



**PDA**  
108

A small icon of a black graduation cap with a white tassel, positioned at the bottom right of the letter "A" in the "PDA" text.

**Professional Development Academy**



# 5 Performance Expectations Indicators

## I Personal/Professional Growth/Competence

The District 108 Personal/Professional Growth/Competence expectation focuses upon sustained efforts to develop new skills through continuing education. Sustained personal/professional growth efforts may include teacher academy courses, workshops, independent study, district and building committees, and advanced degree coursework.

*The teacher who meets or exceeds District expectations:*

- Dedicated to his/her professional growth
- Reflects on professional strengths and needs and takes action to improve
- Participates in professional development experiences and applies new learnings
- Supports continuous improvement in the classroom, school, and district

## I Planning and Instructional Methods

The District 108 Planning and Instructional Methods expectation focuses upon implementation of the district curriculum through meaningful classroom experiences utilizing available resources. Meaningful classroom experiences includes child centered instruction which meets the needs of all learners through implementation of the District curriculum.

*The teacher who meets or exceeds District expectations:*

- Facilitates student learning, creating opportunities for using knowledge and transferring that learning to their own lives
- Utilizes the state standards and district grade level objectives and learning expectations supporting student achievement
- Develops multiple assessments, uses results to improve student learning
- Uses a wide range of instructional strategies

## I Classroom Management

The District 108 Classroom Management expectation focuses upon planning for and utilizing available human, financial, and physical resources to enhance learning. Successful management reflects appropriate preparation, organization, and communication.

*The teacher who meets or exceeds District expectations:*

- Captures the interest of students and effectly maximizes learning time
- Implements clear, consistent management strategies to engage learners
- Engages and motivates students to be responsible learners
- Clearly communicates expectations to parents and students

# I Collaborative Worker

The District 108 Collaborative Worker expectation focuses upon making positive contributions to building and district initiatives. The collaborative worker contributes in a positive way by being flexible, responsive, and supportive to the needs of the students, building, and district.

*The teacher who meets or exceeds District expectations:*

- Works collaboratively with other educators, parents, and students
- Practices skills of leadership in a sitebased, shared-decision making culture
- Is flexible and supports the school and district mission
- Develops collaborative networks within the school, district, and community

# I Learning Environment

The District 108 Learning environment expectation focuses upon establishing and maintaining a productive environment responsive to needs of the learner. A productive learning environment is accepting, encouraging, and motivating to the learner.

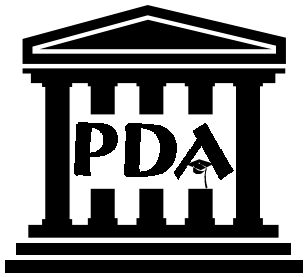
*The teacher who meets or exceeds District expectations:*

- Maintains a classroom environment that nurtures students' achievement to high expectations
- Adjusts instructional practices based upon students' knowledge, interests, and environment
- Uses innovative techniques, tools, and strategies which support an engaged learning environment
- Provides opportunities for cooperative, critical, and creative thinking

## MISSION STATEMENT

Pekin District 108 is a visionary, innovative elementary district committed to preparing responsible, productive, life-long learners by fostering active partnerships among our learning community.





# CORE COURSES

- ↳ Required for Attainment of Tenure Status
- ↳ Development Opportunities for Tenured Staff
- ↳ Support 5 Performance Expectations

## PLANNING AND INSTRUCTION EXPECTATIONS

**Course:** *SAI - Understanding the Process and Procedures*

**Instructor:** *St. Xavier/SkyLight TBD*

**Target Audience:** non-tenure or tenured staff

**District Outcomes:**

### ◆ SAI

Participants will understand...

- Engaged learning strategies
- Where standards come from
- How district standards were developed
- The SAI theory, process and tools
- Application SAI tools (I Can Do It!, posters, tubs, deskpad, webpage, refrigerator cards, other)
- Assessment reports, interpretation, and application
- Classroom application of SAI

Participants will develop a product demonstrating the following ...

