



**we
are**



self-directed,
lifelong learners



effective
communicators



complex, creative
& adaptive
thinkers



collaborative
& productive
citizens



Professional Development is Changing Practice in Geneva 304

PD Update: Part 3 of 3

- ▶ Part 1: *Why?*
- ▶ Part 2: *How?*
- ▶ Part 3: *(So) What?*



Geneva 304 Professional Development Update

Andy Barrett - Assistant Superintendent for Learning and Teaching

A Process of Continuous...

Inspired Questioning
Experimentation
Collaboration
Communication
Reflection
Adaptation

Questioning and Experimentation

Empowered Operating Core

Professional Learning Communities

Team Collaboration

Questioning and Experimentation
Research and Development

Exploring our interests, niches, and passions to support students.
Collaborative Teacher Projects
Geneva Academic Foundation and PTOs
Professional Learning/Good DE Creative Teaching!

District-Driven Initiatives

Beyond R & D to PD with a Broader Focus

New Tools and Resources
New Standards and Content
Instructional and Professional Practices

New Tools and Resources



New Standards and Content Updates

Next Generation Science
Writing Curriculum
New Illinois Social Science Standards
New Content and Courses



Instructional and Professional Practices

Teacher Evaluation and Student Growth
Fine Tuning Your Craft
Collaborative Learning

large group
Independently
small group
technology

Overview

	Aug				Sep				Oct				Nov				Dec				
	TI	SGR	CTP	PLC	TI	SGR	CTP	PLC	TI	SGR	CTP	PLC	TI	SGR	CTP	PLC	TI	SGR	CTP	PLC	
All Staff	900				450				450				450								
Elementary				300		16	48	300		42	48	300		46	48	300		42	48	300	
Middle School		24		300		24	28	300		47	28	300		32	28	300		27	28	300	
High School				300		14		300		39	7	300		49	7	300		17		300	
Student Services		58				53								83							
Support Staff										60								35			
	900	82		900	450	107	76	900	450	188	83	900	450	210	83	900		121	76	900	7776

*** Over 1,000 Small Group & CTP Sessions**

KEY	TI - Teacher Institute
	SGR - Small Group Release
	CTP - Collaborative Teacher Project
	PLC - Professional Learning Community



(So) What?

HOW HAVE OUR
EDUCATORS CHANGED
THEIR PRACTICE AS A
RESULT OF ALL THIS PD?



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- ▶ Jay Prichard – Mill Creek School
- ▶ Autumn Bruno - Geneva Middle School South
- ▶ Meggan Hagemann – Fabyan Elementary School
- ▶ Karna Chrusciel – Geneva High School
- ▶ Mark Morrison – Harrison Street School

Jay Prichard ~ 5th Grade Teacher

New Science Curriculum/Mystery Science

- ▶ **Science Committee 2015 to Present - Jill Marsh/Andy Barrett**
 - ▶ Familiarization with the NGSS Standards and what they mean.
 - ▶ Choosing a curriculum that best fits the standards and our vision for the students.
 - ▶ Creating and conveying a plan to roll out the curriculum to staff.
- ▶ **Grade Level Science Meetings (2017 – 2018) - Jill Marsh**
 - ▶ Discussion and sharing of science units relevant to 5th grade.
- ▶ **Does this move us closer to our district vision? Absolutely 100%**
 - ▶ Students gain self-confidence while enjoying the challenge of learning.
 - ▶ Assess, interpret and respond to information happens on a daily basis.
 - ▶ Apply academic knowledge to gather and interpret data to analyze the effectiveness of their solutions.
 - ▶ Collaborative skills; cooperation, tolerance, respect, leadership and the ability to demonstrate actions that mutually benefit self and others.

Questioning...Discovering...Explaining

Old Vs. New



What makes it
rain?

