

FY20 Professional Development

School Committee Meeting
June 13, 2019



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 responsive and data-informed instructional practices that support student learning and growth.

District

Cultural Literacy: During the 2019-2020 school year, all district staff will participate in ten hours of professional development focused on cultural literacy and culturally responsive instruction. Six of the hours will be provided during the professional development day on November 1.

Cultural Literacy: During the 2019-2020 school year, members of the District Diversity, Equity, and Inclusion Team will work with an outside consultant to create a mission and vision statement. The result of such work will also include setting short term and long term goals for the district with regard to the district's focus on fostering diversity, equity and inclusion.

Elementary (K-5)

Digital Learning

Digital Learning professional development will be offered to teachers throughout the year. The format and delivery for the professional development will be designed using instructional goals and data collected during the 2018-2019 school year.

ELA/English

During the 2019-2020 school year, literacy coaches will meet with grade 1 teachers during early release time and visit their classrooms to help with the implementation of the new DIBELS/Acadience phoneme segmentation fluency and nonsense word fluency assessments.

During the 2019-2020, literacy coaches will utilize early release time to introduce and support teachers with the implementation of the new units of study for grades 3 and 5. During this time, teachers will be able to provide feedback and identify areas in which they need support.

Science

Kindergarten: The 2016 Massachusetts Science, Technology/Engineering Curriculum Framework requires that Kindergarten teachers expand their science instruction for students to experience science practices standards. Starting in the fall of 2019, teachers will receive professional development with using the new Tools of the Mind resource manual for science instruction. Kindergarten teachers will report progress in developing the science practices with K students to the Director of Science, who will help determine next steps in improving K science teaching for the 2020-2021 school year.

Grades 1-5: During the 2019-2020 school year, teachers will receive professional development from the Science Teacher Leaders on implementing the new common assessments. The Science Director will oversee the process and finalize the common assessments for the following year.

Social Emotional Learning

By June 2020, staff in grades PK-2 will demonstrate an increase in their knowledge base and skill set with Social Emotional Learning (SEL) competencies and classroom application through SEL workshops and optional SEL-focused learning walks. Grades 3-5 will follow in the 2020-2021 school year.

Special Education

Grades K-5: During the 2019-2020 school year, special education teachers will use assessment data gathered from the specific testing battery designed to develop a reader profile. Special education teachers and team members will analyze this data to formulate a reading profile for students and will make recommendations for specific reading interventions. Teachers will be trained in various interventions that are matched to the reader profile.

SLC-A, Grades K-5: Program staff (teachers, related service providers, and administrators) will work with a consultant to develop a shared program identity through shared definitions/practices in areas of inclusion, behavior & curricular access.

Visual Arts

During the 2019-2020 school year, K-5 Visual Art teachers will meet at least once per month to provide feedback regarding the effectiveness of the TAB teaching strategy. By the end of the school year, conclusions and consensus reached during meetings will be presented to the K-12 Director of Visual Art in written form. The conclusions reached during these meetings will influence the curricular path for the 2020-2021 school year and beyond.

Secondary (6-12)

ELA/English

During the 2019-2020 school year, secondary level department meetings will be used to provide support for teachers in grades 8-12 as they implement lessons focused on narrative writing, voice and perspective. During the meetings, teachers will share samples of student writing and create a common assessment that will measure student progress.

High School Collaborative Problem Solving

Following a successful pilot and leadership development during the 2018- 2019 school year, the high school will enter into a full roll-out of Collaborative Problem Solving training with Think: Kids from Massachusetts General Hospital. The high school schedule will be revised to provide twice monthly Tier 1 training and coaching to all teachers in House-based teams. Additionally, the high school will develop an internal cadre of trainers through Tier 2 training.

Health and Wellness

The high school Physical Education Department will focus on professional development training and implementation of new electives in Physical Education. The department will train High School Physical Education teachers in RAD (Rape Aggression Defense). Resources will include the RAD Training and the RAD Curriculum. The elective will be taught during the 2019-2020 school year.

History/Social Studies

Eighth grade teachers will participate in at least one external professional development opportunity around civics content and skills and meet as a team (with the Director of History) at least eight times throughout the 2019-2020 school year to work and reflect on curriculum for the new civics course, as well as produce a list of action steps and changes to make to the curriculum for the 2020-2021 school year.

Math

During the 2019-2020 school year, teachers in grades 6-12 will engage in an audit of the assessment structure which will result in identifying assessments that can be included in the District Data Bank and revise the essential standards of each course.

Safe and Supportive Schools (SASS)

The SASS District Team will increase capacity as demonstrated by the District Capacity Assessment in June 2020 through monthly meetings, focused trainings twice a year and regular communication to and from building-based SASS/SEL/Leadership teams and district administration.

Science

During the 2019-2020 school year, science teachers will receive professional development on strategies for incorporating Project Based Learning (PBL) units into the curriculum and instruction.

Science teachers in selected courses will receive professional development on how to incorporate PBL in the curriculum.

Special Education

Grades 6-12: During the 2019-2020 school year, special education teachers paired with a general education teacher to deliver content area instruction in the general education classroom (“co-teaching”) will participate in on-site coaching with their “co-teaching partner” to improve delivery of instruction and create a more inclusive opportunities for special education students to receive instruction alongside general education peers. Teams will work with a consultant to collect baseline data and establish metrics for successful implementation.

Visual Arts

During the 2019-2020 school year, 7-12 grade teachers will learn about projects that provide students opportunities to express their personal feelings and ideas.

World Language

During the 2019-2010 school year, World Language teachers will have two professional development days with consultant Laura Terrill to continue their learning on how to develop thematic units. Teachers will work collaboratively to develop unit outlines for level 1 courses in grades 7-8. Teachers will research, implement, and reflect on specific strategies they integrate in one mode of communication over the course of the year. At the end of the year, there will be thematic unit outlines for level 1/grades 7-8 in French and Spanish, and teachers will have a collection of mode of communication instructional strategies implemented as a department.

Themes for FY20 Professional Development

- Cultural Competency
- New curriculum and instructional resources
- Co-teaching
- Digital citizenship and literacy
- Social and Emotional Learning
- Data Collection
- Instruction
- Project Based Learning (PBL)