliance requirements through a variety of topics and overall adherence to DODM 1342.12 and IDEA.
MTSS Connections:

D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being.L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year.

Qtr 2 Session-Specific Measurable Evidence:

Review of checkpoint data collection from student pre-and post-assessments to drive future instruction.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology Course: Alternate Content Standards

Access Code: X9C94-NDJT5

Course Folder: 25-26 LIMS/LISP Teachers Professional Learning Sessions for CCRS Days | Schoology (dodea.edu)

Folder.SY25-26 LIMS-LISP Teachers Professional Learning Sessions for CCR Days

Quarter 3

Qtr 3 Session-Specific Objectives:

Teachers will continue on their individual learning pathways as determined by their email from Nik Poulakidas (npoulakidas@texthelp.com) for ULS solutions.

Teachers will review special education compliance requirements through a variety of topics and overall adherence to DODM 1342.12 and IDEA.

MTSS Connections:

D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being.L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year.

Qtr 3 Session-Specific Measurable Evidence:

Review of checkpoint data collection from student pre-and post-assessments to drive future instruction.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology Course: Alternate Content Standards

Access Code: X9C94-NDJT5

Course Folder: 25-26 LIMS/LISP Teachers Professional Learning Sessions for CCRS Days | Schoology (dodea.edu)

Folder.SY25-26 LIMS-LISP Teachers Professional Learning Sessions for CCR Days

Quarter 4

Qtr 4 Session-Specific Objectives:

Teachers will continue on their individual learning pathways as determined by their email from Nik Poulakidas (npoulakidas@texthelp.com) for ULS solutions.

Teachers will review special education compliance requirements and topics to include end -of-year tasks and overall adherence to DODM 1342.12 and IDEA.

MTSS Connections:

D1: Staff review data for every student to identify varied needs and strengths to ensure student needs are addressed through appropriate intervention to realize excellence in academic achievement, resilience, and well-being.L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year.

Qtr 4 Session-Specific Measurable Evidence:

Review of checkpoint data collection from student pre-and post-assessments to drive future instruction.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology Course: Alternate Content Standards

Access Code: X9C94-NDJT5

Course Folder: 25-26 LIMS/LISP Teachers Professional Learning Sessions for CCRS Days | Schoology (dodea.edu)

Folder.SY25-26 LIMS-LISP Teachers Professional Learning Sessions for CCR Days

Fall Day 1

Fall Day 1 Session-Specific Objectives:

*Winter Day 2 session will not be needed next year due to contract with Catapult ending.

Fall Day 1 Session-Specific Measurable Evidence:

*Fall Day 1 session will not be needed next year due to contract with Catapult ending.

Fall Day 1 - Method of Delivery:

Asynchronous

Fall Day 1 - Location of PL Materials:

*Fall Day 1 session will not be needed next year due to contract with Catapult ending.

Fall Day 2

Fall Day 2 Session-Specific Objectives:

*Winter Day 2 session will not be needed next year due to contract with Catapult ending.

Fall Day 2 Session-Specific Measurable Evidence:

*Fall Day 2 session will not be needed next year due to contract with Catapult ending.

Fall Day 2 - Method of Delivery:

Asynchronous

Fall Day 2 - Location of PL Materials:

*Fall Day 2 session will not be needed next year due to contract with Catapult ending.

Winter Day 1

Winter Day 1 Session-Specific Objectives:

*Winter Day 2 session will not be needed next year due to contract with Catapult ending.

Winter Day 1 Session-Specific Measurable Evidence:

*Winter Day 1 session will not be needed next year due to contract with Catapult ending.

Winter Day 1 - Method of Delivery:

Asynchronous

Winter Day 1 - Location of PL Materials:

*Winter Day 1 session will not be needed next year due to contract with Catapult ending.

Winter Day 2

Winter Day 2 Session-Specific Objectives:

*Winter Day 2 session will not be needed next year due to contract with Catapult ending.

Winter Day 2 Session-Specific Measurable Evidence:

*Winter Day 2 session will not be needed next year due to contract with Catapult ending.

Winter Day 2 - Method of Delivery:

Asynchronous

Winter Day 2 - Location of PL Materials:

*Winter Day 2 session will not be needed next year due to contract with Catapult ending.

Spring Day 1

Spring Day 1 Session-Specific Objectives:

*Spring Day 1 session will not be needed next year due to contract with Catapult ending.

Spring Day 1 Session-Specific Measurable Evidence:

*Spring Day 1 session will not be needed next year due to contract with Catapult ending.

Spring Day 1 - Method of Delivery:

Asynchronous

Spring Day 1 - Location of PL Materials:

*Spring Day 1 session will not be needed next year due to contract with Catapult ending.

Spring Day 2

Spring Day 2 Session-Specific Objectives:

*Spring Day 2 session will not be needed next year due to contract with Catapult ending.

Spring Day 2 Session-Specific Measurable Evidence:

*Spring Day 2 session will not be needed next year due to contract with Catapult ending.

Spring Day 2 - Method of Delivery:

Asynchronous

Spring Day 2 - Location of PL Materials:

*Spring Day 2 session will not be needed next year due to contract with Catapult ending.

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

07/28/2025 09:20:55 - (b)(6) Comments)
Approved

06/05/2025 13:46:15 - (b)(6) Comments)
Approved

05/14/2025 08:35:40 - (b)(6) Comments)
Approved

03/20/2025 18:27:45 - (b)(6) Comments)
Please add any comments here

Professional Learning Event

Arc Name:	Speech Language Pathologists	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	Speech Language Pathologists	Sub Code:	N/A

Provide Arc of Learning input here:

<https://forms.office.com/r/UH71yEPtHi>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

In the development of this Arc of Learning, the following data were evaluated for professional learning planning and showed:

Speech-Language Pathologists Evaluation Feedback from CCRS Quarterly PLs

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric):

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Speech and Language Pathologists deliver high-quality speech and language services to ensure access to enable a child to make appropriate progress in communication. Speech and Language Pathologists use reflective practices and collaborative approaches to become aware of their underlying beliefs and assumptions about learning and teaching as well as promote a positive learning environment. Increased content knowledge, skills and service delivery practices necessary for delivering high-quality speech and language services for increased student outcomes.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

High-quality speech and language service delivery models increase engagement and academic achievement of students with disabilities. Utilizing reflective practice and collaborative approaches informs high quality speech/language therapy service delivery practices for students with disabilities.