**Rote Memorization of facts
and vocabulary**

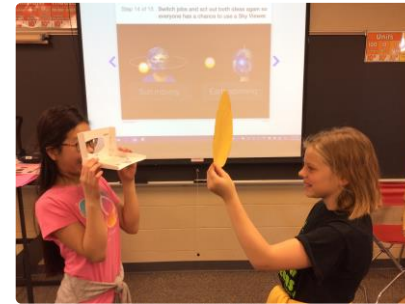
Vs.

**Facts and vocabulary learned
while developing explanations
and evidence based
reasoning.**

**Teachers providing
information to whole class**

Vs.

**Students conducting
investigations solving
problems and discussing
with teacher's guidance.**

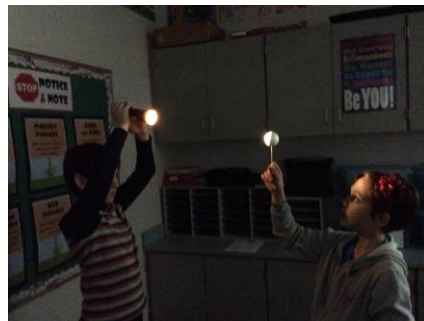


Which moves... the sun
or the Earth?

**Teachers posing one right
answer questions**

Vs.

**Students discussing open
ended questions
generating claims based
on evidence.**



Why does the moon
change shape?

**Pre-planned outcomes
for labs and hands-on
activities**

Vs.

**Multiple investigations
with a range of possible
outcomes that together
lead to a deep
understanding of
scientific ideas.**



Why would a hawk move
to New York City?

Autumn Bruno~ Middle School Science

One Note interactive Binders



CTP and PD's that I have attended in the last two years:

- ▶ Integrating the STEMscopes curriculum using NGSS framework to the Middle School Classroom 2016-2017- Jill Marsh
- ▶ One to One Training 2016-2017 (One revisit in 2017-2018)- Mark Pool
- ▶ Interactive Science Notebooks using One Note 2017-2018- Jill Marsh

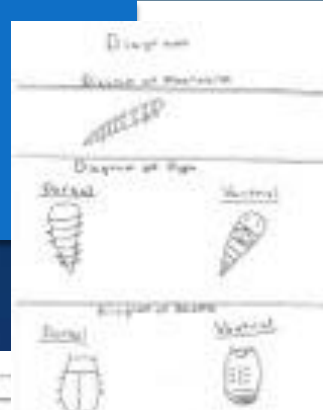


What I have learned

- ▶ Creative ways to integrate NGSS science in the classroom.
- ▶ New ways to foster scientific conversations amongst students.
- ▶ Assessing the NGSS standards.
- ▶ Integrating the STEMscopes curriculum into units and lessons.
- ▶ Ways to communicate NGSS practices in the classroom to the community.
- ▶ Best practice for assisting students with one to one devices.
- ▶ Information about new applications and programs to use with students.
- ▶ How to use all Microsoft 365 programs with students.

Ways One Note has changed my classroom

- ▶ Allows the students to create their own scientific journal/notebook just like real scientists do where they can document and keep track of all of their data/observations/thinking.
 - ▶ Through use of video recordings
 - ▶ Through use of photographs
 - ▶ That is easily sharable for group collaboration or for absent students.
 - ▶ It is always accessible to me and my instructional assistant.
 - ▶ That is a great tool to look at with parents when conferencing.
 - ▶ Where I can easily add extend materials or additional resources for students who need them.
- ▶ Students are creating a tool that will be with them as long as they are in the district.
- ▶ No need for paper, pencils, making copies, etc.
- ❖ Using One Note gives students another way to collaborate, communicate, direct their learning & be complex thinkers.

