

# Professional Learning Opportunities

from OnHand Schools

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## ASSESSMENT

1. **Common Assessments:** Participants create quality assessment questions while engaging in interactive sessions focusing on underlying “rules for quality item writing.” Participants create assessments to adjust instruction and inform students of their progress along the way.
2. **Formative Assessment:** Participants utilize formative assessment to inform instruction and to determine the extent that previous instruction was learned. Participants will also develop strategies to incorporate these techniques into the classroom.
3. **PVAAS Training:** Participants understand, interpret, and use growth data to plan for instruction while understanding how to read, interpret and implement classroom enhancements and interventions to ensure a year’s worth of growth.
4. **Text-Dependent Analysis:** Participants learn strategies to help students understand how to use information from reading passages as support for conclusions and arguments. Classroom demonstrations will be included in this training.
5. **Using Data to Inform Instruction:** Participants examine best practices in using assessment and demographic data to inform instruction while learning to use the EdInsight reports to analyze data.
6. **Webb’s Depth of Knowledge:** Participants analyze DOK to increase instructional rigor while understanding the cognitive demand of Webb’s Depth of Knowledge and Bloom’s Taxonomy challenging us to dig deeper to increase rigor.



## CURRICULUM

1. **Curriculum Mapping:** Participants develop curriculum maps aligned with State and National Standards while focusing on ensuring consistency across the district and accessibility by all district educators.
2. **PA Core Standards in English/Language Arts:** Participants unpack the PA ELA Core standards in relationship to the assessment anchors and eligible content while teachers analyze and recognize correspondence between standards and student learning outcomes.
3. **PA Core Standards in Mathematics:** Participants unpack the PA Mathematics core standards in relationship to the assessment anchors and eligible content while teachers analyze and recognize correspondence between standards and student learning outcomes.



## INSTRUCTION

1. **Differentiated Instruction:** Participants develop differentiated instructional strategies by varying content, process, and product. Participants learn to apply the six components of effective differentiated instruction.
2. **Integrating Critical Thinking Skills with Instructional Strategies to Improve Student Achievement:** Participants use higher-level thinking skills to write and ask thought-provoking discussion questions to develop rigorous student learning outcomes.
3. **PA Core Standards in English/Language Arts/Mathematics:** Please see the description on the previous page.
4. **Practical Instructional Strategies Based on Research:** Participants observe research-based instructional strategies in Literacy and Mathematics through a modeling and co-teaching process. Teachers learn how to implement these strategies in their own classrooms.
5. **Project-Based Learning:** Participants plan teaching and learning strategies that engage students in authentic experiences while learning the PLB process and develop plans to embed this practice into their daily instructional practices.
6. **Standards Aligned System:** Participants achieve proficiency in selecting and applying SAS resources while engaging in hands-on activities that guide them in exploring SAS and its portal determining which resources are most applicable to their own teaching and learning.
7. **Strengthening Classroom Practice:** Participants design and implement research-based instructional strategies to provide teachers with the practice necessary to identify for their supervisors evidence of their proficiency using researched-based practices.
8. **Text-Dependent Analysis:** Please see the description on the previous page.
9. **Webb's Depth of Knowledge (DOK):** Please see the description on the previous page.



## LEADERSHIP AND ACCOUNTABILITY

1. **Differentiated Supervision:** Participants design a differentiated supervision plan to engage teachers in continuing professional learning with customized consultation and coaching based on the PA Educator Effectiveness System.
2. **Educator Effectiveness:** Participants identify and collect evidence of their proficiency within the context of the Danielson Framework for Teaching while benefiting from an evaluation system that includes both formative supervision and summative evaluation.
3. **Principals' Institute for Leadership, Learning, and Results:** Participants study in a blended-learning environment to incorporate the science and art of leadership into daily practice while having the option to participate in four stand-alone courses.
4. **Promoting Teacher Accountability:** Participants learn to use coaching to move teachers along the continuum to proficiency and establish proficiency through improvement plans while carrying out protocol to ensure improvement plans are properly initiated and implemented.
5. **Student Learning Objectives:** Participants write initial drafts of Student Learning Objectives (SLOs) as part of the Educator Effectiveness process while understanding the requirements defined by the Pennsylvania Department of Education.