

Flexibility Guidance



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Schools Opting in to District Supports

For information about existing curriculum resources and support and the overall proposed curriculum adoption cycle, visit flexibility.dpsk12.org.

The new and existing curriculum, assessments and professional learning supported by the district are intentionally integrated to effectively implement the Colorado Academic Standards, including the Common Core State Standards. This approach lays the groundwork to enhance teacher capacity and advance student learning that will ultimately support the district in meeting the goals set forth in the Denver 2020 Plan. Schools that choose to utilize newly adopted district curriculum resources will be ensured overall alignment to the academic strategic plan; however, school leaders may choose to adopt curriculum, assessments and professional learning in isolation from one another. If the schools select a more “bundled” option, you will receive the following aligned system of support and resources:

Curriculum
<ul style="list-style-type: none"> • Scope and sequence • Teacher/Student-facing materials and texts • Unit Overviews and Lesson resources

Assessments

- Curriculum-aligned assessments (formative and summative assessments and/or tasks)
- District assessments for grades 3-8 in English Language Arts and Math that are closely tied to the curriculum and help determine mastery of standards that have been taught
- Flexibility to administer district assessments at the end of a unit in order to ensure alignment between the assessments and curricular pacing
- Data from district assessments is to be used to guide instruction and not for accountability purposes
- Data analysis and reporting of district-level assessments
- Performance based assessments will be developed for every student learning objective (SLO)
- High School Semester Finals will be available and optional
- High School End of Year Course Finals will have 3 options:
 - administer district created assessment
 - administer performance based assessment aligned to SLO combined with a teacher-developed final exam
 - administer a teacher created final exam that was developed to assess SLO

Professional Learning

- Curriculum implementation support including content, pedagogy, differentiation, academic language, and resources.
- Focused support for implementing, calibrating expectations of, and assessing progress towards DPS Priority Standards for 15-16 (R1, W1, L6, SL1, MP1, MP6)
- Concrete, practical, embedded support for teacher teams to implement high-leverage instructional strategies

Technology Available for Curriculum, Assessment, Professional Learning

- Assessment platform for district interims
- Integration with IC for assessment and curriculum tools
- Platform for teacher-created assessments
- Teacher Portal as access point for:
 - PD content and registration
 - District curriculum and scope and sequence
 - Assessment content and administration
 - Single-sign-on to DPS provided resources
- Principal Portal
 - Access to aggregate student achievement reporting for District assessments
- Student and Parent Portal
 - Access to achievement data (interim results)
 - Future integration of content and texts for students
- Access to District menu of approved academic technology
 - District negotiated Data Sharing Agreements (student data privacy protected and FERPA compliant)
 - Options to propose use of supplementary instructional tools
- End user device compatibility support
- Wireless and bandwidth support for school selected applications

Newly Adopted Curriculum Details

	Curriculum Materials	Assessments	Professional Learning
EngageNY: Grades 4-5	<ul style="list-style-type: none"> Teacher guide for each module/unit Anchor texts for each student Teacher copies of texts Independent reading research collections (50+ books per module of study) Per student subsidy for printing costs (\$6.50 per student) 	<ul style="list-style-type: none"> Embedded formative assessments End of unit assessments Technology-enhanced performance tasks 	<p>Vendor:</p> <ul style="list-style-type: none"> Expeditionary Learning Three-day session in summer 2015 and three additional days throughout the year (dates TBD) <p>District Provided:</p> <ul style="list-style-type: none"> Language & Literacy Academic Partners Access to ongoing support with standards and pedagogy Unpacking of units and backward planning (DDI) Ed Tech support
	<p>School Expectations:</p> <ul style="list-style-type: none"> Teachers must attend 3-day EL training in summer and 3 additional days throughout the 2015-16 school year Teachers must use EngageNY teacher and student materials Teachers must have/use collaborative planning time in order to plan for rigorous tasks, review student work and other relevant data, and plan instructional next steps 		
EngageNY: Grades 6-8	<ul style="list-style-type: none"> Teacher guide for each module/unit Anchor texts for each student Teacher copies of texts Independent reading research collections (50+ books per module of study) Per student subsidy for printing costs (\$6.50 per student) 	<ul style="list-style-type: none"> Embedded formative assessments End of unit assessments Technology-enhanced performance tasks 	<p>Vendor:</p> <ul style="list-style-type: none"> Expeditionary Learning Three-day session in summer 2015 and three additional days throughout the year (dates TBD) <p>District Provided</p> <ul style="list-style-type: none"> Language & Literacy Academic Partners Access to ongoing support with standards and pedagogy Unpacking of units and backward planning (DDI) Ed Tech support
	<p>School Expectations:</p> <ul style="list-style-type: none"> Teachers must attend 3-day EL training in summer and 3 additional days throughout the 2015-16 school year Teachers must use EngageNY teacher and student materials Teachers must have/use collaborative planning time in order to plan for rigorous tasks, review student work and other relevant data, and plan instructional next steps 		