- Analysis of Fall Data
- Plan of Action to address learning needs of large and small groups, as well as individual learners

### ◆ Differentiated Learning -

Participants will understand...

- Content, Process, Product and Pace
- How to establish a learning environment for different learning opportunities
- Development and use of Pre-Assessment
- Questions, flexible grouping, interest centers
- Tiered assignments, contracts and lesson planners

Participants will develop a lesson demonstrating the following...

- Pre Assessment
- Questioning Strategies
- Tiered Assignments

### St. Xavier/Skylight Outcomes:

The course is designed to address the assessment and evaluation of student progress towards meeting targeted objectives, competencies, goals and standards utilizing a balanced assessment model of student evaluation strategies. Educators will gain a better understanding how to use standardized tests and teacher-made tests to support information about norm-referenced tests, criterion-based tests, and content knowledge. Educators will develop and use portfolios to monitor students' growth and development and performance-based assessments to measure application and transfer.

### Course Requirements:

- Attendance at all sessions (30 hours of contact time)
- Reflection Journal
- Satisfactory completion of all assignments

## CLASSROOM MANAGEMENT EXPECTATIONS

**Course:** *Interactive Classroom Management*

**Instructor:** *St. Xavier/SkyLight (J. Erickson)*

**Target Audience:** non-tenure or tenured staff

**District Outcomes:**

### ◆ Classroom Management

Participants will understand

- Current research in classroom management
- How to establish a positive learning environment
- Setting up a classroom/program environment for success
  - ✓ Developing Ground Rules
  - ✓ Consistent procedures
  - ✓ Feedback loop (asking for student input)
  - ✓ Consequences and rewards
- Strategies for ...
  - ✓ Dealing with the disruptive child
  - ✓ Management plans for individual students
  - ✓ Diffusing inappropriate behavior
  - ✓ Strategies to increase parent involvement

Participants will develop a product demonstrating the following ...

- Identify improvement target(s)
- Analysis of data collected
- Plan of action to address learning needs of individual learner(s)

### ◆ Special Needs Students

Participants will understand

- District programs and services for special needs students
- Roles of special, regular, and support teachers
- Programatic modifications

Participants will develop a product demonstrating the following...

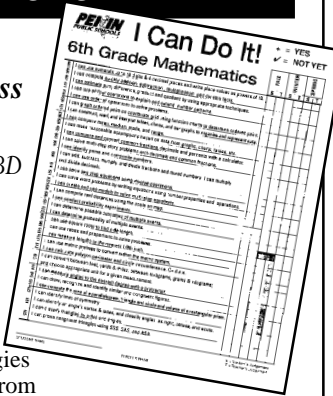
- Identify improvement target(s)
- Analysis of data collected
- Plan of Action to address learning needs of individual learner(s)

### St. Xavier/Skylight Outcomes:

This course is designed to survey the research-based models of behavior management in order to find effective strategies to be incorporated into the classroom. Educators will develop pro-active strategies to prevent problems and establish a classroom climate conducive to learning. Educators will develop problem solving strategies for students who have trouble accepting responsibility, students with weak interpersonal skills and students with behavior problems with special needs.

### Course Requirements :

- Attendance at all sessions (30 hours of contact time)
- Reflection Journal
- Satisfactory completion of all assignments



# CORE COURSES continued

## LEARNING ENVIRONMENT EXPECTATIONS

**Course:** *Engaged Learning Environment*

**Instructor:** St. Xavier / SkyLight TBD

**Target Audience:** non-tenure or tenured staff

**District Outcomes:**

### ◆ *Engaged Learning*

Participants will understand...

- How to develop learners social skills to promote critical and creative thinking
- How to engage learners in meaningful tasks
- Basic cooperative learning structures/strategies
- Questioning strategies
- Assessment tools for group and individual work
- Development of learning activities aligned with standards
- Strategies to transfer learning beyond the classroom
- Strategies for gathering, processing and applying information
- Making thinking visible
- Thinking processes

Participants will...

