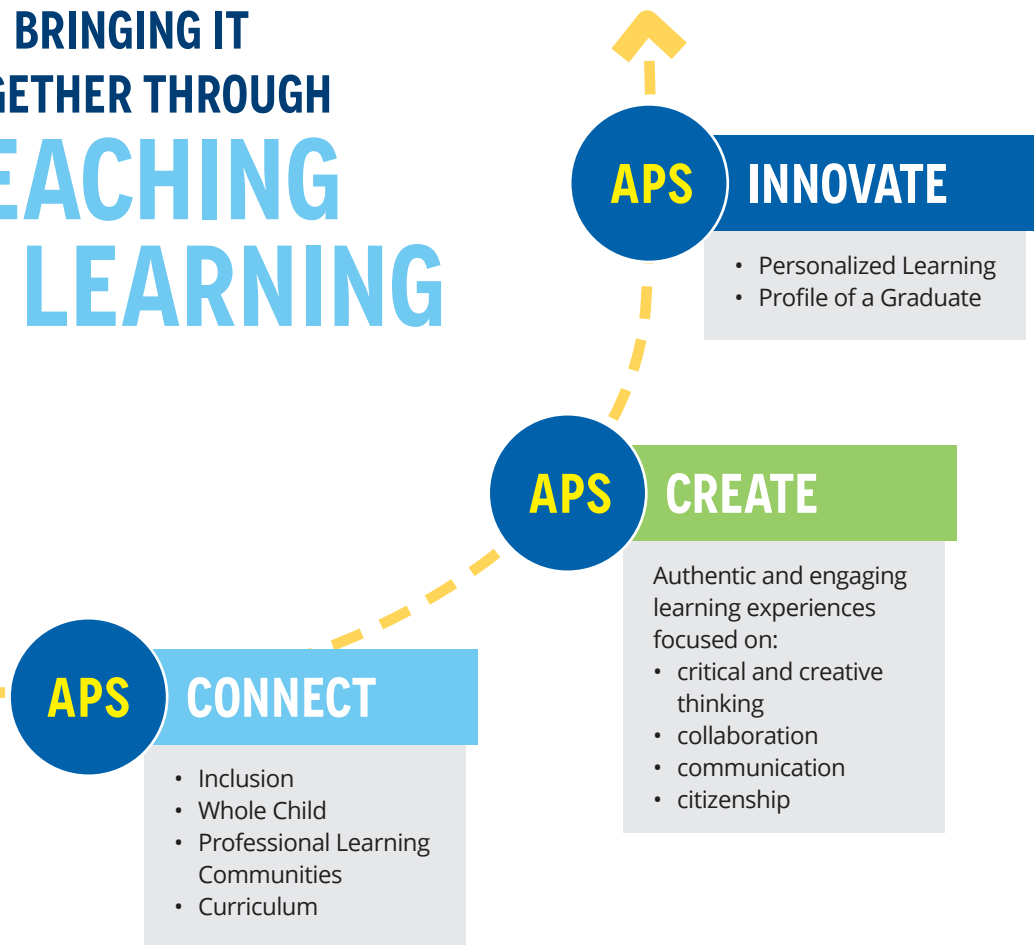




# APS PROFESSIONAL LEARNING FRAMEWORK

Professional learning opportunities in Arlington Public Schools are in place to improve student learning experiences and outcomes. As we learn and grow as a system, professional learning will include opportunities for individual development, team and school improvement, and program implementation of curricula, instructional strategies, and practices that we have embraced as a school system.

## BRINGING IT TOGETHER THROUGH TEACHING AND LEARNING



## FORMATS

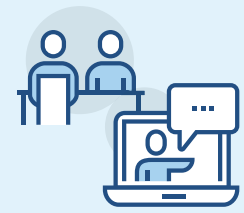
Professional learning sessions will be offered multiple times throughout the year in a variety of formats, including:

### FACE-TO-FACE SESSIONS



Face-to-face learning is conducted with the participants and the facilitator in the same room, at the same time.

### BLENDED LEARNING MODULES



Blended learning is a learning experience in which a participant learns: at least in part through online learning, with some element of participant control over time, place, path, and/or pace and at least in part in a facilitated brick-and-mortar location.