<p>CMP3: Grades 6-8</p>	<ul style="list-style-type: none"> • CMP 3 as core including Teacher guide for each unit • Student texts in both English and Spanish • Language Central (for EL's) aligned to WIDA and differentiated by language levels; includes a teacher book and student book • Assessment CD • Teacher Lesson Support CD-Rom (Teaching Aids, Answer Keys, Graphic Organizers, etc) and Teacher Resource handbook • Access to online component of CMP 3 for teachers, students, and parents • Two exemplary SLOs including an objective statement, performance criteria, and learning progression • Math XL online intervention program 	<ul style="list-style-type: none"> • Unit assessments • District interims aligned to units of study • Formative assessment opportunities within the curriculum materials. • Teacher guide for each module/unit • Anchor texts for each student 	<p>Vendor: Pearson providing train-the-trainer support (Language & Math Partners)</p> <p>District Provided:</p> <ul style="list-style-type: none"> • Three full-day session in summer 2015 • Math Partners for support • Math Fellows support for core mathematics an gateway/prerequisite skills • Access to ongoing support with standards and pedagogy • Unpacking of units and backward planning (DDI)
<p>School Expectations:</p> <ul style="list-style-type: none"> • Teachers must attend 3-day training in summer • Teachers must implement CMP3 curriculum in fall 2015 and spring 2016. • Teachers must have/use collaborative planning time in order to plan for units, review student work and other relevant data, and plan instructional next steps 			
<p>DDI Supports</p>	<ul style="list-style-type: none"> • Build capacity at schools for data culture through <i>high-quality, differentiated coaching and professional learning for school leaders and teacher teams.</i> • Build school structures, systems, and calendars for collaboration, inclusive of instructional planning and data-driven instruction • Facilitate deeper understanding of the standards through interim & formative assessment analysis • Develop data action plans with teachers, principals, and network staff to change instruction and increase student outcomes • Provide Tools and Resources to support teachers and leaders in developing data action plans and instructional next steps 	<ul style="list-style-type: none"> • 3 days of PD and design workshops for both the principal and ILT throughout the year • 1x per month data culture meeting with ILT (review of data, PD and coaching) • Identify teacher team(s) to receive support from data culture partners in teacher team facilitation or coaching of team facilitator 2x per month 	

	based on deep data analysis.	
	<p>School Expectations:</p> <ul style="list-style-type: none"> • Commitment from principal and ILT that DDI will be a major improvement strategy for the school. • The school has an Instructional Leadership Team (ILT) or School Leadership Team (SLT) that meets for at least 60 minutes every two weeks that the Data and Formative Assessment Partner from AIO will attend. • The ILT/SLT includes the Principal and the Teacher Leaders of all teams engaged in Data Driven Instruction. • The person facilitating the ILT/SLT has dedicated time to co-plan with the DCC for 30 minutes 2 x monthly. • The school identifies up to 3 teacher teams and their facilitators to receive support and feedback from the Data and Formative Assessment Partner on the implementation of DDI practices. 	