- Create lesson designs that incorporate cooperative concepts
- Develop and demonstrate questioning techniques that promote cognitive interaction
- Create individual and group rubrics to process and assess the effectiveness of group performance and product.
- Develop tools to assess group and individual social skills
- Demonstrate an organizational plan that supports the structures required for a smoothly delivered cooperative lesson

### St. Xavier/SkyLight Outcomes:

This course introduces the cooperative interactions that connect the components of constructivism and brain compatible learning and establishes the climate for collaboration, peer feedback, and reflective practices supportive and responsive to the needs for such structures in the broader society and educational community.

This collegial model fosters the transfer of these processes to the school and the classroom. It facilitates the systemic change required for effective educational reform.

### Course Requirements:

- Attendance at all sessions (30 hours of contact time)
- Reflection Journal
- Satisfactory completion of all assignments

## COLLABORATIVE WORKER EXPECTATIONS

**Course:** *Collaborative Leadership*

**Instructor:** St. Xavier / SkyLight TBD

**Target Audience:** non-tenure or tenured staff

**District Outcomes:**

### ◆ *Collaborative Leadership*

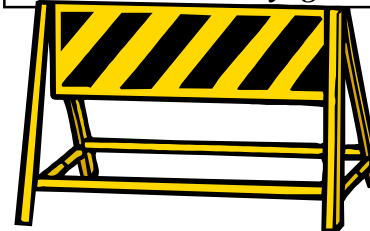
Participants will understand...

- Strategic Planning
  - ✓ Mission
  - ✓ Vision
  - ✓ Values
  - ✓ Goals
- Personal Competencies
  - ✓ Risk Taking
  - ✓ Effectiveness
  - ✓ Autonomy
  - ✓ Communication/Collegiality
  - ✓ Honor
- Leadership Teams
  - ✓ District Instructional Leadership Team (DILT)
  - ✓ School Instructional Leadership Team (SILT)
  - ✓ Curriculum Studies
  - ✓ Study Teams
- Leadership Roles
  - ✓ Change Leadership
  - ✓ Curriculum Leadership
  - ✓ Situational Leadership
  - ✓ Transformational Leadership

### Course Requirements:

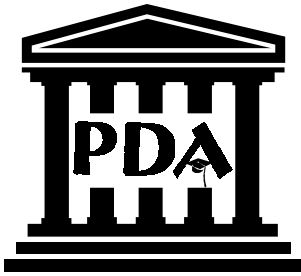
- Attendance at all sessions (30 hours of contact time)
- Reflection Journal
- Satisfactory completion of all assignments

*Under Development with  
St. Xavier and SkyLight*



SAINT XAVIER UNIVERSITY  
CHICAGO





# ELECTIVE COURSES

- Support 5 Performance Expectations
- Professional Growth Opportunities for Non-Tenured and Tenured Staff

## PLANNING AND INSTRUCTION EXPECTATIONS

### Course: *Embedding SAI/PDSA into the Learning Environment*

Instructor: 108 TBD

**Target Audience:** tenured or non-tenure staff

**Outcomes:**

Participants will understand...

- Engaged learning strategies
- The four components of SAI design: Content; Standards/Target; Assessment—pre, during, post; Instruction Planning/Resources
- How to use a template that includes
  - ✓ Content
  - ✓ Standards
  - ✓ Assessments (pre, during, and post)
  - ✓ Instructional Strategies and resources
  - ✓ Webpage
  - ✓ Refrigerator cards
  - ✓ Other
- How to use/design a variety of assessments for pre, during and post
- How to use ongoing, formative data to guide instructional and learning priorities
- How to develop multiple sources of evidence to demonstrate learning (Blue Tubs)

Participants will develop a product demonstrating the following :

- Use of a template to develop a unit or lesson including:
  - ✓ Content
  - ✓ Standards
  - ✓ Assessments (pre, during, post)
  - ✓ Instructional strategies and resources

**Course Requirements:**

- Attendance at all sessions (30 hours of contact time)
- Reflection Journal
- Satisfactory completion of all assignments