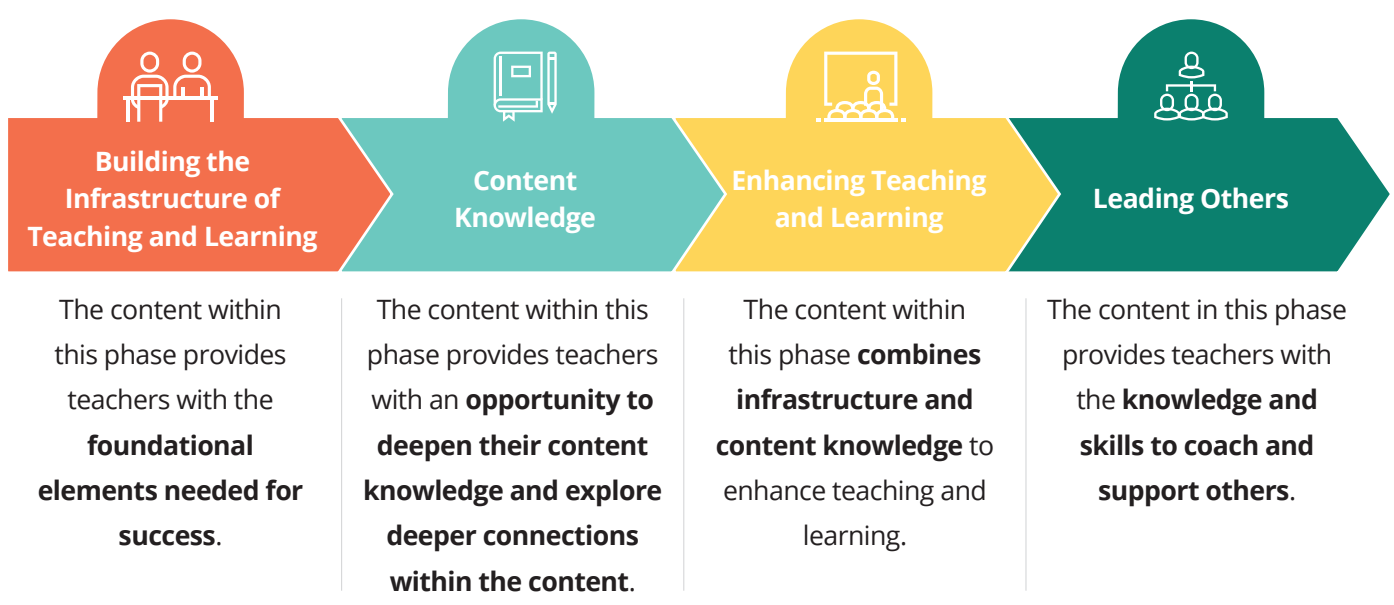
### ONLINE LEARNING MODULES



Online learning is a learning experience in which content is delivered via the internet. This may involve an online facilitator and may be synchronous or asynchronous.

## FOUR PHASES OF UNDERSTANDING

As we continue to implement high-quality learning experiences for students, there are **four key phases of understanding** that all teachers, staff, and administrators will have as a foundation for our work. These phases include:





### Building the Infrastructure of Teaching and Learning



### Content Knowledge



### Enhancing Teaching and Learning



### Leading Others

CONNECT

#### Inclusion:

Inclusive education is both a vision and a practice...of welcoming, valuing, empowering, and supporting the diverse academic, social/emotional, language, and communication learning of all students in shared environments and experiences for attaining the desired goals of education. Inclusion is a belief that everyone belongs, regardless of need or perceived ability, and that all are valued and contributing members of the school community (Villa and Thousand, 2016). Inclusive practice is an approach to teaching that recognizes the diversity of students, enabling all students to access course content, fully participate in learning activities, and demonstrate their knowledge and strengths.

- ATSS Overview
- Collaborative Teaching with Instructional Assistants
- Co-Teaching Models
- Introduction to Gifted Learners
- Understanding Dyslexia
- Understanding English Learners
- Understanding IEP Goals, Accommodations, and Strategies
- Understanding the Special Education Identification Process
- Universal Design for Learning
- Why Inclusive Practices? What are Inclusive Practices?
- 504s and IEPs



- Assistive Technology
- Creating Sensory Safe Spaces
- Executive Functioning
- Flexible Seating and Student Movement
- IEPs: Determining Present-Level of Performance
- Implementing Accommodations
- Inclusive Practices for English Learners (ELs) - Fundamentals of Sheltered Instruction
- Supporting Mental Health Care
- Trauma Informed Care



- Courageous Conversations Online (12-Week Course)
- Culturally Responsive Teaching and Learning
- Equity and Excellence
- Implementing Specially Designed Instruction



- CLASS

#### Whole Child:

A whole child approach to education is defined by policies, practices, and relationships that ensure each child, in each school, in each community, is healthy, safe, engaged, supported, and challenged. It engages all stakeholders—educators, families, policymakers, and community members—in defying the “percentage proficient” culture.

- Aspire2Excellence
- Bullying Prevention
- Child Abuse Prevention
- Defining the Whole Child
- FACE: Building Meaningful Relationships with Families (Intro)
- Implementing the Tenets of the Whole Child in the Classroom
- Social Emotional Curriculum
- Substance Abuse Prevention
- Why a Whole Child Focus?