Learning Plan

Learning Plan Outcomes:

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Back to School

Day 1: Agency-wide Professional Learning Day 2: Learn and understand instructional and therapy techniques to include articulation skills, fluency (stuttering), voice, language, pragmatic language/social skills and others (such as phonology approaches (complexity approach), orofacial myofunctional disorders, early language, play-based therapy approaches, etc.)

Quarter 1

Speech Language Teachers will independently determine courses relevant to their current needs and work to update, develop and/or improve their current skills.

Quarter 2

Speech Language Teachers will independently determine courses relevant to their current needs and work to update, develop and/or improve their current skills.

Quarter 3

Speech Language Teachers will independently determine courses relevant to their current needs and work to update, develop and/or improve their current skills.

Quarter 4

Speech Language Teachers will independently determine courses relevant to their current needs and work to update, develop and/or improve their current skills.

Learning Plan Implementation Methods - SME:

Asynchronous training modules: Review and build upon content knowledge, skills and instructional practices necessary for delivery of databased decisions to inform speech and language practices for learning. ISS support: ISS supports speech and language pathologists with the application of their learning to their work with students.

Back to School Day 1

Back to School Day 1 Session-Specific Objectives:

DODEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. Topics included in the course are: DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st Century Teaching and Learning for those that teach in a 21C building.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery and assessment to support excellent instruction for all students.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning; Section 001

Course Link: SY 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://schoology.dodea.edu/page/1889433277>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Utilize SpeechPathology.com content via the DoDEA Speech Pathology Learning Center Professional Learning Webinars and reflect on speech-language therapy practices. Utilize reflective practice and collaborative approaches to inform high quality speech-language therapy approaches for students with disabilities. Speech Language Teachers will independently determine courses relevant to their current needs and work to update, develop and/or improve their current skills.

Back to School Day 2 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices. Utilize problem solving techniques to determine appropriate service delivery model and implement based on student needs.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology Course: DoDEA Speech and Language Pathologists

Access Code: N7HW-P35M-BD8X3

Schoology Folder: Folder: SY25-26 Speech-Language Pathologists Professional Learning Sessions for CCR Days

Quarter 1

Qtr 1 Session-Specific Objectives:

Utilize SpeechPathology.com content via the DoDEA Speech Pathology Learning Center Professional Learning Webinars and reflect on speech-language therapy practices. Utilize reflective practice and collaborative approaches to inform high quality speech-language therapy approaches for students with disabilities. Speech Language Teachers will independently determine courses relevant to their current needs and work to update, develop and/or improve their current skills.

Qtr 1 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices.Utilize problem solving techniques to determine appropriate service delivery model and implement based on student needs.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology Course: DoDEA Speech and Language Pathologists

Access Code: N7HW-P35M-BD8X3

Schoology Folder: Folder: SY25-26 Speech-Language Pathologists Professional Learning Sessions for CCR Days

Quarter 2

Qtr 2 Session-Specific Objectives:

Utilize SpeechPathology.com content via the DoDEA Speech Pathology Learning Center Professional Learning Webinars and reflect on speech-language therapy practices.Utilize reflective practice and collaborative approaches to inform high quality speech-language therapy approaches for students with disabilities.Speech Language Teachers will independently determine courses relevant to their current needs and work to update, develop and/or improve their current skills.

Qtr 2 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices.Utilize problem solving techniques to determine appropriate service delivery model and implement based on student needs.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoology Course: DoDEA Speech and Language Pathologists

Access Code: N7HW-P35M-BD8X3

Schoology Folder: Folder: SY25-26 Speech-Language Pathologists Professional Learning Sessions for CCR Days

Quarter 3

Qtr 3 Session-Specific Objectives:

Utilize SpeechPathology.com content via the DoDEA Speech Pathology Learning Center Professional Learning Webinars and reflect on speech-language therapy practices.Utilize reflective practice and collaborative approaches to inform high quality speech-language therapy approaches for students with disabilities.Speech Language Teachers will independently determine courses relevant to their current needs and work to update, develop and/or improve their current skills.

Qtr 3 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices.Utilize problem solving techniques to determine appropriate service delivery model and implement based on student needs.

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoology Course: DoDEA Speech and Language Pathologists

Access Code: N7HW-P35M-BD8X3

Schoology Folder: Folder: SY25-26 Speech-Language Pathologists Professional Learning Sessions for CCR Days

Quarter 4

Qtr 4 Session-Specific Objectives:

Utilize SpeechPathology.com content via the DoDEA Speech Pathology Learning Center Professional Learning Webinars and reflect on speech-language therapy practices.Utilize reflective practice and collaborative approaches to inform high quality speech-language therapy approaches for students with disabilities.Speech Language Teachers will independently determine courses relevant to their current needs and work to update, develop and/or improve their current skills.

Qtr 4 Session-Specific Measurable Evidence:

Evidence of application of data-informed evaluation and assessment practices.Utilize problem solving techniques to determine appropriate service delivery model and implement based on student needs.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoology Course: DoDEA Speech and Language Pathologists

Access Code: N7HW-P35M-BD8X3

Schoology Folder: Folder: SY25-26 Speech-Language Pathologists Professional Learning Sessions for CCR Days

Fall Day 1

Fall Day 1 Session-Specific Objectives:

Fall Day 1 Session-Specific Measurable Evidence:

Fall Day 1 - Method of Delivery:

Fall Day 1 - Location of PL Materials:

Fall Day 2

Fall Day 2 Session-Specific Objectives:

Fall Day 2 Session-Specific Measurable Evidence:

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:
Spring Day 2 - Method of Delivery:
Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:
Fall - Specific Measurable Evidence:
Fall - Method of Delivery:
Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:
Winter - Specific Measurable Evidence:
Winter - Method of Delivery:
Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:
Spring - Specific Measurable Evidence:
Spring - Method of Delivery:
Spring - Location of PL Materials:

Notes/Comments

Comments:

06/05/2025 14:08:23 - (b)(6) (Comments)
Approved

05/14/2025 08:36:13 - (b)(6) (Comments)
Approved

03/20/2025 18:27:45 - (b)(6) (Comments)
Please add any comments here

Professional Learning Event

Arc Name:	World Language – Secondary Language Teachers	School Year:	2025-2026
Points of Contact:	(b)(6)	Status:	Approved
Participant Audience:	World Language Educators	Sub Code:	N/A

Provide Arc of Learning input here:

<https://forms.office.com/r/NTGsTPQyUb>

Analysis of Data Sources

Analysis of Data Sources:

In general, it helps to begin with the end in mind and it is better to use, modify, or improve existing data sources than to add new data collections.

