

**FY19 C&I Summer Professional Development Report for School Committee**

<b>Content Area</b>	<b>Grades</b>	<b>Description of PD</b>	<b>Summary of What Took Place</b>
Social and Emotional Learning	K-5	Responsive Classroom Training for Elementary Staff	Elementary teachers met in Brackett's media center and participated in 4 days of Responsive Classroom Training (RC). The group included classroom teachers a district administrator and TAs. The course provided teachers with strategies for setting expectations and building classroom communities.
Social and Emotional Learning	K-5	Advanced Responsive Classroom Training for Elementary Staff	Elementary teachers who have taken the basic RC course met in Brackett's media center to build upon their existing knowledge of building classroom communities.
Digital Learning	K -12	District-wide PD EdCamp	Teachers at all levels participated in this 3 hour professional development Edcamp. Teachers chose a variety of topics to discuss such as Google Classroom
Elementary Math	K-5	Supporting Students  This 7-week online course focuses on the teacher's role in supporting the range of learners in K-5 mathematics classrooms  This course is a revised version of the course offered by TERC in the past.	4 Teachers participated in the 7-week overview to learn more about K-5 strategies for supporting all learners. Facilitators from TERC ran the session.
Elementary Math	K-5	Investigations 3.0 Overview  In this 7-week course, participants learn about the content and pedagogy of Investigations 3. Through online interactive activities and discussions, participants develop a solid understanding of the curriculum. They explore key mathematical concepts K-5, and consider how to effectively support student learning.	4 Teachers participated in the 7-week overview to learn more about the K-5 progression of content. Facilitators from TERC ran the session.
Elementary Math	K-5	Two-day Investigations workshop centered on the Standard for Math Practice 1, 3, 5, 6.	2 Teachers participated in the 2-day overview to learn more about the standards of mathematical practice. Facilitators from TERC ran the session.
Elementary Math	K-5	Two-day Investigations workshop centered on fluency and computation.	4 Teachers participated in the 2-day overview to learn more about fluency and computation. Facilitators from TERC ran the session.
Elementary Math	K-5	Two-day Investigations workshop centered on the Standard for Math Practice 1, 3, 5, 6.	2 Teachers participated in the 2-day overview to learn more about the standards of mathematical practice. Facilitators from TERC ran the session.
Elementary Math	K-5	<a href="#">Developing Mathematical Ideas (DMI): Examining Features of Shape is a geometry module in the DMI professional development curriculum. For more information click this hyperlink for a DMI Overview</a>	2 of the 4 days of the workshop were held in August. 18 participants explored features of shapes. The 2 remaining days will occur in September and October. The work consisted of reflections on student work, student thinking, and our own thinking of elementary school math. This course was chosen as the domain of geometry has consistently been an area in which we need to improve.
Elementary Math	3-5	A three hour planning day focused on preparation for the upcoming year.	

Elementary Math	K-2	A three hour planning day focused on preparation for the upcoming year.	In these sessions, teachers revised curriculum maps, planned the first units, and encultured new teachers to the teams.
Math	9-12	Algebra 1 Team	At the high school, most of the work centered on revisions due to the creation of inclusion settings within the A level.  At the middle school level, work centered around standards alignment and unit revisions.
Math	9-12	Algebra 2 Team	
Math	9-12	Geometry	
Math	9-12	Math 6	
Math	9-12	Math 7	
Math	9-12	Math 8	
Math	9-12	Developing Algebraic Understanding	6 Arlington math teaches participated in a 4 day workshop centered on content that exemplified the standards of mathematical practice. Additionally, they learned new ways to present traditional topics. The content was discovery based. The workshop was run by master teachers of the Math for America organization.
Math	K-5	Elementary Coaches	The coaching team attended a 3-day coaching workshop at Lesley. The work centered on goal setting and rationale for coaching work. Noted math coach expert Lucy West facilitated portions of the event.
Elementary ELA	K	One day workshops on pertinent topics in elementary ELA curriculum such as the new reading workshop units, refining conferring, writing snapshots and preparing additional resources.	We reviewed and revised Kindergarten literacy assessments and the K progress reports, including the parent rubrics. We also created a more robust resource for teachers to use to differentiate literacy instruction based on student proficiency levels in certain subskills, like phonemic awareness and phonics.
Elementary ELA	1	One day workshops on pertinent topics in elementary ELA curriculum such as the new reading workshop units, refining conferring, writing snapshots and preparing additional resources.	We revised the Writing Rubrics for each genre of writing: Narrative, Informational and Opinion.
Elementary ELA	2	One day workshops on pertinent topics in elementary ELA curriculum such as the new reading workshop units, refining conferring, writing snapshots and preparing additional resources.	We revised the Writing Rubrics for each genre of writing: Narrative, Informational and Opinion.
Elementary ELA	3	One day workshops on pertinent topics in elementary ELA curriculum such as the new reading workshop units, refining conferring, writing snapshots and preparing additional resources.	Third grade teachers created "snapshot" lessons for the new nonfiction unit, Reading to Learn. For each lesson, we created a page long summary for each component of the Reader's Workshop. This is the first year all elementary schools will be implementing this unit.
Elementary ELA	4	One day workshops on pertinent topics in elementary ELA curriculum such as the new reading workshop units, refining conferring, writing snapshots and preparing additional resources.	Researched diverse book titles to support the Historical Fiction unit of study. This is the first year that the district sourced this unit. Teachers were able to meet with the public librarian to look at and discuss which books would be most appropriate to support the unit and our student needs.
Elementary ELA	5	One day workshops on pertinent topics in elementary ELA curriculum such as the new reading workshop units, refining conferring, writing snapshots and preparing additional resources.	Teachers were able to unpack the Interpretation Book Club unit of study that will be implemented for the first time this year. Teachers were able to break down the lessons and tie them to common core standards with objectives that teachers could use during unit implementation.