Technology Available for Adopting EngageNY and CMP3

Technology required for adopting EngageNY and CMP3 will be:
<ul style="list-style-type: none"> • Curriculum access in Schoolnet • Three levels of technology integration for each performance task • Step-by-step guides, video tutorials, links to resources and sample products • MathXL – online personalized skills practice • Interactive digital Math tools and Student activities • Teacher and student facing platforms with additional resources and supports

Existing Curriculum Details

Please note that we have only included a snippet of the existing curriculum details here, however, you can find a more detailed overview of all other K-12 core curricular resources by visiting: [Current/Existing Curriculum Information](#)

	Curriculum Materials	Assessments	Professional Learning
K-2	<p>Scope and Sequence:</p> <ul style="list-style-type: none"> • Aligned to the CCSS • Alignment of the performance-based assessments • Rigorous instructional foci aligned to the CCSS • Suggested texts and Text Dependent Questions (TDQs) called out in each unit that exists in the current teacher guides 	<ul style="list-style-type: none"> • Running Records in order to measure and monitor steady reading progress <p>Formative Assessments (school based):</p> <ul style="list-style-type: none"> • Suggested performance-based Assessments provided in the Scope and Sequence that align to CCSS, accompanied by CCSS Aligned Rubrics: • CCSS rubrics for Opinion, 	<p>Academic Partners will provide ongoing training for Networks, school leaders, teachers on Guided Reading and pedagogy related to Close Reading and standards based instruction. School based facilitators, TECs, Literacy focused DRs will have access to training in order to build capacity at schools. Close Reading training and coaching to include:</p> <ul style="list-style-type: none"> • Selection of high-quality, complex text

<p>Literacy Block Components:</p> <ul style="list-style-type: none"> • Skills/Word Work/Morphology • English Language Development (ELD) • Guided Reading/literacy stations • Close Reading of complex texts and writing in response to reading <p>Close Reading Exemplar Lessons including suggested Text Sets:</p> <ul style="list-style-type: none"> • Each quarter k-2 teachers will have a series of close reading lessons built as a model of rigorous Standards based exemplars that include text dependent questions and suggestions for writing in response to a text or multiple texts. Lessons will be built for ELA-E and ELA-S teachers that culminate with an authentic writing task. 	<p>Informative/Explanatory, and Narrative writing in response to reading</p>	<ul style="list-style-type: none"> • Text-Based questions & discourse • Habits of Discussion • Habits of Mind • Writing about the text • Accountable Talk <p>Guided Reading Plus/Guided Reading Support:</p> <ul style="list-style-type: none"> • Network partners to support GRP • Certificate programs K-2 & 3-5 will continue with the addition of an ELA-S 3 -5 strand
<p>School Expectations</p> <ul style="list-style-type: none"> • School Leaders will develop consistent expectations for components of the literacy block across grade levels with a focus on deepening content knowledge and developing effective pedagogical practices. • Teachers will deepen understanding of priority standards and become <i>increasingly</i> proficient at creating standards based lessons that effectively integrate reading, writing, speaking & listening and language around <i>increasingly</i> complex text. • School Leaders will develop structures, opportunities and schedules in collaboration with Academic Partners, TECs, Literacy DRs and, where appropriate, facilitators to train and coach teachers and teacher teams to attain optimal instructional impact. 		

Schools Declining District Options 2015-16

For schools choosing not to select the newly-adopted or existing district-supported curriculum, assessments and professional learning, the following guidelines must be followed in choosing alternative resources.

For important deadlines for opting in to alternative resources, please visit flexibility.dpsk12.org