Task 1: Analyze professional learning data, instructional data, and student achievement data to identify instructional priorities for the professional learning.

Guiding Questions:

What is the data showing that is currently happening versus what should be happening? Provide quantifiable evidence to identify the gaps or growth areas in teacher and/or student learning revealed by the data analysis that are driving the priorities and focus of CCRS PL for this learning cycle (enter this information in the section below for participants).

What evidence do you have to validate these gaps exists? That this growth has occurred?

Task 2: Identify what data is needed to evaluate professional learning.

What knowledge, skills, behaviors, participation, or outcomes do we expect to see if the professional learning has been successful?

From students? From participants?

What existing administrative, observational, or staff development data would be the most sensible place to find evidence of the expected results?

From students? From participants?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Analysis of Data Sources - SME:

Core Instruction:

National Assessment of Educational Progress (NAEP): The percentage of Grade 8 students performing at the NAEP Advanced level in Grade 8 increased in 2024, while other achievement levels remained relatively stable showing top-led divergence. Performance by achievement level in Grade 8 Math did not show significant change, indicating a parallel progression. Learning Walk Through Data (LWT): Agency-wide 6-12 LWT data, from August 2024 to April 2025, for LWT indicator 5 – Lessons are paced and structured to keep all students engaged throughout the learning – was observed 83.5% of the time. This indicator has a specific focus on differentiated instruction which is foundational core of the Multi-Tiered System of Supports (MTSS) and DoDEA's Definition of Excellent Instruction. An instructional component of differentiation is evidenced by LWT Indicator 6 – Students are engaged in flexible groups – which was not observed 56.6% of the time during the same period (August 2024 – April 2025). Being an integral part of differentiation and the agency-wide focus on discourse, LWT Indicator 12 – students respond to and/or use higher-order questions in classroom discourse – was observed 54.4% of the time during the same period. However, the SY24 Math Indicator 0, which focuses specifically on Mathematical Teaching Practice 4 – facilitate meaningful mathematical discourse – unveiled discourse was only observed 54.4% of the time. Similarly, the data revealed teachers used collaborative learning strategies 39% of the time (Mathematical Teaching Practice 2). The limited observations call for further exploration to assess the quality and extent of discourse and differentiation in the classroom. Professional Learning Evaluation Data: Feedback across all 6-12 secondary content areas and K-12 Health/Physical Education (PE), and Art educators, during the School Year (SY) 2024-2025, highlighted a strong desire for differentiated and modeled professional learning experiences that are practical and relevant to ensure classroom transference. In Quarters 2 and 3, educators praised the opportunity to devise plans for strategy implementation, integration, and peer collaboration. This intentional approach helped educators understand and effectively apply strategies and practices in their instruction. Educators found opportunities for in-person professional learning or virtual synchronous or asynchronous sessions, and collaboration with colleagues and Instructional Systems Specialists (ISSs) to be positive, and if not received, requested their incorporation in future professional learning sessions. District / School Action Plans: In SY 2024 - 2025, district and school action plan data emphasized a need to focus on student-centered instruction – specifically discourse, differentiation, writing, close reading strategies, and/or student-centered collaborative structures

World Language:

In the development of this Arc of Learning, the following data sources were evaluated for professional learning planning:

Course Enrollment Dashboard/World Language Assessment Dashboard (AAPPL)/DSIS

Course Enrollment for 6-12 World Languages by language and level - Number of enrolled students drops significantly after Level II since DoDEA graduation requirement is two consecutive world language courses in the same language, and linguistic challenges to developing proficiency increases in the upper levels and AP. Student Data from ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) - Students' scores in reading and writing are consistently higher than in listening and speaking. This indicates that students may need additional classroom opportunities to use language communicatively in interpersonal and presentational modes. Note: The AAPPL assessment was last administered in the Spring of SY23-24 and is the last data available. The AAPPL was only administered to world language levels II and IV. Starting in SY24-25, the new world language proficiency and performance assessment contracted by the Assessment Division, Avant's STAMP, will be administered in Levels I-IV and will provide a more complete data set each year that will be used to extrapolate World Language Educator professional development.

Learning Walkthrough Tool (LWT) Data

SY24-25 data indicators provided a high % of indicators NOT observed. For example: According to WL SY24-25 data, SF12 (higher order questioning) was NOT observed more often than SF11 (Complex Texts). (see the data table at the end of this document for reference).

SF03 Digital Multiple Media SF06 Flexible Grouping SFO11 Complex Text SF012 Higher Order Questioning

District / School Action Plans:

In SY 2024 - 2025, district and school action plan data emphasized a need to focus on student-centered instruction – specifically discourse, differentiation, writing, close reading strategies, and/or student-centered collaborative structures.

SY22-23, SY23-24 and SY24-25 Strategic School Visits

Evidence of need for world language educator professional development focusing on communicative strategies, as experienced during three consecutive years of Strategic School Visits to World Language classrooms, conversations with world language educators of multiple languages and levels, World Language Regional ISSs, Administrators and with the world language students themselves. Based on strategic visits to middle and high school world language classrooms, it seemed that many world language educators exhibited teaching behaviors that tended to be focused on grammar-based activities; limited use (or no use) of the procured print and digital resources, generally, when engaging in classroom activities, very few were centered around the interpersonal or presentational modes of language learning. An emphasis on instruction focused on the interpersonal and presentational modes is desired because instruction around these modes of language learning maximizes the opportunities for students to use the target language in communicative ways that internalize language rules through language use.

