

SGHS Professional Development

In 2002-2003 the concept of Backward Design was first introduced to the staff at South Gate High School. Focus continued on backward design in 2003-2004 with new elements introduced as marked below. PD in 2004-2005 will continue to focus on these areas of professional growth, collegial sharing, and evidence gathering.

To differentiate new PD in 2004-2005 and to provide focus to the work in study groups around curriculum planning, have each track in the department select **one additional element from each category** below that they would like to include in their collegial lesson study and evidence gathering process.

Professional development and support will be provided based on these selections.

Note: The following practices reflect implementation of SDAIE strategies

Lesson Study Department: _____ Member names: _____ Grades taught: _____ Track: _____	Environment Standards (posted)? Current student work displayed? Classroom library/technology? Teacher establishes positive tone? Print rich? Visual support for learners? *Other	2002-2003 <input checked="" type="checkbox"/>	2003-2004 <input checked="" type="checkbox"/>	2004-2005 <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Engagement Gradual release Students working in pairs/groups Lab/Inquiry-based learning Use of manipulatives Teacher-student conferencing Assessment of student learning *Other			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Cognitive Demand and Curriculum Planning Backward Design Alignment to ESLRs Rigor (tasks aligned to standards & higher level Bloom's) Expository Writing Looking at Student Work Standards connected to instruction Habits of Mind Accountable Talk Scaffolding Frontloading Cornell Notes QARs (multi-level questioning) PQRSTUVW (reading comprehension)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

***Please provide an explanation/justification for any of the research-based alternatives you have indicated by marking "other"**