Elementary Reading Teachers	3-5	EDCO workshop on the Wilson Just Words program	Just Words is a small group systematic sequential phonics program that supports readers in grades 3-5 that need more intensive support in learning how to quickly and accurately decode words. It is used as a Tier II intervention.
Physical Education	11-12	Develop Self Defense Curriculum	3 day training took place for the new elective being offered this year on self defense
Physical Education	11-12	Develop Athletic Training Course Curric	One Day Course Development took place on Athletic Training Elective.
Social Studies	6-12	Research Paper/Process	Secondary teachers met during the summer to work on the department-wide goals of building students' research skills. Based on work accomplished during the year, teachers created a 6-11 chart of scaffolded skills for each grade in multiple categories (finding evidence, organizing evidence, claims, writing about research, citations, and time management). This will allow for a vertical and horizontal alignment of these skills over students' secondary experiences.
Social Studies	7	New Global Studies course curriculum planning	7th grade teachers met in July and August to work on the revision of the current "World Geography" curriculum which will become a "Global Studies" curriculum for the 2020-2021 school year. The new curriculum will focus on world cultures and belief systems, geography, economics, and thematic issues that intersect multiple places like health, energy, and human rights.
Social Studies	8	New Civics course planning	8th grade teachers met several times throughout June, July and August to plan the curriculum for the new "Civics: Power, People, and Progress" course. They had time to explore their two new curricular resources, their Civics textbook (HMH) and "We The People" books.
Social Studies	K	Tools of the Mind and Social Studies Frameworks crosswalk	Kindergarten teachers met in August to review the 2018 MA History and Social Science Frameworks and construct a crosswalk comparing the "Tools of the Mind" curriculum to the standards in the frameworks. As a result, we found places in the kindergarten curriculum where social studies instruction needed to be extended and created new resources, specifically around civics, for kindergarten classrooms
Visual Art	7 and 8	1. Development of the sketchbook as an instructional strategy. This includes the development of assignments, prompts, grading rubric and other visual and written materials for sketchbook framework. 2. Development of support resources for ELL & 504 students to improve their access to learning through visual art at OMS. This practice will involve more labeling for our art rooms, materials and tools, as well as visual aids for project phases. 3. Creation of Google Classrooms for all art classes at OMS. The goal is to create google classrooms - where students can access all of our classroom docs, links to resources and classwork materials.	Teachers developed materials, prompts, grading rubric and visual and written materials for the framework of sketchbook framework. Teachers developed support resources for ELL & 504 students to improve their access to learning through visual art at OMS. Teachers created more labeling for their art rooms, materials and tools, as well as visual aids for project phases. Teachers started to create Google Classrooms for their programs.