Evidence of Learning

Evidence of Learning:

The measures of participant's success as a result of completing the series of professional learning for the year. The evidence should measure the extent to which the learner has improved their knowledge and skills because of the learning itself (Kirkpatrick level 2), and to the degree to which participants will apply what they learned when they are back on the job (Kirkpatrick level 3).

Refer to the Analysis of Data section, Task 2 and the information collected to complete Task 1 below:

Task 1: Identify how participants will show evidence of learning and the measure of success in:

Kirkpatrick Level 2 (improvement of knowledge and skills) will be collected using (identify specific tool) and success measured by (identify specific metric); Kirkpatrick Level 3 (application of learning in the classroom) will be collected using (identify specific tool) and success measured by (identify specific metric);

By the end of the professional learning series, describe what evidence of achievement of the intended outcomes and what the intended impact of participation in the professional learning would look like. These connections should link to the data that was initially analyzed during the creation of the Arc of Learning and be the final pieces analyzed after the conclusion of the professional learning series.

Task 2: Create a SMART goal to measure these intended shifts that links to the data that was analyzed during the creation of the Arc of Learning to indicate the impact of the professional learning series.

Example Goal Statement: By the end of SY 22-23, students will improve upon the reading-writing connection by drawing upon and writing about evidence from multiple sources as measured by a growth of 5% on CCRSL Anchor Standard 9 (CCRSL - ELA/H/SS) and a growth of 5% on students achieving 3 or higher on AP exams in ELA and SS.

Questions to consider:

What goal(s) for participants are you working towards (as a result of the analysis of data and identification of the desired change(s) in practice)? What are the measures of success in the final product, behavior, or actions that demonstrate the intended changes in educator practice and student learning? What does success look like in a final product, behavior, or action? Does the measure of success align to the analysis of data?

Consider aligning data collection to current priorities (Blueprint, Education Directorate, Regional) or current tools for measuring evidence (LWT, FCOT, etc.) to identify specific and measurable shifts as a result of the professional learning.

Evidence of Learning Transition:

Description: The evidence of learning describes the notable shifts in practice or behavior expected as a result of participation in the entire series of professional learning events described below. This section describes the measures of success that demonstrate the expected changes in educator practice and student learning.

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Evidence of Learning - SME:

Core Instruction:

The focus on differentiation and discourse for Core Instruction, in SY 2025 – 2026, for all secondary educators and K-12 Health/Physical Education (PE), and Arts educators will lead to the following learning evidence, supporting DoDEA's Definition of Excellent Instruction. Increases in teacher and student behaviors associated with discourse and differentiation will be reflected through the following data and evidence sources: (1) Learning Walkthrough Tool Indicators 0 (formerly Secondary Math Indicator), 5 (Differentiation), and 12 (Higher-Order questioning through discourse). Both the collection and examination of student and teacher artifacts, through data-informed, collaborative conversations paired with opportunities for revision and self-reflection, will also be used to assess changes in educators' classroom practices. Furthermore, indicators on the new AVID annual certification instrument for DoDEA AVID 6 –12 sites — AVID Elective Certification Instrument (AECI) and Schoolwide Recognition Instrument (released in May 2025) will also be used to examine schoolwide practices. Where applicable, HQ Strategic Instructional Visits will also gauge the visibility of these practices across secondary and special content classrooms.

Content Specific Data Inquiry

As a result of participation in collaborative data informed decision making, educators will be equipped to deliver differentiated instruction within tier 1 core instruction in the classroom through the following behaviors:

Recognize the benefit of collaborative inquiry to support differentiation within tier 1 core instruction in the classroom.

Utilize a common data protocol in data informed decision-making to analyze content specific data to support differentiated instruction within tier 1 core instruction in the classroom.

Intentionally plan for differentiated instruction within tier 1 core instruction in the classroom.

Adjust plans for instruction to support differentiated instruction within tier 1 core instruction in the classroom.

World Language:

As a result of the participation in all professional learning events, improvement of knowledge and skills and application of the content in practice that demonstrate the intended changes in educator practice and student learning will be shown by:

Core Instructional Strategies:

World language educators deepen their understanding of Core Instruction strategies for discourse and differentiation to increase student-centered learning.

World Language Strategies:

Content-Specific Instruction Sessions and Choice Sessions (will vary):

World language educators demonstrate teaching and learning strategies that are conducive to increased language proficiency, as evidenced by teaching, and learning behaviors that should be observed during SY25-26 Strategic Instructional Visits.

World language educators deliver purposeful communicative language learning that is conducive to increased language acquisition with an instructional

emphasis in the interpersonal (interactive, one-on-one listening speaking) and presentational (speaking to audiences, writing for audiences, listening to audiences) modes, and less in the interpretive mode (reading, understanding grammar structures).

World language educators use student data to inform and differentiate classroom learning experiences for increased student language acquisition, demonstrated by the use of Project-Based Language Learning (PBL), Philosophical Chairs strategies, and differentiation strategies aligned with Multi-Tiered Systems of Support (MTSS).

An increase of student scores in the DoDEA-CAS language performance and proficiency assessment (as of SY24-25, Avant's STAMP world language assessment), specifically in the areas of listening and speaking.

Choice Sessions: As a result of greater engagement in self-directed learning, educators can tailor their learning to their specific needs, leading to more effective instructional strategies in the classroom that will be demonstrated by:

A noticeable increase in satisfaction and perceived relevance of the professional learning sessions. Enhanced observation of Learning Walkthrough Indicators:

1. Learning environment is conducive to student centered learning.
3. Students use digital tools or multimedia resources to collaborate, create, produce, publish, integrate or evaluate content.
4. Teacher communicates high expectations for student success.
5. Lessons are paced and structured to keep all students engaged throughout the learning.

Enduring Understanding

Enduring Understanding:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. These should be over-arching statements that address learning which will occur throughout the entire series of learning events, not following one specific session. They summarize the important ideas and core processes that have lasting value beyond the individual instructional moments and synthesize what participants should understand, not just know or do, as a result of their participation in this professional learning.

Questions to consider:

Why have I chosen to put these particular learning targets together? What is the common thread? What do I really want my participants to remember at the end of this professional learning? Why should this information matter for my participants today? Why should this information matter for my participants ten years from now?

Enduring Understanding Transition:

Central to the entire professional learning progression, the statements of learning that participants will "take away" as known truths, abilities, or behaviors. Enduring Understandings are overarching, recurring, and valuable beyond the individual professional learning sessions.