Curriculum Materials
<ul style="list-style-type: none">• CCSS-aligned - Demonstrated by evaluation on the DPS Curricular Resources Rubric, or a comparable national evaluation system (Instructional Material Evaluation Tool).• Embedded pedagogical practices that support the diverse students in DPS or the specific student population at a given school.• Equitable for the district's English learners and ELA-S population (must have resources in Spanish of comparable quality).• Provide, wherever available, grade- and subject-appropriate Spanish language core content materials, comparable to the English-language content materials used in Mainstream English language classrooms, for ELLs who are taught in Spanish in ELA-S and dual language classes.• Teacher or school created resources will not be approved for 15-16 SY (unless the school has a pre-existing, pre-approved waiver for this purpose).
Interim Assessments (statewide assessments must still be administered)
<ul style="list-style-type: none">• Develop a local assessment system that generates data throughout the year to inform instruction<ul style="list-style-type: none">○ Provide comparable quality assessments in Spanish to support ELLs as outlined by the Consent Decree• Standards aligned blueprints and assessments• Develop a tool to assess End of year performance on SLOs• Publish alternate assessment strategy and calendar following state legislation guidelines• Provide appropriate data analysis and required reporting for data conversations
Professional Learning
<ul style="list-style-type: none">• Focused support for implementing, calibrating expectations of, and assessing progress towards the DPS Priority Standards.• Concrete, practical, embedded support for teacher teams to implement high-leverage instructional strategies.
DDI Supports
<ul style="list-style-type: none">• Schools will be responsible for meeting the goals and expectations for DDI and Assessment as called for the strategic plan:<ul style="list-style-type: none">○ Teachers regularly and collaboratively analyze and compare student work and assessment data (including checks for understanding, formative, and unit assessments) to calibrate their understanding of mastery of standards and build a body of evidence that reflects student learning;○ Student and teachers regularly analyze student work and assessment data to discuss learning growth and to collaboratively set learning goals aligned with the standards;○ Collaborative teacher planning time is used to analyze data from multiple assessment types (unit, interim and end of year), resulting in nuanced understandings of what is and is not working instructionally, empowering teachers to make effective choices in their own classrooms.○ School leaders and teachers use data analysis and action plans to collaborate and reflect on instructional practice, monitor school goals, identify supports and resources needed to

- support teachers and students to meet their goals, and plan for professional learning.
- Students' needs are met through a variety of supports and interventions. Interventions match student need and monitored to determine whether or not they're working.
- The Data Culture and Formative Assessment team will monitor implementation of DDI practices in order to collect data on effective school data cultures to share across the district and make recommendations for improvement if necessary and deploy district supports and resources

Technology

- Need to address student data privacy concerns in line with district guidance, most likely by seeking active parent consent for the sharing of any student data.
- Device and bandwidth requirements for device, and browser must comply with the standard requirements for PARCC/CMAS Technical requirements for device, browser, and bandwidth considerations must not exceed requirements for PARCC/CMAS
- Schools may not have integration with IC for assessment and curriculum tools
- Schools may not have Teacher Portal as access point for alternative resources
- Schools may not have data from alternative resources integrated into Student and Parent Portal
- Schools must use Infinite Campus as their student information system of record
- District will provide flexible content tool for schools to add their curriculum to their own content bank
- Access to District menu of approved academic technology
 - Options to propose use of supplementary instructional tools

Site Supports

Support from Academic Partners and Data Culture will be deeply supporting the district's curriculum, interim assessments and professional learning. Schools not choosing the district options will still have access to central support staff but at a limited capacity, focusing on academic strategic plan initiatives, including:

- Unpacking academic standards.
- Understanding high-quality data-driven instructional practices.
- Using evidence of student learning to understand and measure the mastery of standards.

Minimum Requirements – Special Needs and ELA

Special Needs

All schools must comply with state and federal statute regarding students with special needs:

- Special education requirements continue to be governed by IDEA. The Director of Special Education, with consultation from our legal department, gives guidance and direction for our compliance with IDEA. The Special Education Partners act under the Director's authority to guide schools regarding compliance with our legal obligations to students with disabilities.
- Similarly, we are obligated to comply with Section 504 of the Rehabilitation Act. The Director of Support and Related Services, with consultation from our legal department, provides guidance regarding 504 compliance.
- In addition, the state provides direction regarding meeting the needs of gifted students in Colorado. The Director of the Gifted and Talented Department gives guidance in this area.

