

# *Connecticut Accountability for Learning Initiative*



## **Description of Professional Development Opportunities**

### ***1. Differentiated Instruction-Basic Training***

To begin this two-day module, participants will explore the history of the Connecticut Accountability for Learning Initiative (CALI) and come to understand how the CALI initiative has evolved over time to include differentiated instruction (DI). They will also make connections between Scientific Research-Based Interventions (SRBI) and differentiated curriculum to discover that the two initiatives go hand-in-hand. Participants will analyze a definition of differentiated instruction and come to understand that high-quality differentiation is a proactive, decision-making process.

Participants will look closely at four principles of the differentiated classroom:

- The teacher crafts an environment that actively supports each student in the hard work of learning.
- Teachers must have absolute clarity about the learning destination.
- Teachers must persistently know where students are in relation to the destination.
- The teacher adjusts instruction to accommodate a critical student learning difference.

Participants will examine a variety of preassessment formats, choose a format and create a preassessment that will accompany their targeted unit. At the conclusion of Day One, participants will be asked to complete a homework assignment: the administration of a preassessment and return for Day Two with some actual data to share.

During the second day, using the Common Core State Standards, participants will have the opportunity to develop a draft of a lesson plan in a content area of their choice.

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### ***2. Districtwide Assessment Protocol Training \****

During this one day training, district teams will reflect on and assess their current district-wide assessment plan.

### ***3. Improving School Climate to Support Student Achievement: Creating Climates of Respect – Basic Training***

This two-day seminar focuses on the essential elements that are necessary to establish a positive and respectful school climate. Creating and maintaining a physically, emotionally and intellectually safe learning environment is a precondition for realizing optimal student academic achievement. Participants will be given the principles, practices and strategies leading to school climate improvement. Information about the importance of school connectedness, the lessons learned from the rampage school shootings, the nature of bullying and other central seminal research is presented. Collectively, administrators, teachers, pupil personnel staff, paraprofessionals and other school staff are provided with both a context and concrete direction enabling them to gain the understanding necessary to collect appropriate data, create school climate improvement plans and implement them in their respective schools.

During this interactive seminar, participants will:

- understand the impact of school climate on the developing brain and student achievement;
- identify the essential elements of positive school climate as they align with Data Teams, assessments and Scientific Research-Based Interventions;
- explore practical structures and strategies that prevent and address bullying and school violence by creating physically, emotionally, and intellectually safe learning environments;
- learn about the significance and elements of school connectedness;
- examine the profiles of the “rampage” school shooters in the context of school climate; and
- learn concrete practical strategies and steps toward creating and implementing strategies to improve school climate.

### ***4. Improving School Climate to Support Student Achievement: Creating Climates of Respect - Certification Training***

The purpose of this three-day certification training is to build the knowledge and skills of educators who will provide basic training and continuous on-site professional development and technical assistance for improving school climate as an essential part of a long-term sustainable plan. Participants of this certification training will increase their own understanding of the elements necessary to create positive climates for the entire school community.

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### ***5. Instructional Data Teams-Basic Training***

The purpose of this one-day training is to train participants to become data team leaders, who will facilitate Instructional Data Teams as they articulate their instructional decisions. Participants of this training will explain the importance of using data when making instructional decisions where the definition of data is broadened to include scores, student work/products, and adult actions and create an action plan that aligns teaching, instruction, and assessment to demonstrate student needs.

### ***6. School Data Teams-Basic Training***

This one-day training focuses on the role of the School-Wide Data Team (SWDT), and how that team develops, implements, monitors, and adjusts the School Improvement Plan. Participants of this training will understand how data is used in systemic school improvement and evaluate existing systems and practices to create an action plan that promotes school and student success.

***\*This module is currently in development.***