Enduring Understanding - SME:

Core Instruction:

Aligned with DoDEA's Multi-Tiered System of Supports (MTSS), Core Instruction/Tier 1 Instruction is defined as "the foundation of grade-level, standards-based learning and is delivered to all students in a general education setting. Core Instruction is student-centered allowing all students opportunities to develop, learn, and grow. Teachers demonstrate responsiveness to student learning by differentiating instruction based on assessment data." To support this aim and ensure alignment, this quarterly 90-minute Core Instruction professional learning event seeks to equip teachers with strategies to effectively differentiate instruction by responding to students' varied needs.

Differentiated instruction is a dynamic approach to teaching that recognizes and addresses learner variability. Through formative assessment, data analysis, and implementation of varied instructional strategies to meet the needs of students, educators create a classroom where all students can succeed and thrive. By tailoring instruction to meet individual student needs, differentiated instruction propels academic achievement and supports students in understanding their own learning style and preferences. Discourse plays a pivotal role in this process by fostering an environment where students can articulate their thoughts, engage in meaningful conversations, and reflect on their learning experiences by engaging in peer-to-peer and/or peer-to-teacher collaborative conversations. Through structured and open-ended discussions, students develop critical thinking skills and deepen their understanding of the content. Educators' self-awareness, when grounded in a collaborative culture characterized by collective efficacy and responsibility, is essential for fostering an environment that allows all students to thrive. Similarly, students' self-awareness is crucial for lifelong learning and empowers them to seek out and engage with learning opportunities that best suit them.

Content Specific Data Inquiry:

Data informed decision making provides a significant lever for how educators plan for, deliver and adjust excellent instruction for all students. By engaging in collaborative data inquiry, job-alike educators can harness the power of the collective to support continuous improvement in the instructional inquiry cycle of teaching and learning. The collaborative effort provides a venue for a strengths-based approach with job-alike educators to support each other in the complex work of planning differentiated instruction in order to support the learning needs of all DoDEA students.

World Language:

Core Instruction strategies and MTSS-aligned strategies are used for academic discourse, and differentiation to increase student-centered learning. Newly procured instructional materials and resources (FY24) are used in the classroom to increase communicative proficiency and differentiate instruction in the classroom. Delivering purposeful communicative language learning increases student language acquisition. Student data informs and allows for differentiated classroom learning experiences to further increase student language acquisition. A focus on project-based language learning (PBL), philosophical chairs and other MTSS-aligned strategies results in an increase of differentiated opportunities to learn language in meaningful contexts, which, in turn, translates into a measurable increase of student language proficiency.

Choice Sessions: Choice sessions serve as a catalyst for empowering educators and fostering a culture of continuous improvement. By engaging in reflective and self-directed practices, education can enhance their instructional strategies, leading to improved student outcomes and a more dynamic learning environment.

Learning Plan**Learning Plan Outcomes:**

What learners will be able to do as a result of participating in the professional learning series.

Learning Plan Implementation Methods Tools and Techniques:

The pieces that support the learning from the individual session to transfer into job-embedded practice.

Learning Plan Outcomes - Dev:

What are the intended outcomes for these learning sessions?

The outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap (identified from the analysis of data sources) and achieving the learning outcome results in narrowing or closing that gap.

Explicit descriptions of what a learner should know, be able to apply, and/or be able to do as a result of participating in the learning.

Demonstrates the behavior the learner will exhibit at the conclusion of the professional learning and can assess the overall impact of multiple session objectives.

Learning Plan Implementation Methods - Dev:

Identify the job-embedded protocols, supports, strategies, structures, or tools developed within this session that support the achievement of the desired learning outcomes.

What practices will educators embed resulting from the learning? What will the learner do or utilize during and/or after the learning session that will drive the learning from individual session to job-embedded practice? How will participants carry the learning forward to achieve the outcomes post-session or connect to subsequent learning session? How has the learning has been designed to provide opportunity for collaboration and differentiation?

Learning Plan Outcomes - SME:

Core Instruction:

Educators will understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies.

Content Specific Data Inquiry

Through the use of a data inquiry protocol, participants will engage in data informed decision-making processes to adjust upcoming planned instruction in their content area.

World Language:

World Language Educators will be able to:

Understand, plan for, implement, and monitor data-informed differentiated instruction and discourse strategies. demonstrated by their application of core instruction and MTSS-aligned strategies. Engage in observable teaching behaviors that evidence purposeful communicative language teaching, with the goal of increasing student language competence that prioritizes interpersonal (listening and speaking) and presentational (speaking and writing) skills, but that also integrates interpretative (reading and writing) skills. Engage in observable teaching behaviors that evidence the application of research-based second language theory and methodology to planning and instruction that include, but are not limited to, Performance Based Language Learning (PBLL), Philosophical Chairs strategies, and other MTSS-aligned strategies. Use new procured instructional resources (FY24) to increase opportunities for student communicative proficiency and differentiate instruction. Use available student data from summative (teacher-created, vendor provided assessments) and formative assessment (STAMP world language assessment) data sources to inform differentiated classroom learning experiences that are aligned to MTSS to further increase student language acquisition. Familiarize with and be conversive about the criteria and process that students need to satisfy to be candidates for the DoDEA Seal of Biliteracy Award (Implemented in SY25-26).

Choice Sessions: Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Learning Plan Implementation Methods - SME:

Core Instruction:

Core Instruction will occur the first 90-minutes of the CCRS Day for all 6-12 and K-5 Health/Physical Education and Arts educators for Back-to-School (BTS) and Quarters 1 – 4. Educators will either engage in-person and/or via a virtual synchronous professional learning format. The training will be facilitated locally by school, district, or regional personnel. The professional learning will be developed via Microsoft PowerPoint and housed in two locations: (1) Core Instruction SharePoint site and (2) Core Instruction Schoology site. To ensure facilitation success, the training will be posted 2 weeks before the first school's CCRS Day for BTS – Q4. Facilitator materials will include: (1) Facilitator's Guide and (2) embedded facilitation notes in the PowerPoint slide deck.

Content Specific Data Inquiry

To achieve maximum benefit from the data inquiry session, continued and ongoing collaborative planning is required.