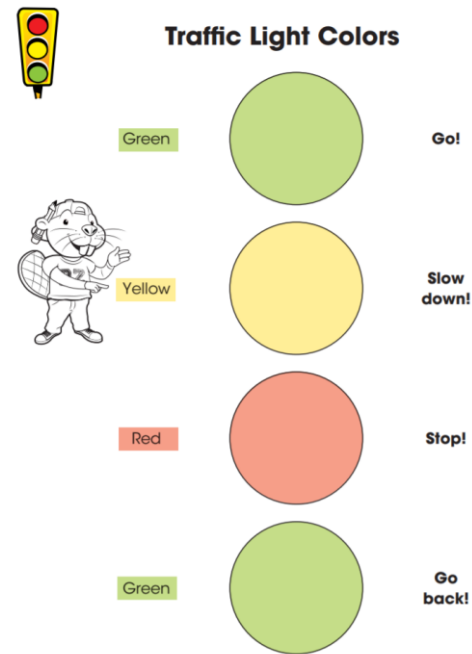


Meggan Hagemann ~ Elementary Special Education

Step Up to Writing

- ▶ Release Time PD for Student Services Staff
 - ▶ 6 Hour Initial Training
 - ▶ 3 Hour Touch Back Session
- ▶ What does Step Up to Writing provide our struggling learners?
 - ▶ Strategies to make abstract concepts concrete
 - ▶ Guidance for better reading comprehension – Providing that link
 - ▶ Use of multisensory approaches
 - ▶ The ability to build confidence incrementally
 - ▶ An emphasis on organization and planning skills
- ▶ What it used to look like (anecdote, video, work samples, etc.)
 - ▶ Expressive Writing / Rewards Writing / Language for Writing Interventions
 - ▶ Various writing resources found on-line

- ▶ What it looks like now
 - ▶ Graphic Organizers
 - ▶ Visuals
- ▶ The Big Difference
 - ▶ Increased production of writing
 - ▶ Anywhere from 4-9 pages for a given assignment
 - ▶ Increased confidence and love for writing
 - ▶ Deeper thinking and organization
 - ▶ Helping students be independent and self-directed learners



Name: _____



Title = _____

T = _____

★	_____
★	_____
★	_____

C = _____

Name: _____



Topic = great pets

Draw the Animal that Lives in the Place.

Describe it.



Karna Chrusciel ~ GHS English Teacher

▶ **2017-18 Professional Development Focus**

- ▶ Weekly PLC focused on English 3 curriculum (British Literature), particularly writing
- ▶ All day PD--incorporating One Note and other technology tools into my classroom (October and February)
- ▶ All day PD--creation of new unit about 21st century British women writers (County wide Institute Day)

The research paper *before* One Note:

- ▶ Instructional resources shared by overhead projector, chalkboard, and many, many handouts.
- ▶ Students turned in paper copy of their writing.
- ▶ Peer and instructor feedback conveyed solely via pen & paper.
- ▶ Most student collaboration and peer editing limited to students' class period.
- ▶ When students forgot to bring home instructional resources, they didn't have access to them until the next school day.
- ▶ When students were absent, they did not have access to instructional resources until they returned to school.

Figuring out how to teach the Junior Research Paper with my trusty sidekick, OneNote.

The screenshot displays the Microsoft OneNote application. On the left, the 'Notebooks' pane lists several notebooks: 'Karna @ Geneva CUSD 304', 'LS - English 3--2nd period Notebook' (selected), 'LS - English 3--3rd period Notebook', 'GHS Staff 2017-2018 Notebook', and 'GHS English Department Notebook'. The main workspace shows a notebook titled 'JRP Packet' with a timestamp of 'Tuesday, March 20, 2018 9:17 AM'. Below the title, there is a document icon and the text 'JRP packet Spring 2018'. The central content area features a title page with the text: **ALL YOU EVER WANTED TO KNOW ABOUT THE RESEARCH PAPER** and **ENGLISH 3—MRS. CHRUSCIEL**. Below this, two questions are listed: *What is the junior research paper?* and *Why do I need to write the junior research paper?*. The first question is followed by a paragraph: 'The junior research paper is a formal, typed, 6-8 page paper (no longer), which also includes a title page, outline, Works Cited page, source cards, and note cards.' On the right side, a green sidebar contains a search bar, an 'Add Page' button, and a list of pages: 'Links to Works Cited and in-text ci', 'JRP Packet', and 'JRP Student Research Paper Agree'.