**PELTON PUBLIC SCHOOLS** I Can Do It!  
6th Grade Language Arts

READING

1. I can be re-evaluated and use content clues and my reading experience to choose the (underline) word I read.

2. I can use context for questions and predictions that help me think while I read.

3. I use my experiences and text and make predictions.

4. I can make a graph to compare the text structure to one while I read.

5. I can compare the main ideas in the selections I read.

6. I can compare and contrast a variety of reading selections.

7. I can identify different types of literature.

8. I can identify different types of literature.

9. I can identify and compare themes from different types of literature.

10. I can identify and compare themes from different types of literature.

WRITING

1. I can improve my writing through writing.

2. I can display focus, organization and elaboration as I share my ideas in writing.

3. I can write persuasive papers that include a variety of sentence types with appropriate use of parts of speech, capitalization, punctuation and correct spelling.

4. I can write expository papers that include a variety of sentence types with appropriate use of parts of speech, capitalization, punctuation and correct spelling.

5. I can share my ideas using a variety of media and technologies.

6. I can write expository papers that include a variety of sentence types with appropriate use of parts of speech, capitalization, punctuation and correct spelling.

TEACHER VALUE

### Course: *Technology Integration*

Instructor: Sheila Watson

**Target Audience:** tenured or non-tenure staff

**Outcomes:**

Participants will understand...

- Engaged, self-directed learning
- How to plan and manage multiple activities in the technology-integrated classroom (TLC)
  - ✓ Activities, strategies and resources
  - ✓ Roadblocks and solutions
- How to integrate the Internet and software to support SAI
- Grouping strategies for technology integration
- One-computer classroom strategies
- Use of various assessment tools when using technology
- District and national tech standards for students
- RAP (Research-Author-Publish): process, products, assessments
  - ✓ Use of rubric to design a lesson or unit with integrated technology
  - ✓ Use of lesson design templates that incorporate both tech and content standards
- Integration of productivity tools into instruction (Word, PowerPoint, Excel, Publisher)
- How to find online resources for standards-based, technology-infused lesson plans
- Use of the classroom web page for instruction (Learning Village)

Participants will...

- develop and implement a lesson aligned to standards demonstrating the following:
  - ✓ Station based learning
  - ✓ One computer classroom strategy
- develop and implement a RAP project including:
  - ✓ District and/or state curriculum standards
  - ✓ Incorporation of one or more of technology standards
  - ✓ Assessments (pre, during, and post)
  - ✓ Various instructional strategies and resources

**Course Requirements:**

- Attendance at all sessions - 30 hours (28 class hrs + 2 hrs of observation)
- Visit a participant's classroom, providing peer feedback to a technology-based lesson
- Reflection Journal
- Satisfactory completion of all assignments

# ELECTIVE COURSES continued

## PLANNING AND INSTRUCTION EXPECTATIONS continued

### Course:

#### *Reading and Writing Across the Curriculum*

#### Reading

*Instructor: Deb Leach*

**Target Audience:** tenured or non-tenured staff (Grades 2-8)

**Outcomes:**

Participants will understand...

- the reading process and components of successful reading
- application of reading skills to content areas
- the use of variety of comprehension strategies
- different reading comprehension rubrics and guides
- the use and application of different reading comprehension guides and open response rubrics
- application of the open response rubric in scoring writing samples / cross scoring to build reliability
- strategies to organize and use the reading scores and information to improve instruction and learning

Participants will...

- use the open response rubric to score student writing samples
- score student open responses with peers to demonstrate reliable use of the rubric
- integrate instructional strategies to support reading comprehension in the content areas
- develop a plan to improve student reading over time

**Course Requirements:**

- Attendance at all sessions (30 hours of contact time)
- Reflection Journal
- Satisfactory completion of all assignments

#### Writing

*Instructor: Deb Leach*

**Target Audience:** Fourth year tenured or non-tenured staff (Grades 2-8)

**Outcomes:**

Participants will understand...

