

QECHS Best Practices	Essential Questions
<ul style="list-style-type: none"> <li>Using formative and summative assessment data to guide teaching practices</li> <li>Personalized Learning</li> <li>AVID/WICOR strategies</li> <li>Purposeful use of technology</li> <li>Whole Child</li> </ul>	<ul style="list-style-type: none"> <li>How does planning play a role in what I do on a daily basis?</li> <li>How do I structure my classroom to make the greatest impact on student learning?</li> <li>How do WICOR strategies improve student learning?</li> <li>How do assess students' understanding of what I am teaching during the lesson?</li> </ul>

Date	Whole Faculty 10:00-11:00	Specialized Sessions 11:00-11:45	Small group 11:45-12:45		Details
January 18		ESL with Ann Dorsey	Small group choice and initial meeting		Computer Lab
January 25		AVID 101	<b>Understanding and Evaluating Text Complexity:</b> An exploration of how text complexity is determined and why reading complex texts is important in all content areas. Teachers will choose a complex text to use in their courses in the upcoming weeks.	WICOR: Writing Upgrading the use of academic vocabulary in your classroom. Writing for a variety of audiences. How does writing change for different audiences/purposes? helping students understand the difference.	
February 1st		Tech	<b>Understanding the Role of the Close Reader:</b> (Bring the text that you chose). What close reading is and why students should engage in it.	WICOR: Writing Using sentence stems to model good writing in your classroom. Creating a variety of student stems that you will actually use.	
February 8th	At-Risk Rounding	TELPAS Training	<b>Planning, Teaching, and Managing Close Reading:</b> Teachers will choose standards (purpose or tasks),	WICOR: Writing Group share. How did you incorporate these activities into	

			determine areas of complexity and teaching points, and create text-dependent questions. Teachers will also learn how to prepare for the close reading and discussion, learn how to model annotation, and learn how to manage the process.	your lessons? How did it affect your students' writing?	
February 15th		Family <a href="#">A Childhood Favorite</a>	<b>Reading Closely Across the Disciplines:</b> (Discuss how your lesson went that you planned.) What close reading should look like in my content area.	WICOR: Inquiry	
February 22nd		SpEd	<b>Supporting Academic Discourse About Closely Read Texts:</b> Teachers will examine the TEKS, learn (oral and writing) strategies for developing communication and understanding, and learn strategies for supporting understanding of written language. Choose a strategy to implement next week.	WICOR: Inquiry	
March 1st	At- Risk Rounding	AVID	<b>Assessing to Support Meaning During Close Reading:</b> (Discuss strategy that you chose to implement last week). A look at the use of formative and summative assessment with close reading in your discipline. Create a plan.	WICOR: Inquiry	
March 8th		SpEd	<b>Why Pair Writing with Discourse?:</b> (Discuss how you assessed your close reading the previous week). A	Share	

## Quest Early College High school

## Spring PD Plan

			discussion of how reading, discourse, and writing all work together.		
March 22nd		WICOR: Reading	<b>Crafting an Effective Discourse and Writing Cycle Assignment:</b> Teachers will: identify content worth teaching, identify a learning goal, identify one or more texts, determine the rhetorical mode, identify the product, write a prompt, write or select a rubric, test your prompt and rubric, write an instructional plan, teach, and analyze student work products.	WICOR: Collaboration	
March 29th		Tech	<b>Discourse: Thinking Out Loud:</b> (Debrief the planning and implementation process from last week.) Teachers will learn how to use seminars to inspire thinking and writing and learn more about the discourse sequence.	WICOR: Collaboration	
April 5th	Multi-Cultural Festival				
April 12th	At-Risk Rounding	SpEd	<b>Transition: Preparing to Write:</b> (Debrief of how you incorporated discourse in your courses this past week.) Teachers will learn how to capture the discussion and about how to structure the writing.	WICOR: Share	

April 26th		Family	<b>Writing: Refining Ideas for Purpose and Audience:</b> (Debrief: How did you incorporate discourse and writing this past week?) Teachers will learn how to scaffold for students and learn about the writing sequence.	WICOR: Reading	
May 3rd	<b>Calendaring for 19-20</b>	Tech	<b>Putting Discourse, Writing, and Thinking into Action:</b> A look at the whole enchilada. (Share from last week how you incorporated writing into your course.)	WICOR: Reading	
May 10th		WICOR: Finalize CCI	Share final thoughts and debrief	Share	
May 17th	<b>No Service</b>				
May 24th	<b>No Service</b>				