Teaching the Junior Research Paper *with* One Note--MUCH IMPROVED!!!!!!

- ▶ Instructional resources are available to students at any time & in any place, using their 1:1 devices.
- ▶ Collaboration with peers and teachers is seamless and convenient.
- ▶ Students may turn in a digital copy of their writing for grading and feedback.
- ▶ Learning is collaborative, self-directed, and continues outside the traditional classroom!
- ▶ The instructional possibilities are endless!

Mark Morrison ~ 2nd Grade Teacher

CTP Group

- Mimio CTP met twice monthly.
- Created/shared Lessons specifically designed for our students.

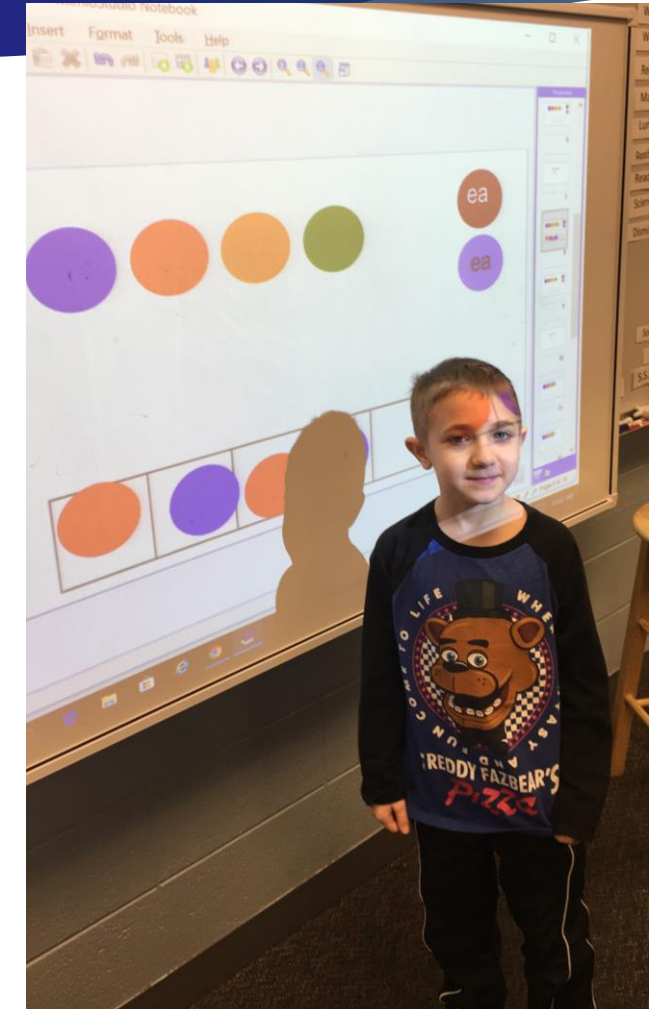
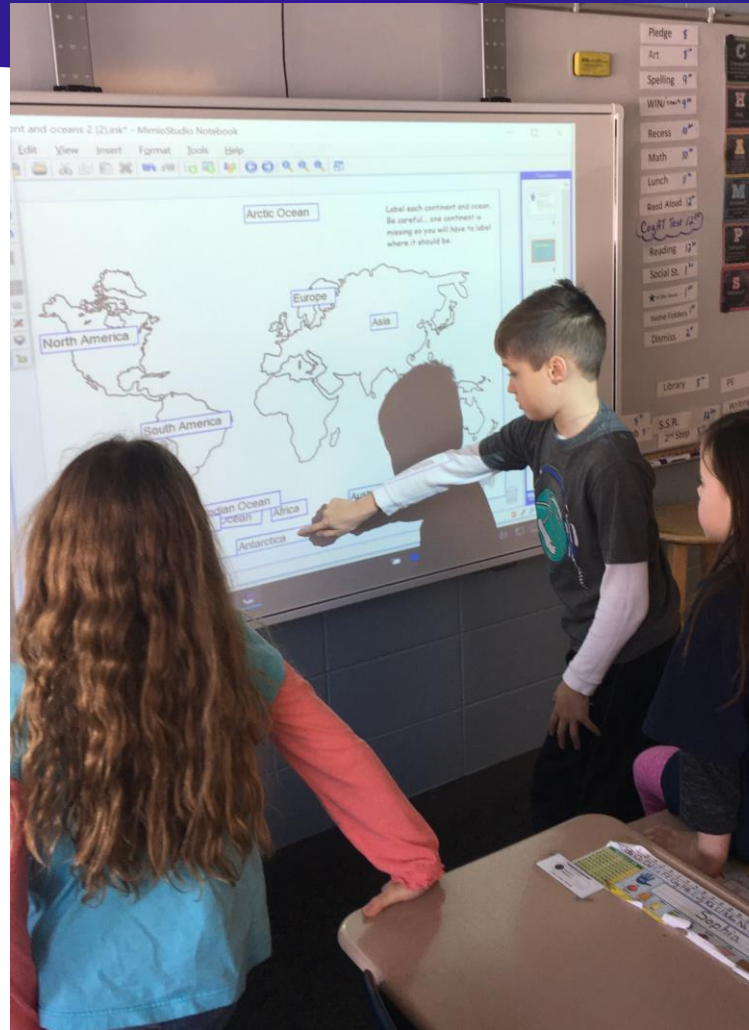
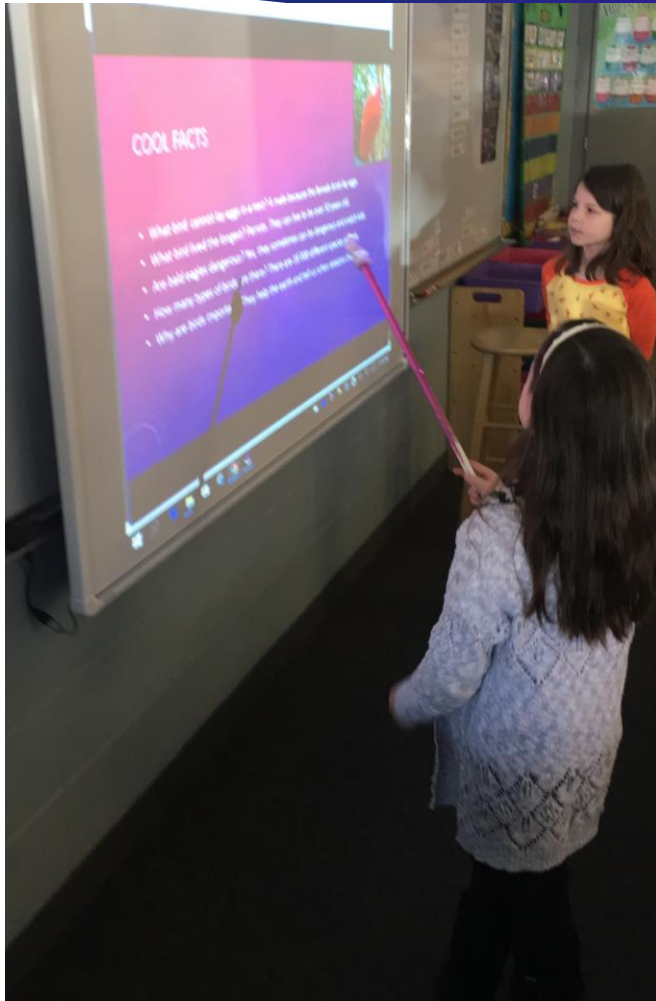
What it used to look like