- Conscious Discipline
- FACE: Building Family-School Partnerships
- The Academically Challenged Whole Child
- The Healthy Whole Child
- The Engaged Whole Child
- The Safe Whole Child
- The Supported Whole Child
- Positive Behavior Interventions and Support (PBIS)
- Responsive Classroom
- Understanding Substance Abuse



- FACE: High Impact Family Engagement Strategies
- Lab Safety
- Mindfulness and Movement in the Classroom
- Trauma Informed Care



- CLASS

#### Professional Learning Communities:

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. The term is also applied to schools or teaching faculties that use small-group collaboration as a form of professional development.

- Making Sense of Professional Learning Communities
- Professional Learning Communities and Curriculum



- Best Practices in Comprehension
- Best Practices in Fluency
- Best Practices in Phonemic Awareness
- Best Practices in Phonics
- Best Practices in Vocabulary
- Content Area Literacy
- Incorporating Phonemic Awareness and Phonics into Literacy Instruction
- Supporting Social-Emotional Needs
- Using Common Assessments



- Instructional Rounds

#### Curriculum:

The term curriculum refers to what students need to know and be able to do including unit plans, formative and summative assessments, alignment to resources, etc.

- Curriculum Framework
- Overview of Arts
- Overview of VA SOLs:
  - English Language Arts
  - Math
  - Science
  - Social Studies
  - Health and PE
- Overview of World Languages



- Math Content Academy
- Supporting ELP Level 6 (former English Learners) Students
- Vertical Articulation
- What do we do when students already learned/know it?
- What do we do when students haven't learned it?



- Data Collection and Reporting
- Personalized Learning and Curriculum: Resolving the Tension

CREATE

#### Authentic and engaging learning experiences

focused on students as collaborators, critical thinkers, creative thinkers, communicators, and citizens.

- Critical, Computational, & Creative Thinking:
  - Concept Attainment
  - Creative Thinking Models
  - Decisions and Outcomes
  - Making Connections
  - Questioning
  - Teaching Models
- Fluency: Math and Word Study



- Conscious Discipline
- Developing and Using Math Tasks K-2
- Developing and Using Math Tasks 3-5
- History Alive!: Strategies for Engagement
- Model Drawing
- Number Talks
- Positive Behavior Interventions and Support (PBIS)
- Responsive Classroom
- Workshop Model Overview



- Learner Engagement
- Leveled Literacy Intervention
- Orton-Gillingham Approach to Reading Instruction
- Phono-graphix Reading Instruction and Intervention
- Project-Based Learning
- Socratic Seminar in the Content Areas



- Adaptive Schools
- Cognitive Coaching

#### Personalized Learning:

As defined by Rickabaugh (2016): “Learners are active participants in setting goals, planning learning paths, tracking progress, and determining how learning will be demonstrated. At any given time, learning objectives, content, methods, and pacing are likely to vary from learner to learner as they pursue proficiency aligned to established standards. A fully personalized environment moves beyond both differentiation and individualization.”

- Blended Learning
- Foundations of Personalized Learning
- Personalized Learning through the Universal Design Lens (Access, Engage, and Express)
- Using a Learning Management System



- Access: Flipped Classrooms
- Access: Using Mixed Text Sets
- Engage: Flexible Seating
- Engage: Project-Based Learning
- Workshop/Engage: Conferring and Anecdotal Notes
- Workshop: Mini-Lessons
- Workshop: Guided Reading and Strategy Groups
- Workshop: Overview



- Assessments for and of Learning
- Engage: Kagan Cooperative Learning Structures
- Express: Performance Tasks
- Express: Reading and Responding to Text
- Express: Recording and Documenting Learning using Technology
- Express: Student Reflection
- Learning Plans
- Standards-Based Instruction, Grading, and Reporting
- Student Learner Profiles and Plans
- Using Dreambox Data to Guide Instruction
- Workshop: Advanced Mini-Lessons



- Personalized Learning Design Teams

INNOVATE

#### Profile of a Graduate:

The Profile of a Virginia Graduate describes the knowledge, skills, experiences and attributes that students must attain to be successful in college and/or the workforce and to be “life ready” in an economy and a world characterized by rapid change. The board has determined that a life-ready Virginia graduate must:

- Achieve and apply appropriate academic and technical knowledge (content knowledge);
- Demonstrate productive workplace skills, qualities, and behaviors (workplace skills);
- Build connections and value interactions with others as a responsible and responsive citizen (community engagement and civic responsibility); and
- Align knowledge, skills and personal interests with career opportunities (career exploration).

- Aspire2Excellence
- Career Pathways
- Workplace Readiness