ELA GUIDANCE MINIMUM REQUIREMENTS

Overall Minimum Requirements for Support of English Language Learners (ELLs)

- The District's commitment to support English Language Learners, as stated in the 2012 Consent Decree, is to ensure that ELLs receive grade-appropriate content instruction designed to enable them to perform at grade level, reach their full potential, and be on track to graduate from high school prepared for success in life, work, civic responsibility, and higher education. To achieve this goal, schools shall use efficient and effective techniques to provide ELLs with the English-language skills they need to meaningfully and equally participate in the District's mainstream English-language instructional program.
- Accordingly, the components of a school's ELA Program must provide its ELLs with the same curriculum as that used for the mainstream English-language instructional program. This includes equitable access to grade-appropriate core content materials as well as effective English Language Development (ELD). In TNLI schools, this will take the form of Spanish instruction, Supported English Content Instruction, and ELD. In all other program schools, this will take the form of Supported English Content Instruction and ELD.

Specific ELA Program Schools Minimum Requirements

Transitional Native Language Instruction (TNLI) Program Schools

- A TNLI program school shall provide Spanish instruction, supported English Content Instruction, and ELD to Spanish-speaking ELLs, and supported English Content Instruction and ELD to non-Spanish-speaking ELLs.
- Spanish instruction includes the provision of instruction in one or more core subject areas in a student's native language.
- Spanish-language instruction includes oral language development, reading, and writing.
- Spanish instruction will follow the District's research-based language allocation guidelines.
- Specifically, TNLI Program Schools shall select curriculum that provides grade- and subject-appropriate Spanish-language core content materials, comparable to the English-language content materials used in mainstream English-language classrooms. Comparability shall be determined with reference to the Common Core State Standards.

ELA E-Program Schools

- An ELA-E program school shall provide Spanish-language support, supported English Content Instruction and ELD to Spanish speaking ELLs, and supported English Content Instruction and ELD to non-Spanish speaking ELLs.
- Spanish-language support includes curricular resources in Spanish, paraprofessional support in Spanish, preview/review in Spanish, and appropriate strategies to support the transition to English for ELLs.
- When practicable (feasible), ELA-E Program Schools shall select curriculum that provide grade- and subject-appropriate Spanish-language core content materials, comparable to the English-language content materials used in mainstream English-language classrooms, so that the comparable materials can be used as instructional supports for ELLs.
- If purchasing curriculum with comparable Spanish core content materials is not practicable (feasible), then the school shall develop its own grade- and subject-appropriate Spanish-language core content materials that will be used as instructional supports for Spanish-speaking ELLs.
- A school's alternative materials must also provide teachers with the ability to provide an explanation of content in Spanish when the content cannot be adequately explained in English.

English Language Development (ELD)

- Schools must select an evidence-based English Language Development (ELD) curriculum that will be used for direct instruction in English-language usage including: content vocabulary development, survival vocabulary development, oral language development, listening comprehension, and the development of reading and writing skills in English.
- It is a District requirement that all schools, both Elementary and Secondary, schedule a minimum of 45 minutes of Dedicated ELD for all eligible English Learners in Infinite Campus.
- Core content classes cannot replace a Dedicated ELD block.
- The Dedicated ELD block shall not replace Math, Science or Social Studies classes.

Appendix

Curriculum Landscape for 15-16					
	Implemented 15-16	Flexibility	\$ From Adoption Cycle	Existing Support	Targeted Supports
Language & Literacy K-3		Yes	No	District-Developed Supports	Language & Literacy and ELA Partners; Scale Guided Reading Plus; Reading Partners (select schools) and Children's Literacy Initiative (select schools)
Language & Literacy 4-5	EngageNY	Yes	Yes (approx \$100 per student)		Language & Literacy and ELA Partners; Scale Guided Reading Plus; Reading Partners (select schools) and Children's Literacy Initiative (select schools)
Language and Literacy 6-8	EngageNY	Yes	Yes (approx \$100 per student)		Language & Literacy and ELA Partners
Language and Literacy 9-12		Yes	No	SpringBoard	Language & Literacy and ELA Partners; UnCommon Schools Exemplar Units (select schools)
ELD K-3		Yes	No	Avenues	Pilot EL Achieve
ELD 4-5		Yes	No	Avenues	Pilot EL Achieve
ELD 6-8		Yes	No	Inside	
ELD 9-12		Yes	No	Edge	
Math K-2		Yes	No	Everyday Math	Math Academic Partners
Math 3-5		Yes	No	Everyday Math	Math Academic Partners
Math 6-8	Connected Mathematic Project 3	Yes	Yes (approx \$100 per student)		Math Academic Partners