World Language:

Engage in-person and/or via a virtual synchronous core instruction professional learning format, facilitated locally by school, district, or regional personnel. Explore research-based language acquisition and communicative theory that should inform World Language Standards-driven classroom instruction. This will assist world language educators in drawing connections between theoretical concepts and their own experiences as a language educator. Participate in vendor-led pedagogical professional development sessions that focus on integrating newly acquired resources (FY24) and utilizing data from the administration of the new world language assessments (STAMP) to enhance instructional planning and practices. Be able to have a conversation and explain to others the DoDEA Seal of Biliteracy Award (what the Award is, where students and parents can obtain information about the Award, etc.) which has a SY25-26 implementation date. Continue to incorporate MTSS-aligned teaching strategies, such as Performance Based Language Learning, Philosophical Chairs, and other similar strategies that differentiate instruction and increase language proficiency.

Implementation Tools and Techniques for SY25-26:

World language educators continue to use Focused Collaboration to plan and exchange teaching ideas with other world language teachers in school, District or Region settings, whenever possible or feasible. World language educators use STAMP Scoring Rubrics-Avant Webpage inform their classroom planning and instruction. World language educators use the DoDEA World Languages Assessment and Participation Results dashboard results to inform their classroom planning and instruction. World language educators actively participate in vendor-led pedagogical Professional Development integrating strategies with resources that highlight MTSS Strategies and Differentiation of instruction for all learners. World language educators analyze both summative assessment data (e.g., annual STAMP world language assessment results) and formative assessment data (e.g., vendor or educator-developed tests, quizzes, PBLL, projects, etc.) to inform their classroom practices. World language educators focus on Intentional Planning by centering on student outcomes and real-world applications using backward design to create lessons that build on language proficiency and intercultural competence. World language educators employ Reflective Practices to critically evaluate their experiences to improve teaching and learning, fostering a deeper understanding of language and culture.

Choice Sessions:**Back to School Day 1****Back to School Day 1 Session-Specific Objectives:**

DODEA educators will apply a variety of systemic instructional best practices to support excellent instruction for all students. Topics included in the course are: DoDEA Blueprint, MTSS, Focused Collaboration, Assessment, Technology, and 21st Century Teaching and Learning for those that teach in a 21C building.

Back to School Day 1 Session-Specific Measurable Evidence:

Intentional use of practices within the teaching and learning cycle for planning, instructional delivery, and assessment to support excellent instruction for all students.

Back to School Day 1 - Method of Delivery:

Asynchronous

Back to School Day 1 - Location of PL Materials:

BTS Day 1 Course Information Course Title: DODEA CCR BTS DAY 1 - Professional Learning; Section 001

Course Link: SY 2025-2026 | Schoology (dodea.edu)

Course Access Code: 3432-QCTJ-MGGBV

Need help enrolling in this course? <https://schoology.dodea.edu/page/1889433277>

Back to School Day 2

Back to School Day 2 Session-Specific Objectives:

Core Content Specific Objectives

World language educators will review core instructional practices — academic language, discourse, and inquiry as effective strategies for differentiation. World language educators will identify preconceptions about differentiation to foster shared ownership and responsibility for student success. World language educators will develop a common language around differentiation, interventions, and extensions. World language educators will understand the continuum of support needed to meet learner variability.

World Language Specific Objectives

World language educators will participate in vendor-led professional development sessions, where they will align MTSS concepts with world language proficiency teaching strategies and existing resources. World language educators will participate in self-selected "Voice and Choice" professional development sessions applicable to world language instruction and/or other subject areas. World language educators will explore interpersonal communication teaching strategies to help students "Power Up" to higher levels of proficiency (Part 1)

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency.

Choice Sessions: Educators will be empowered to actively shape their professional growth and instructional practices through increased collaboration, reflective practices, and opportunities for self-directed learning.

Back to School Day 2 Session-Specific Measurable Evidence:

Core Content Specific Measurable Evidence

Review world language educators' instructional artifacts and exemplars from the previous school years to progress toward differentiated opportunities. Engage in a reflective exercise to assess world language educators' knowledge, informing differentiated professional learning pathways and experiences based on levels.

World Language Specific Measurable Evidence

Evidence of active participation and attendance by world language educators in vendor-led professional pedagogical development sessions, as evidenced by teacher attendance and participation in vendor-led activities. An increase in student scores in the DoDEA-CAS language performance and proficiency assessment in the areas of interpersonal communication and/or listening and speaking. Note: World language educators and Program Administrators can obtain world language assessment data from the dashboard World Languages Assessment and Participation Results. An increase in observable World Language Educator behaviors that support CCRS World Languages Standards-based instruction, as measured by the DoDEA Learning Walk-Through Tool (LWT) Indicators, such as:

SF03 Digital Multiple Media SF06 Flexible Grouping SFO11 Complex Text SF012 Higher Order Questioning

Evidence of incorporation of interpersonal communication teaching strategies presented during vendor-led professional-pedagogical sessions, as experienced during SY 2025-26 World Language Strategic Instructional Visits to selected DoDEA schools, and demonstrated through conversations with teachers, administrators, and students.

Back to School Day 2 - Method of Delivery:

Asynchronous

Back to School Day 2 - Location of PL Materials:

Schoology -- World Language Professional Development (Secondary): Section 001 --- Access Code: BBHHH-F3G2V --- SY25-26 Quarterly World Languages Professional Learning ----> Back to School, Day 2 (only)

Quarter 1

Qtr 1 Session-Specific Objectives:

Core Content Specific Objectives

World language educators will use pre-assessment/formative assessment data to plan for differentiated learning experiences. World language educators will understand how a student-centered learning environment and discourse can support differentiated learning opportunities.

Content Specific Data Inquiry

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment. MTSS IC Map Practice Connection(s): D1, D2

World Language Specific Objectives

World language educators will participate in vendor-led professional development sessions, where they will align MTSS concepts with world language proficiency teaching strategies and existing resources. World language educators will participate in self-selected "Voice and Choice" professional development sessions applicable to world language instruction and/or other subject areas. World language educators will explore how to set up appropriate interpretive communication tasks to help students "Power Up" to higher levels of proficiency (Part 2).