- the components and organization of the three types of writing
- application of the writing rubric
- application of the writing rubric in scoring writing samples/cross scoring to build reliability
- how to introduce and use different types of graphic organizers
- how to extend writing into all content areas
- strategies for organizing and using the writing data to improve instruction and learning

Participants will ...

- use the District writing rubric to score student writing
- score student writing with peers to demonstrate reliable use of the rubric
- integrate instructional strategies to support persuasive, expository, and narrative writing
- develop a plan to improve student writing over time

### Course:

#### *Linking Literacy to the Learner (Reading and Writing Elective course)*

*Instructor: Deb Leach*

**Target Audience:** tenured or non-tenured staff (Pre-K —Grade 2)

**Outcomes:**

Participants will understand how to...

- assess early literacy, including the administration or running records
- group children for Guided Reading Instruction
- select appropriate leveled text and support reading with book introductions
- teach for reading strategies during Interactive Writing Instruction
- design a Balanced Literacy Program that will help to improve student's reading and writing

Participants will ...

- administer and analyze "An Observation Survey of Early Literacy Achievement"
- use the district writing rubrics to score writing samples
- identify benchmark books to use with students
- design a Balanced Literacy Program
- summarize the progress of 3 "Study Children"
- Host and/or visit a colleague

**Course Requirements:**

- Fourth year non-tenured or tenured staff
- Attendance at all sessions (30 hours of contact time)
- Reflection Journal
- Satisfactory completion of all assignments

## LEARNING ENVIRONMENT/COLLABORATIVE WORKER EXPECTATIONS

### Course: *TESA (Teacher Expectations-Student Achievement)*

*Instructor: 108 Instructors to be identified, trained. Course offered Spring 2003.*

**Target Audience:** tenured or non-tenure staff

- Learn questioning techniques
- Use the district writing rubrics to score writing samples
- Identify benchmark books to use with students
- Design a Balanced Literacy Program
- Summarize the progress of 3 "Study Children".
- Host and/or attend a colleague visit.

**Course Requirement:**

- Attendance at all sessions (30 hours of contact time)
- Reflection Journal
- Satisfactory completion of all assignments





# COURSE SCHEDULE

<b>FALL 2001</b>	<b>SPRING 2002</b>
<b>CORE COURSES</b>	<b>CORE COURSES</b>
<p><b>Interactive Classroom Management</b>            Dates: <i>Tuesdays</i>            September 18, 25            October 2, 11, 16, 23</p> <p><b>SAI -Understanding the Process and Procedures</b>            Dates: <i>Thursdays</i>            October 25            November 1, 8, 29            December 6, 13</p>	<p><b>Engaged Learning Environment</b>            Dates: <i>Tuesdays</i>            January 29            February 5, 12, 19, 26,  <i>Thursday</i> -March 7</p> <p><b>Collaborative Leadership</b>            Dates: <i>Thursdays</i>            March 14, 21            April 11, 18, 25            May 2</p>
<b>YEAR-LONG ELECTIVE COURSES</b>	
<ul style="list-style-type: none"> <li>• <b>Reading and Writing Across the Curriculum</b>            Dates: <i>Thursdays</i>            October 18, 25 — December 6, 13 — May 9, 16</li> <li>• <b>Linking Literacy to the Learner</b>            Dates: <i>Thursdays</i>            September 13, 20 — October 4 — January 10, 31 — February 21</li> </ul>	
<b>SEMESTER ELECTIVE COURSE</b>	
<ul style="list-style-type: none"> <li>• <b>Tech Integration</b>            Dates: <i>Tuesdays</i>            Jan. 22, 29 — Feb. 5, 12, 19, 26</li> </ul>	
<b>FALL 2002</b>	<b>SPRING 2003</b>
<b>CORE COURSES</b>	<b>CORE COURSES</b>
<p><b>SAI -Understanding the Process and Procedures</b></p> <p><b>Interactive Classroom Management</b></p>	<p><b>Collaborative Leadership</b></p> <p><b>Engaged Learning Environment</b></p>
<b>YEAR-LONG ELECTIVE COURSES</b>	
<ul style="list-style-type: none"> <li>• <b>Embedding SAI/PDSA into the Learning Environment</b></li> <li>• <b>TESA</b></li> <li>• <b>Reading and Writing Across the Curriculum</b></li> <li>• <b>Linking Literacy to the Learner</b></li> </ul>	
<b>SEMESTER ELECTIVE COURSE</b>	<b>SEMESTER ELECTIVE COURSE</b>
<ul style="list-style-type: none"> <li>• <b>Tech Integration</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tech Integration</b></li> </ul>