- Paper and pencil
- Students in seats
- Teacher directed
- Little student input

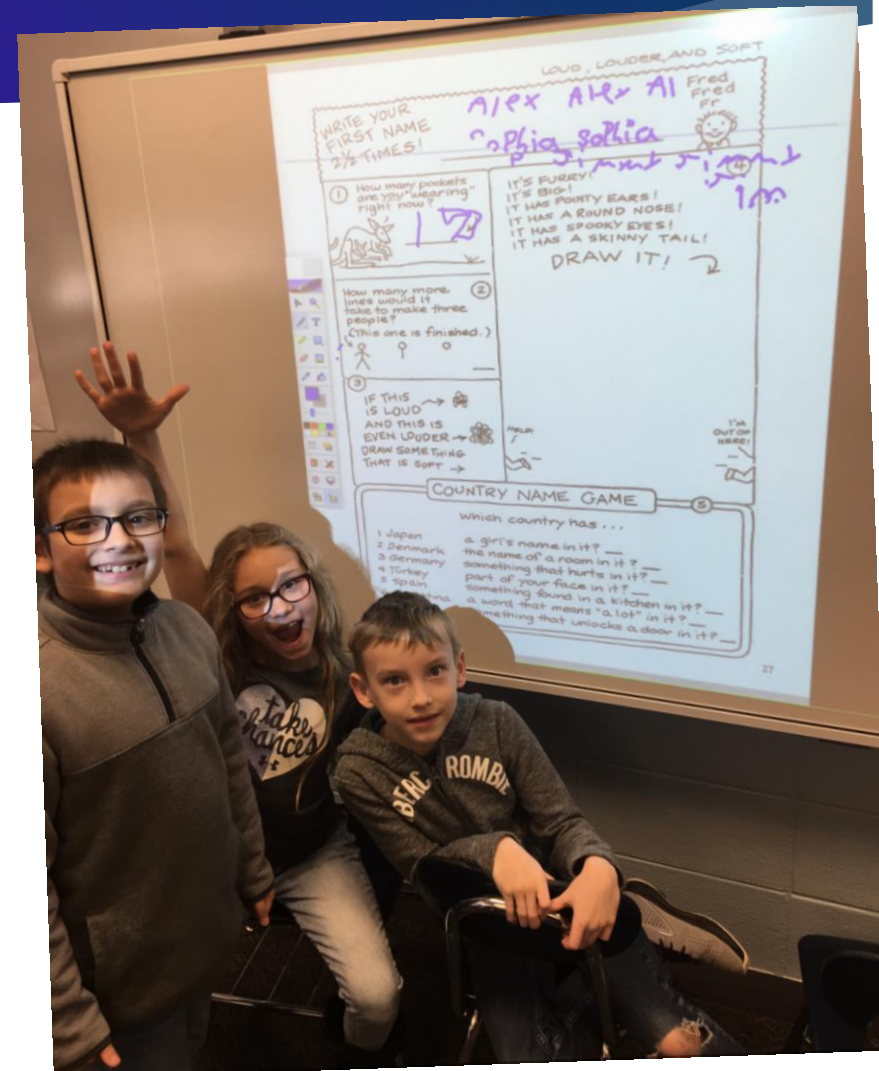
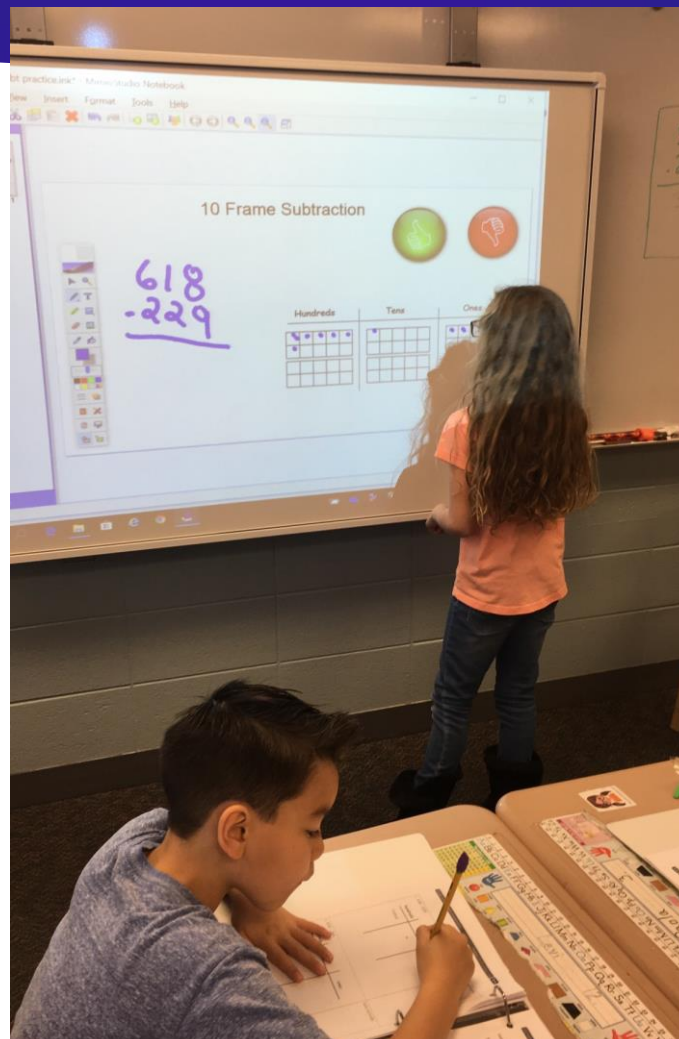
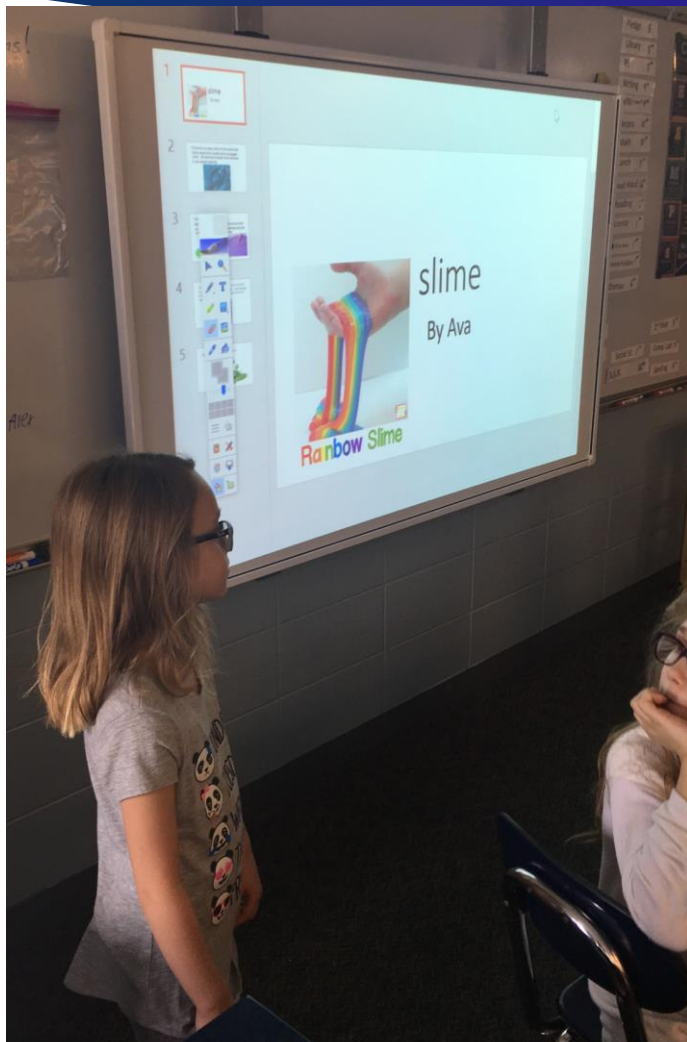
What it Looks Like Now

- Engaging
- Collaborative
- Creative
- Self-motivating
- Effective communicators
- Improved self confidence
- Student led

Engaging, collaborative, self-motivated!



Student led, creative, self-confident!





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Off Site

Team Meeting

Building Meetings

large group

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