

2018 Arlington Curriculum and Instruction Summer PD Highlights

ELA

- Sixth grade: Focus: Independent reading, essential questions.
- Seventh grade: Short story unit, coming up with supporting texts and lessons for our novels. They also worked on best practices, essential ideas and questions for the units, and how to begin the year.
- Eighth grade: Dialogue development: an extension of the work being done to help students find their voices and develop ownership of learning. These descriptors are part of the overall plan:

Appreciate: Share what you like, appreciate or value in the ideas you heard. Be specific.

Probe: Probe for more details. Ask questions that will help give you a better sense of another person's perspective.

Connect: Make a connection between something in the ideas you heard and your own experiences, feelings, or interests.

Extend: Describe how the ideas you heard extended your thoughts in new directions or gave you a new perspective.

- AHS:
 - Grade 9 finished up work on vocabulary.
 - Grade 11 refined one unit of the AP course in preparation for expanding that unit into the American Literature course during professional development this coming year. Various senior electives worked on specific units of study.

ELL

- The K-8 staff continued the work in updating and adding to the ESL MCUs designed by the state. We do not have any ELL curriculum and this is required for compliance for DESE ELL regulations. Each summer the ELL team uses the summer PD time to continue this major endeavor that is too much to focus on during the school year.

Health and Wellness

- The PE Highlight would be the Two Day Dance Workshop that Nina Martorana attended on June 25 and 26. It was titled "Teachers in Motion" and she will be introducing it to 6th graders at the Gibbs this year.

History/Social Studies

- In June, 3rd grade teachers met to learn about incorporating diverse narratives into the social studies curriculum. The PD day kicked off with a presentation from the Royall House which gave further information about slavery in New England and more specifically, in the Medford area. Teachers enriched their own learning by participating in a jigsaw activity where they learned more about free African Americans, women, transgender, and gay/lesbian individuals during the colonial era. Teachers followed up on this activity by examining possible new resources, sharing them with their peers, and giving recommendations on which books with diverse narratives would be good district-wide purchases to develop curriculum around.
- 1st grade teachers continued their work revising and refining their integrated ELA/Social Studies unit on fairy tales and rules/civics. Specifically, teachers discussed the first grade Children Discovering Justice field trip to the Moakley Courthouse (the mock Goldilocks and the 3 bears trial) as well as other end of the unit assessments like students creating a video about rules for the next year's incoming first graders.
- The 7th grade history teachers met to work on revising the World Geography curriculum to align with the new MA History Frameworks. Next year the course will turn into a Global Studies course with a focus on culture, geography, and modern issues.
- The 8th grade history teachers met following the DESE sponsored 3-day civics conference to begin work on the new civics course that will roll out for the 2019-2020 school year. Teachers began brainstorming units, essential questions, vocabulary, and possible textbooks/resources. They also laid out a rough timeline for the year of tasks to accomplish moving towards the new curriculum.
- The 9th grade Modern World History team met over the summer to complete its curriculum map revision. Teachers spent the past two years experimenting with a thematic, geographic, or chronological approach to teaching history. The resulting curriculum map reflects more non-European history (South Africa, Iran, Cuba, Brazil, China) and brings students up to the current day with issues like the rise of terrorism and globalization.

- Additional out of district PD: MA Historical Society (Loyalists in New England), Facing History & Ourselves (Reconstruction), Framingham State geography workshop, DESE Civics Conference, Fort Ticonderoga seminar, WW2 Museum in Natick, College Board AP Government Seminar

Instructional Technology

Session 1: 8:00 AM - 9:00 AM

- NoodleTools for Digital Research with Stacy Kitsis, AHS Library Media Teacher
- Creating with Chromebooks with Johanna Bradley, OMS & Gibbs Digital Learning Specialist
- Google Classroom and Google Forms and Quizzes with Jeff Snyder, AHS Digital Learning Specialist

Session 2: 9:15 AM - 10:15 AM

- PowerTeacher Pro Gradebook with Jeff Snyder, AHS Digital Learning Specialist
- Basic Computer Skills with Johanna Bradley, OMS & Gibbs Digital Learning Specialist
- Student Voice & Choice with Susan Bisson, Director of Digital Learning

Math

ELEMENTARY SCHOOL - 3 DIFFERENT TIERS OF OPTIONS:

