Goal 2: Staff Excellence and Professional Development The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.

Goal Objective 2.1 Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally competent and data-informed instructional practices that support student learning and growth.

Key Activities/Benchmark	*Evidence That Demonstrates Progress or Completion*
All APS teachers will engage in at minimum eight hours of cultural competency professional learning experiences.	All staff will attend a 6-hour professional development day on November 6 focused on cultural competency and culturally proficient teaching. The November 6 PD will focus on the intersection of cultural competency with the 5 CASEL (social-emotional) competencies. The keynote speaker will also provide training on the 7-Mindsets for district administrators and K-12 staff. The additional two hours of professional learning will be directed by building administrators in each school. Evidence of completion will include agendas, sign-in sheets, and feedback forms from staff.

All Preschool staff will be trained in Social-Emotional and Play and Learning (SEL/APL) state standards and will implement the standards through the Pyramid Model.	Ongoing Pyramid training schedule and aligned curriculuum maps along with aligned PD calendar for 2018-19 school year. SEL/APL website: ttps://www.collaborative.org/sites/default/files/2W.SEL_.APL-Parent%20and%20Caregiver%20Guide%20%281%29.pdf
All Kindergarten staff will be trained in SEL/APL state standards.	Three dedicated PD sessions in the 18-19 school year, with a plan to continue the work in the 2019-2020 school year.
Develop a Pk-12 SEL curriculum map and comprehensive training for all staff in universal SEL curriculum/programming district-wide PK-12.	Curriculum map for Pk-12 outlining the district's SEL programming. Multi-year plan devised to ensure training of all staff in new/ old programming.
Train 300 Staff in Youth Mental Health First Aide (YMHFA)	List of staff who have participated in the training; dates of classes, and, list of certified staff who can teach YMHFA classes. .
Increase diverse narratives in history and social studies curriculum by providing PD, planning time, and new books for teachers	-Revised Africa unit for 1st grade by 2020 -Revised curriculum map and new resources identified for 3rd and 5th grade by 2020 -Modern World history revised curriculum map by 2019 -Identified resources on diverse identities in US 1 and US 2 curriculum (ongoing)

World language teachers in grades 6-12 will engage in two days of professional development with a consultant on researched-based effective instructional strategies that incorporates cultural proficiency and social-emotional learning.	Professional development plan, dates of training and attendance list.
Train special education staff to identify reading disorders through diagnostic assessments and design/deliver interventions matched to the profile of the reader. Work with Tuft's Reading and Language Research Center to identify reading disorders and targeted interventions, as well as to develop a standard battery of assessments, developing reader profiles and training for teachers in intervention strategies.	Meeting dates with Tuft's consultant. Staff training dates. Sample interventions, assessments, and developing reader profiles.
Train general education, guidance counselors, and special educators at the high school to meet the needs of students with autism spectrum disorders through an inclusion model.	Work w/ Elizabeth Keefe, Lesley University, Autism Endorsement, to provide Autism Spectrum Disorder (ASD) training to AHS, develop mindfulness curriculum specifically for students with ASD.
Train elementary and middle school social workers, counselors, and school nurses to deliver evidence-based Cognitive Behavioral Therapy (CBT) interventions through a MATCH (Modular Approach to Therapy for Children with Anxiety,	Harvard MATCH protocol and training in evidence-based counseling for youth with symptoms of depression, anxiety, traumatic stress, and conduct problems. Participants receive 36 hours of training in the 33 modules of the MATCH protocol.

Depression, Trauma, or Conduct Problems) protocol.	
Train elementary/middle school staff in Responsive Classroom	One cohort of middle school teachers and two cohorts of elementary school teachers attended a 4-day summer Responsive Classroom training. As a result, participants will use their training to create respectful learning communities within their respective classrooms and school communities. List of participants will be used as evidence of attendance and completion.
Engage District Data Team in a book study of of *Data Wise* by Kathryn Parker Boudett, Elizabeth A. City and Richard J. Murname to develop a common understanding regarding how to analyze data to improve teaching and learning.	Meeting agendas and notes will be used as evidence of book study professional development.
Provide grade 4 and 5 teachers with professional development support for the implementation of the TERC Investigations 3.0 curriculum	Dates teachers participate in Paired School Meetings.
All teachers will engage in at least eight hours of cultural competency professional learning.	All staff will attend a 6-hour training on November 6. The November 6 PD will focus on the intersection of cultural competency with the 5 CASEL competencies. The keynote speaker will also provide training on the 7-Mindsets for district administrators and K-12 staff. The additional two hours of trainings will be directed by building administrators. (Evidence of completion will include, agendas, sign-in sheets, and feedback forms from staff).
Provide teachers with professional development for teaching the enhanced lessons in co-taught and special high	Professional development plan

school science programs (Millbrook, harbor, Summit and co-taught classes).	