

**Summer PD Highlights
School Committee Meeting
September 14, 2017**

I) ELL

- a. ELL teachers continued writing ESL MCU's curriculum that began last summer and added to newcomer units for elementary ELL programming.
- b. K-8 ELL teachers worked on aligning the ESL MCUs from DESE with WIDA standards and created/edited lesson plans for these ESL MCUs.

II) Family and Consumer Sciences (FACS)

- a. **Middle School:** modified the current 6th grade curriculum to include executive functioning and the 7th and 8th grade curriculum to be more engaging for students.
- b. **High School:** Jennie Craigie worked independently to develop and modify her Early Childhood Education program and the interior and fashion design programs.

III) Literacy

- a. **K-5:**
 - i. Kindergarten: reviewed and highlighted the *Tools of the Mind* literacy benchmarks, created teacher friendly charts to help navigate and track literacy expectations throughout the year, and created a *Tools of the Mind* introductory overview so teacher assistants can better prepare to support students in the program.
 - ii. **Grades 1 & 2:** refined and revised overviews and resources for the word work portion of our balanced literacy approach using the updated Foundations curriculum. Teams of teachers also created and resourced engaging units for our students including a 1st grade unit integrating fairy tales and civics, as well as a Word Detective Unit.
 - iii. **Grades 3-5:** included conferring and small group strategy work, writing about reading, also updated many units of study, including integrated ELA and Social Studies units.
 - iv. **Reading Specialists:** attended workshops on *Motivating Struggling Readers*, *Leveled Literacy Intervention* for older students, and *Just Right Phonological Awareness* which is a program created by Arlington's own Eileen Catizone, reading specialist at Stratton.

- b. **Secondary ELA:** structuring questioning and expectations that assist with students taking ownership of the processes and content of each course.

- 1. **Examples:** 6th grade looking at our approach to reading and literature as part of the preparation for Gibbs and Arlington High School teachers aligning common assessments from grade to grade and refining our approach to vocabulary in the 9th grade, changes to the AP curriculum for grades 11 and 12.

IV) Math

- a. **Elementary:** Four-day Investigation workshop centered on the core aspects of the program including how the mathematics develops and a focus on grade level planning. The tech platform, *Pearson Realize* was also discussed.
 - i. Teachers who signed up for this workshop had the opportunity to earn 3 graduate credits from Framingham State.
- b. **Grades K-12:** Each grade level also received planning days during which time teachers met in grade level teams to review curriculum maps/units of study, write goals, discuss instructional strategies, plan for support, and review assessment data.

V) Science

- a. Cory Bavuso, science coach, led the new group of science teacher leaders (grades 1-5) in revising the scope and sequence for each grade level. Each team created products that can be shared with colleagues to help streamline instruction of the FOSS kits. We aligned specific activities to MA standards, then decided which activities could be skipped if time is short.

VI) Social Studies

- a. **Elementary:** teachers met to work on various social studies curriculum initiatives including integrated ELA/social studies units for 1st, 3rd, 4th, and 5th grade.
 - i. **5th grade:** revision and review of curriculum and resources
- b. **Secondary:** teachers met to work on various history initiatives including revising 9th grade Modern World curriculum, creating civics-based essential questions, and refining the 6th grade thematic unit.

- i. 10 teachers participated in out of district professional development that included: *Race & Membership in American History*, *Rethinking Early America*, *Economic Issues*, *Dynamics of the Middle East*, and *Bringing Latin America into the Classroom*.

VII) Special Education

- a. Special Education Department funded the Therapeutic Crisis Intervention (TCI) recertification training.
- b. Team chairpersons attended IEP Boot Camp: *Pre K-22 Using Data to Improve Teaching and Learning*, with Carol Kosnitsky: collecting relevant data, managing meetings, and aligning IEPs with state standards. This 4-day series provided participants with all the tools they need to develop IEPs that “tell each student’s story” and embedded meaningful strategies for measuring and reporting progress.
- c. Several of the sub-separate special education programs met over the summer to continue their consultation with Wediko Children’s Services regarding program development.

VIII) Visual Arts

- a. Coordination of content in commonly taught visual art courses including Art I and Art II. Product: A curriculum document that summarizes this and shares links to all course syllabi, assessment documents, Google classrooms, teacher websites and much more.
- b. Revision of the 2018-19 AHS Program of Studies course descriptions for Art I and Art II and creation of new course names that reflect the changes in thinking about the relationship between Art I and Art II. Product: Written course descriptions that will replace old descriptions and the creation of new names for Art I and Art II.
- c. Examination/discussion of the issues related to Art I as a prerequisite for more advanced courses. Product: Proposed changes in course selection protocols including changes in the 2018-19 AHS Program of Studies to open the process by which students can be approved for advanced art courses without taking Art I.
- d. Creation of new syllabi for the AHS Visual Art courses, Painting I and Painting. Products: Written syllabi