- Unit planning option -25 teachers from K-5 who spent day planning to start off year strong by focusing on first unit
- Curriculum Support - had 45 different teachers participating in PD offered by TERC.
- Offered a course titled “Developing Mathematics Institute. The teachers explored building a system of 10’s. (18 Teachers)

Middle School

- Focus was on curriculum realignment for computer science

High school

- Focus on curriculum realignment for algebra 1

METCO

- First Aid Mental Health (facilitated with Julie Dunn)
- Tonika Claiborne participated in the Harvard MATCH program

Performing Arts

- Developed a standards-based course outline template and completed course outlines for the following courses: Drama 1, Intro to Music Technology, Madrigal Singers, Chorale, and Freshman Course. (Up until now there have been no curriculum documents for high school courses. This is a start on what will be a long-term project.)

Science

OMS/Gibbs

Gr 6 / 7 / 8

- Introduction of new science resources, IScience, being phased in for middle grades.
- Included familiarization with digital resources and MA Frameworks alignment.

Gr 6/7/8

- Technology PD to update curriculum and familiarize new teachers with it.

AHS

Physical Science (gr 9)

- Updating curriculum to align with MA Frameworks

Biology (gr 10)

- Updating curriculum to better align with MA Frameworks and better pacing and sequencing.

Anatomy (gr 11/12)

- Adjusting scope and sequence to refine the curriculum

Chemistry (gr 11/12)

- Adjusting scope and sequence to better differentiate all levels of Chemistry (H,A,B)

- Science units for low performing students (all HS grades, all programs- Millbrook, Reach, Harbor, etc.)
- Developing strategies and units that would be adaptable for low performing students in order to allow better differentiation.

SEL/Counseling

Gibbs and Ottoson Counselors

- Crafted vision statements and core values of the department. Mapped out programming for all students to receive directly from counselors or indirectly from advisory teachers with coaching and support from counselors. Created annual calendar that aligns 6, 7 and 8 grade programming. Began planning action steps for implementation.

Preschool

- Integrated SEL work with the Pyramid model and existing Preschool curriculum/programming. This included curriculum maps, monthly themes and aligned programming with Social Thinking, literacy, math, SEL skills and district-wide SASS goals. Major focus on universal/tier 1 work and moved a few interventions into appropriate advanced tiers. We began to plan for effective implementation with a leadership team.

YMHFA (Youth Mental Health First Aid)

- Ran trainings for new and existing staff in YMHFA and they were very successful.

Visual Arts

- Brand new curriculum was developed for two new AHS courses being offered in the 2018-19 school year. These new half-year courses, “Ceramic Pottery and Sculpture” and “Sculpture” reintroduce ceramics to the high school visual art program and strengthens our offerings in 3D curriculum. Also, the ceramics/sculpture studio (room 206) and kiln room were redesigned and reorganized. (6 days, 1 teacher)
- The curricula in three existing courses, “Foundations in Studio Art”, “Painting I” and “Painting II” were improved, expanding student choice, breadth of projects and personalizing the curricula to an even greater degree. (2 days, 1 teacher)

- An APS K-5 art teacher with strong skills in ceramics conducted an in-house two-day workshop for five other APS K-5 art teachers. This workshop was designed to increase all teachers' skills in the use of clay, glazing and firing. The workshop also provided time for all of the K-5 art teachers to discuss related curriculum and teaching strategies for all grade levels. This positively impacts the art programs in all seven APS elementary schools. (2 days for 5 teachers, 3 days for 1 teacher)
- The two art teachers who will run the seventh and eighth grade art programs at Ottoson Middle School spent two days reconfiguring the art rooms at OMS and spent time adapting the visual art curricula to a two-grade school. These art teachers also transformed the teaching spaces into much more visually exciting places in which to make art. Discussions were held about the growing digital aspect of the OMS art program as well as the increase in projects that promote in social and emotional learning. (2 days, 2 teachers)

World Languages

- In WL we worked on first steps in curriculum revisions for Spanish 7/8/1, French 3, & Mandarin 3.
- The WL department sponsored 2 teacher participants as well the director to attend MaFLA's (the state WL professional organization) Proficiency Academy, and one WL teacher facilitated a strand there.