Visual Art	9-12	Writing New Curriculum and Syllabi for new HS Visual Art Course called Fibers. This new half year course is being proposed for the 20/21 school year. Part of the new curriculum will be tested in the 2019/20 school year in existing courses	Curriculum was developed related to mixed media including fibers. New syllabi were created for the following courses: Mixed media, Foundations in Studio Art and Studio Art. Also, the Call for Artists handout was created related to the "Banned Books" project that challenged students to redesign the cover of a "banned" book of their choice. A PowerPoint and rubric was created for the "Altered Book" project offered in the Mined Media course. The "Self-Portrait" project offered in Studio Art was redesigned as was the Collaborative project offered to students across several courses.
Visual Art	11, 12	Restructure AP Studio Art including developing the 3D portfolio option for students. Modify AP Studio Art to reflect changes in the AP Exam and to incorporate what is learned about AP Studio Art during the NAEA convention.	Curriculum Development and modification related to David's Studio AP course especially in 3D Design. Syllabi were updated for the following HS courses: AP Studio Art, Advanced Portfolio Prep, Portfolio Prep., Digital Photography I and II and Foundations in Studio Art
Visual Art	9-12	Improving physical aspects of the Ceramics and Sculpture Studio. Experimentation with glazing techniques for ceramics including high fire glazes. Development of new curriculum for new HS course called Ceramic Pottery and Sculpture II. This course will be taught for the first time in 2019/20.	Ceramics Studio was completely reorganized and new Ceramic II Curriculum developed. This included revisions to the Ceramics I curriculum and syllabus. This also included training of the long-term substitute who will teach Ceramics I during the first quarter of the 2019-20 school year.
Visual Art	6	Restructure the 6th grade trimester art program at Gibbs including developing a modified TAB component. This includes writing curriculum but also modifying the art room in various physical ways.	A written plan was developed that outlines the transition of the Gibbs art program from a traditional project based program to a Teaching for Artistic Behavior (TAB) model. Research was done to determine the best approach to transitioning to a TAB program.
Visual Art	9-12	Write new curriculum and syllabus for the new Art and Technology course being taught in the maker space in the 2019-20 school year.	Work is almost complete. The goals of the PD work were modified and will result in a decrease in the number of days for this work.
Cultural Comptency	District	This course is designed to introduce educators to the complex issues raised by race and racism and their impact on student engagement and achievement. This course provides educators with an understanding of racial identity and the importance of building authentic student-teacher relationships. This course also enables educators to increase their culturally responsive skills that include other areas of intersectionality such as gender identity and socioeconomic status.	One teacher, one social worker, and one nurse attended this workshop at EDCO.
English	12	Revise curriculum for writing elective	Two teachers revised the focus of the memoir unit, revamped college essay timeline, and reviewed major assignments for the first semester.
English	6	Review grammar and literature curriculum	Grade 6 teachers further defined and expanded the poetry unit and evaluated the Book Club pilot.
English	7	Grammar, Giver, MCAS	Seventh grade teachers worked to investigate new titles and supporting literature and revamp the grammar curriculum for seventh and eighth grade students. This work on grammar will continue through the school year.

English	9-10	Co-teaching	English teachers and special education teachers worked to examine current curriculum in order to make explicit connections between grades 9 and 10 in reading and writing, and investigate alternate and supplemental titles for students in these classes.
English	8	Curriculum	Grade 8 teachers looked for new titles to supplement existing literature and collaborated with grade 7 teachers to modify grammar instruction, an on-going project.
TCI	District	Therapeutic Crisis Intervention	The Therapeutic Crisis Intervention (TCI) training program for child and youth care staff presents a crisis prevention and intervention model designed to teach staff how to help children learn constructive ways to handle crisis.
YMHFA	District	Youth Mental Health First Aid	Youth Mental Health First Aid USA is an 8 hour public education program which introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge. Mental Health First Aid uses role-playing and simulations to demonstrate how to assess a mental health crisis; select interventions and provide initial help; and connect young people to professional, peer, social, and self-help care.
Special Ed	Elementary	Lively Letters - Train the Trainer	Lively Letters™ is a research-based and clinically-proven, multi-sensory reading program that turns plain, abstract letters and sounds into lively characters. Created by Nancy Telian, MS, CCC-SLP, forty-seven letters and letter combinations are embedded into colorful pictures that show students what to do with their mouths when making the letter sounds. Will use trainers to train other staff in the District
Special Ed	District-wide	Occupational therapy & Physical Therapy in School Settings	Educationally relevant services consistent with policies governing school practice. Each institute is the equivalent of a graduate course. This is a hybrid course with four (4) in-person full day sessions, two (2) synchronous evening online sessions, additional online requirements, and completion of a project in the fall.
Pediatric Health assessment	Nursing/district	Childrens Hospital Boston, symposium on pediatric health care assessment	Clinically relevant updates on pediatric health assessments and evidence based practice