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year.

Choice Sessions: Varied by session

Qtr 1 Session-Specific Measurable Evidence:

Core Content Specific Measurable Evidence

Assess how world language educators' plan to use professional learning data to differentiate learning experiences. Monitor discussions to gauge world language educators' knowledge, experience levels with differentiated instruction, and how they identify and plan for differentiation.

World Language Specific Measurable Evidence

Evidence of active participation and attendance by world language educators to vendor-led pedagogical professional development sessions, as evidenced by World Language Educator attendance and participation in vendor-led activities. An increase of student scores in the DoDEA-CAS language performance and proficiency assessment (as of SY24-25, the STAMP) in the areas of listening, speaking, reading and writing. An increase in observable world language educator behaviors that support CCRS World Languages Standards-based instruction, as measured by the DoDEA Learning Walk-Through Tool (LWT). Evidence of incorporation of communicative tasks in world language instruction, as evidenced during vendor-led professional-pedagogical sessions; experienced during SY 2025-26 World Language Strategic Instructional Visits to selected DoDEA schools, and demonstrated through conversations with world language educators, administrators, and students.

Qtr 1 - Method of Delivery:

Asynchronous

Qtr 1 - Location of PL Materials:

Schoology -- World Language Professional Development (Secondary): Section 001 --- Access Code: BBHHH-F3G2V --- SY25-26 Quarterly World Languages Professional Learning ----> Quarter 1

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 2

Qtr 2 Session-Specific Objectives:

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Core Content Specific Objectives

World language educators will build a shared understanding of DoDEA's definition of Content Differentiation. World language educators will explore evidence-based, student-centered instructional strategies for differentiation through content and student discourse. World language educators will explore content-specific DoDEA instructional resources for differentiated content and identify opportunities for differentiation.

Content Specific Data Inquiry

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment. MTSS IC Map Practice Connection(s): D1, D2

World Language Specific Objectives

World language educators will participate in vendor-led professional development sessions, where they will align MTSS concepts with world language proficiency teaching strategies and existing resources. World language educators will participate in self-selected "Voice and Choice" professional development sessions applicable to world language instruction and/or other subject areas. World language educators will explore strategies to enhance interpersonal and presentational tasks to help students "Power Up" to higher levels of proficiency (Part 3).

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year.

Choice Sessions: Varied by session

Qtr 2 Session-Specific Measurable Evidence:**Core Content Specific Measurable Evidence**

Review artifacts to determine the quality and extent to which process differentiation is integrated to foster a student-centered, discourse-rich classroom. Assess world language educators' knowledge of how and when to use differentiation to support student learning. Monitor discussions to assess world language educators' understanding of content differentiation. Review world language educators' differentiation implementation plan to evaluate their content-specific approach.

World Language Specific Measurable Evidence

Evidence of active participation and attendance by world language educators to vendor-led pedagogical professional development sessions, as evidenced by World Language Educator attendance and participation in vendor-led activities. An increase of student scores in the DoDEA-CAS language performance and proficiency assessment (as of SY24-25, the STAMP) in the areas of interpersonal and presentational tasks. An increase in observable World Language Educator behaviors that support CCRS World Languages Standards-based instruction, as measured by the DoDEA Learning Walk-Through Tool (LWT). Evidence of incorporation of strategies to enhance Interpersonal and presentational tasks, as evidenced during vendor-led professional-pedagogical sessions; experienced during SY 2025-26 World Language Strategic Instructional Visits to selected DoDEA schools, and demonstrated through conversations with world language educators, administrators, and students.

Qtr 2 - Method of Delivery:

Asynchronous

Qtr 2 - Professional Learning Location:

Schoolology -- World Language Professional Development (Secondary): Section 001 --- Access Code: BBHHH-F3G2V --- SY25-26 Quarterly World Languages Professional Learning ----> Quarter 2

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Quarter 3**Qtr 3 Session-Specific Objectives:**

Core Content Specific Objectives

World language educators Build a shared understanding of DoDEA's definition of Process Differentiation. World language educators explore student-centered instructional strategies for processes that provide different levels of support, challenge, and complexity. World language educators plan for content differentiation within a previously taught or upcoming lesson.

Content Specific Data Inquiry

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment. MTSS IC Map Practice Connection(s): D1, D2

World Language Specific Objectives

World language educators will participate in vendor-led professional development sessions, where they will align MTSS concepts with world language proficiency teaching strategies and existing resources. World language educators will participate in self-selected "Voice and Choice" professional development sessions applicable to world language instruction and/or other subject areas. World language educators will focus on how to use structured feedback strategies that encourage student growth and deepen learner understanding and application of world language proficiency principles.

MTSS Connections:

L4: Staff engage with military-connected families to form strong connections supportive of learners' academic achievement, resilience, and well-being.

Choice Sessions: Varied by session

Qtr 3 Session-Specific Measurable Evidence:**Core Content Specific Measurable Evidence**

Review artifacts to determine the quality and extent to which process differentiation is integrated to foster a student-centered, discourse-rich classroom. Assess world language educators' knowledge of how and when to use differentiation to support instruction. Monitor discussions to determine educators' understanding of process differentiation. Review world language educators' differentiation implementation plan to evaluate their content-specific approach.

World Language Specific Measurable Evidence

Evidence of active participation and attendance by world language educators to vendor-led pedagogical professional development sessions, as evidenced by World Language Educator attendance and participation in vendor-led activities. An increase of student scores in the DoDEA-CAS language performance and proficiency assessment (as of SY24-25, the STAMP) in the areas of interpersonal and presentational tasks. An increase in observable world language Educator behaviors that support CCRS World Languages Standards-based instruction, as measured by the DoDEA Learning Walk-Through Tool (LWT). Evidence of providing structured feedback to students, as presented during vendor-led professional-pedagogical sessions, as experienced during SY 2025-26 World Language Strategic Instructional Visits to selected DoDEA schools, and demonstrated through conversations with teachers, administrators, and students. Note: Structured feedback to students involves providing specific, actionable, and timely feedback using a pre-defined format or rubric, focusing on areas for improvement and encouraging reflection and continuous learning

Qtr 3 - Method of Delivery:

Asynchronous

Qtr 3 - Location of PL Materials:

Schoolology -- World Language Professional Development (Secondary): Section 001 --- Access Code: BBHHH-F3G2V --- SY25-26 Quarterly World Languages Professional Learning ----> Quarter 3

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff. Portions of the professional learning will be asynchronous.