Math 9-12		Yes	No	Discovering Algebra (9), Geometry (10), Advance Algebra (11)	Math Academic Partners
Science K-2		Yes	No	Tracks: Connecting Science and Literacy	
Science 3-5		Yes	No	Tracks: Connecting Science and Literacy	
Science 6-8		Yes	No	Investigating Earth Systems (6), Science and Life Issues (7), Interactions in Physical Science (8)	LDC Training: exemplar units & lessons
Science 9-12		Yes	No	EarthComm (9), Biology: A Human Approach(10), Active Chemistry(11), Active Physics(12)	LDC Training: exemplar units & lessons
Social Studies K-2		Yes	No	Social Studies Alive	
Social Studies 3-5		Yes	No	Social Studies Alive	
Social Studies 6-8		Yes	No	History Alive	LDC Training: exemplar units & lessons
Social Studies 9-12		Yes	No	History Alive (10) We the People(11)	LDC Training: exemplar units & lessons

Opt-in Professional Learning Landscape for 15-16

Date	Event	Audience	Required/Optional Info.	\$ From Adoption Cycle
June 15-16	High School Science LDC Modules	School Leaders	Optional	No
		Teachers: Chemistry only	Required	No
June 15-16	High School Social Studies LDC Modules	School Leaders	Optional	No
		Teachers: Civics and American History only	Required	No
Option 1: June 17-19 Option 2: July 20-22	6 th -8 th Grade Language Arts Curriculum Rollout	School Leaders	Optional	No
		Teachers: 6-8 Language Arts ²	Required	Yes, \$22.82/hour for 7 hours per day of training, up to 21 hours. For Teachers w/in the adopted grade bands
Option 1: June 17-19 Option 2: July 20-22	6 th -8 th Grade Math Curriculum Rollout	School Leaders	Optional	No
		Teachers: 6-8 Math. ²	Required	Yes, \$22.82/hour for 7 hours per day of training, up to 21 hours. For Teachers w/in the adopted grade bands

Opt-in Professional Learning Landscape for 15-16

Date	Event	Audience	Required/Optional Info.	\$ From Adoption Cycle
June 18-19	6 th Grade Social Studies LDC Modules	School Leaders	Optional	No
		Teachers: 6 th grade Social Studies. ²	Required	No
June 18-19	6 th Grade Science LDC Modules	School Leaders	Optional	No
		Teachers: 6 th grade Science. ²	Required	No
July 20-22	Elementary Literacy Standards and Curriculum	School Leaders	Optional	No
		Teachers	Required <i>Since K-3 literacy curriculum was not purchased for 2015-16, K-3 literacy teachers may not need to attend. K-3 teacher attendance is at the discretion of the school or IS leader.</i>	Yes, \$22.82/hour for 7 hours per day of training, up to 21 hours. For Teachers w/in the adopted grade bands

² If you are a teacher that teaches more than one subject (e.g. science/math or social studies/language arts), we ask that you prioritize language arts and math. If your schedule allows, you are welcomed to also attend the LDC sessions. The purpose of specifying days for MS Network, K-8, 6-12 and Innovation is that we're trying to create a Network-based shared learning experience. You're encouraged to attend dates within your network. If you cannot attend your network dates, please communicate with your principal and register for the alternate date.