## CLASS DESIGN



*Class Meeting Time:* 4:00 - 9:00 p.m  
*Number of Sessions:* Six (6)  
*Credit:* 30 hours of contact time = 2 CEUs  
*Class Size:* 25 - 30

# PARTICIPANTS IN 108'S PDA



## NON-TENURE STAFF

- Tenure status in four years
- Initial Teaching Certificate → Illinois Standard Teaching Certificate

### Transition Schedule starting 2001-2002 school year:

- 1<sup>st</sup> year — Four core courses in four years
- 2<sup>nd</sup> year — Three core courses in three years
- 3<sup>rd</sup> year — Two core courses in two years
- 4<sup>th</sup> year — One core course in one year

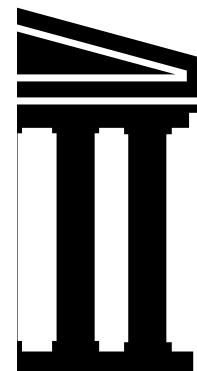
## TENURED STAFF

- Goal Plan/Performance Improvement
- Recertification/Professional Growth
  - 15 hrs = CEU or CPDU Credits
- Salary enhancement
  - 15 hrs = 1 credit hour on schedule
- Graduate credit
  - 30 hrs = 2 CEUs
- One time stipend
  - 15 hrs = \$100 for each credit hour for staff at BA30 or MA30



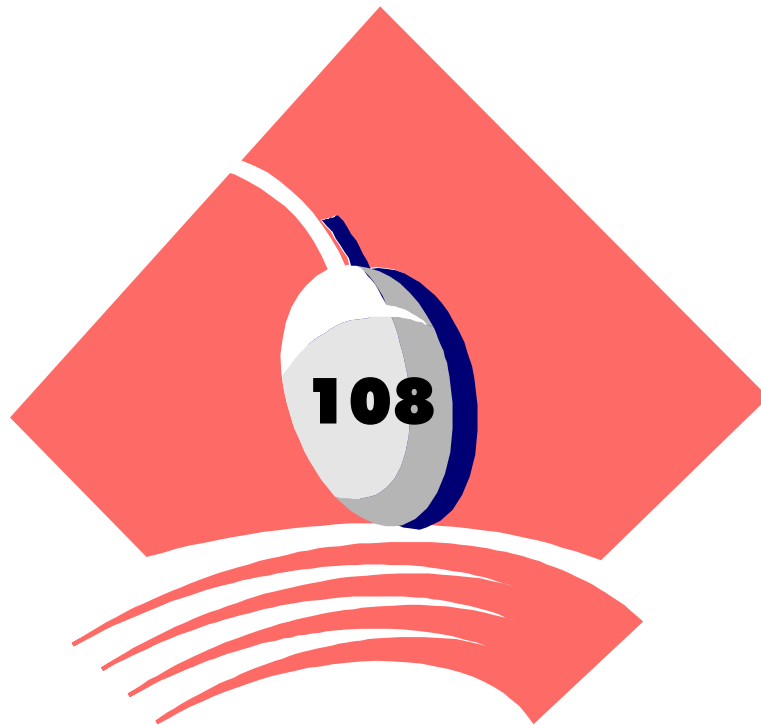
## PRIORITY ENROLLMENT

- ➊ Non Tenured Staff → ( Core Courses, see Transition Schedule)
- ➋ Tenured Staff (Elective Courses)
- ➌ ISU Interns/Student Teachers





# ON-LINE REGISTRATION



<http://www.pekin.net/pekin108/pda/registration>