Quarter 4**Qtr 4 Session-Specific Objectives:**

Core Content Specific Objectives

World language educators will build a shared understanding of DoDEA's definition of Product Differentiation. World language educators will develop a product that integrates multiple discourse modes to support student-centered instruction and includes robust feedback mechanisms to support differentiated learning.

Content Specific Data Inquiry

Analyze available content specific data to inform next steps for differentiated instruction within the tier 1 teaching environment. MTSS IC Map Practice

Connection(s): D1, D2

World Language Specific Objectives

World language educators review and reflect on the strategies, approaches and techniques presented during professional pedagogical development throughout SY25-26. World language educators revise/develop a SY26-27 Personalized Instructional Map, incorporating the new instructional world language resources, second language acquisition concepts learned through vendor-led pedagogical professional development sessions, and core instruction concepts highlighted during SY25-26 quarterly professional learning session.

MTSS Connections:

C1: Core Instruction (T1) is standards-based Excellent Instruction with DoDEA-adopted resources to support the growth of academic achievement, resilience, and well-being of every student. C2: Core Instruction (T1) demonstrates responsiveness to student learning through implementation of supports or extensions to provide differentiation when small groups or individual students are outside of proficiency. L3: The school's staffing, resources, instructional program, and schedule meet the varied needs of every student throughout the school year.

Choice Sessions: Varied by session

Qtr 4 Session-Specific Measurable Evidence:**Core Content Specific Measurable Evidence**

Assess world language educators' understanding of content, process, and product differentiation and their ability to differentiate instruction based on student readiness, interest, and learning variability to foster a student-centered, discourse-rich classroom for all students.

World Language Specific Measurable Evidence

Evidence of active participation and attendance by world language educators in vendor-led pedagogical professional development sessions, as evidenced by World Language Educator attendance and participation in vendor-led activities. An increase in student scores in the DoDEA-CAS language performance and proficiency assessment (as of SY25-26, the STAMP) in the areas of listening, speaking, reading and writing. An increase in observable World Language Educator behaviors that support CCRS World Languages Standards-based instruction, as measured by the DoDEA Learning Walk-Through Tool (LWT). Draft and/or revise existing Personalized Instructional Map incorporating the new instructional world language resources, second language acquisition concepts learned through vendor-led pedagogical professional development sessions, and core instruction concepts highlighted during SY25-26 quarterly professional learning session.

Qtr 4 - Method of Delivery:

Asynchronous

Qtr 4 - Location of PL Materials:

Schoolology -- World Language Professional Development (Secondary): Section 001 --- Access Code: BBHHH-F3G2V --- SY25-26 Quarterly World Languages Professional Learning ----> Quarter 4

Scheduling: To support synchronous professional learning opportunities across the contents, please schedule Core Instruction as the first course to be delivered at the start of the CCR day.

Delivery Method: When possible, synchronous delivery of secondary content PL is encouraged as a best practice with support from local district/regional ISS staff.

Fall Day 1**Fall Day 1 Session-Specific Objectives:****Fall Day 1 Session-Specific Measurable Evidence:****Fall Day 1 - Method of Delivery:****Fall Day 1 - Location of PL Materials:****Fall Day 2****Fall Day 2 Session-Specific Objectives:****Fall Day 2 Session-Specific Measurable Evidence:**

Fall Day 2 - Method of Delivery:

Fall Day 2 - Location of PL Materials:

Winter Day 1

Winter Day 1 Session-Specific Objectives:

Winter Day 1 Session-Specific Measurable Evidence:

Winter Day 1 - Method of Delivery:

Winter Day 1 - Location of PL Materials:

Winter Day 2

Winter Day 2 Session-Specific Objectives:

Winter Day 2 Session-Specific Measurable Evidence:

Winter Day 2 - Method of Delivery:

Winter Day 2 - Location of PL Materials:

Spring Day 1

Spring Day 1 Session-Specific Objectives:

Spring Day 1 Session-Specific Measurable Evidence:

Spring Day 1 - Method of Delivery:

Spring Day 1 - Location of PL Materials:

Spring Day 2

Spring Day 2 Session-Specific Objectives:

Spring Day 2 Session-Specific Measurable Evidence:

Spring Day 2 - Method of Delivery:

Spring Day 2 - Location of PL Materials:

Fall

Fall - Specific Objectives:

Fall - Specific Measurable Evidence:

Fall - Method of Delivery:

Fall - Location of PL Materials:

Winter

Winter - Specific Objectives:

Winter - Specific Measurable Evidence:

Winter - Method of Delivery:

Winter - Location of PL Materials:

Spring

Spring - Specific Objectives:

Spring - Specific Measurable Evidence:

Spring - Method of Delivery:

Spring - Location of PL Materials:

Notes/Comments

Comments:

08/06/2025 14:37:57 - (b)(6) (Comments)
Approved

07/28/2025 14:16:22 - (b)(6) (Comments)
Approved

07/28/2025 09:02:38 (b)(6) (Comments)
Approved

06/25/2025 14:20:56 (b)(6) (Comments)
Approved

06/05/2025 13:56:09 (b)(6) (Comments)
Approved

05/14/2025 10:52:34 (b)(6) (Comments)
Approved

05/01/2025 08:06:57 (b)(6) (Comments)
DoDEA Learning Walkthrough
Data as of 4/9/25, 3:08 PM

Filtered by Indicator Value (is Observed or Not Observed), School Year (is 2024-2025), LWT Purpose (is Teacher Feedback), Observation Date (is on or after 08/01/2024 and is before 06/08/2025), Content Area (is Foreign Language or World Language), Test Data (is Real Data)
Open in Power BI here: <https://app.powerbi.com/groups/me/reports/bb4ebc05-2966-42a4-9f51-1033345dce36/ReportSectiond4576e6d451195025e75?ctid=ce0f7be2-a755-4893-8d70-2b153371922c&experience=power-bi>

03/20/2025 18:27:45 - (b)(6) (Comments)
Please add any comments here