Universal Professional Learning Landscape for 15-16

Date	Event	Audience	Required/Optional Info.	\$ From Adoption Cycle
June 5, 8 & 9	Training for Summer Academy	New Teachers: Training - June 5, 8 & 9.	Required for new teachers apprenticing in Summer Academy only	No
		Teachers: Training - June 8 & 9.	Required for Summer Academy teachers	No
June 9	New Leader Academy (LAUNCH)	New School Leaders	Required	No
June 10-12	June School Leadership Week (including Universal Principal Meeting).	School Leaders ¹ : June 10-12	Required	No
		Teacher Leaders ¹ : June 11-12 only.	Required for selected Teacher Leaders: max 6 per school.	No
June 15-26	Relay Graduate School	IS/EDs: New to role only.	Required for Relay participants.	No
		School Leaders: Selected.	Required for Relay participants.	No

Universal Professional Learning Landscape for 15-16

Date	Event	Audience	Required/Optional Info.	\$ From Adoption Cycle
Option 1: June 25 Option 2: Aug. 5	LEAP Pre-Certification	IS/EDs: New IS/EDs not yet LEAP certified.	Required	No
		School Leaders: All leaders not yet LEAP certified.	Required	No
		Teacher Leaders: Team Leads not yet LEAP certified.	Required	No
July 15-17	Teacher Leader Institute	New Teacher Leaders: See note.	Required	No
		Teacher Leaders: Optional for all returning Teacher Leaders.	Optional (Strongly encouraged for DR Team Leads).	No
July 16-17	New Leader Academy	New School Leaders	Required	No
Option 1: July 20-21 Option 2: July 30-31 Option 3: Aug. 10-11	Special Education Institute	Teachers: All Special Education (center and non-center).	Required	No
July 23-24	New Teacher Induction (NTI): Summer Kick-Start for early-start schools only.	New Teachers: Novice and New-to-DPS teachers.	Required	No

Universal Professional Learning Landscape for 15-16

Date	Event	Audience	Required/Optional Info.	\$ From Adoption Cycle
July 27-28 and July 30-31	July School Leadership Week	IS/EDs	Required	No
		School Leaders	Required	No
		Teacher Leaders: Selected by school leaders - up to 6 per school. July 30-31 only.	Required	No
June 29	Our DPS Day	IS/EDs	Required	No
		School Leaders	Required	No
		Teacher Leaders	By invitation only	No
Aug. 3	New Teacher Welcome Event	New Teachers: Novice and New-to-DPS teachers.	Required	No
Aug. 3-14	Kindergarten Kickoff Labs	New Teachers: New & Host Kindergarten teachers only.	Required	No
Aug. 4-7	New Teacher Induction (NTI): Summer Kick-Start	New Teachers: Novice and New-to-DPS teachers.	Required	No
Aug. 10-13	Special Education Center Institute	Teachers: All MIA, AN, and Multi-Categorical.	Required	No
Aug. 14	Great Beginnings (at schools)	School Leaders	Required	No
		New Teachers:	Required	No
		New Teacher Mentors	Required	No

Universal Professional Learning Landscape for 15-16

Date	Event	Audience	Required/Optional Info.	\$ From Adoption Cycle
Aug. 17-21	Non-Student Contact Days (Green Days)	School Leaders	Required	No

¹ School leaders select certain teacher leaders to attend – up to 6 per school. Teacher leaders should only attend June 11-12. School leaders should consider the composition of their instructional leadership team (ILT) and should determine which Teacher Leaders should attend using the following guidance:

▪ **NON-DIFFERENTIATED ROLES SCHOOLS:** Identify whose capacity you want to build, who will be leading Collaborative Planning Time (e.g. School Leaders, TECs and/or Team Facilitators).

▪ **DIFFERENTIATED ROLES SCHOOLS:** Identify those whose capacity you want to build and who will be leading Collaborative Planning Time. Consider how “Team Leads” will be implemented in your school.

Optional Professional Learning Landscape for 15-16

Date	Event	Audience	Required/Optional Info.	\$ From Adoption Cycle
June 23-24	DPS Aspire	School Leaders	Optional	No
		Teacher Leaders	Optional	No
July 14-15	ELA Bootcamp	School Leaders	Optional	No
		New School Leaders	Optional	No
Option 1: Aug. 3-4 Option 2: Aug. 5-6	Standards Sessions	Teachers	Optional	No
Aug. 5-6	Equity & Culturally Responsive Practices Training	School Leaders	Optional	No
		Teacher Leaders	Optional	No