Professional Development Plan

Winchester Public Schools
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Summer 2017 (Full and ½ days)

September 28th (1/2 day)

November 7th (Full PD Day)

January 31st (1/2 day)

March 6th (1/2 day)

May 11th (1/2 day)

What Does Professional Development Look Like?

Research says the best professional development is ongoing, embedded and meaningful.

ESSENTIAL QUESTIONS FOR PROFESSIONAL DEVELOPMENT:

1. Why is professional development important?
2. How do we make professional development meaningful to each individual?
3. How do we ensure that we are meeting the needs of the diverse learning styles of the adults?
4. How do we create a safe environment for risk-taking, collaboration, and support for adult learning?
5. How do we continue to learn and grow to keep adapting and evolving in the professional development arena for the adult learners?
6. How do we ensure that all professional development is based on the needs of the whole child?
7. How do we ensure that professional development aligns with the goals of the district and schools?

One of our missions with professional development is to support our 3 district "beacons" that emerged from our Strategic Visioning:

Healthy Balance and Wellness

Just as Winchester has excelled at providing our PreK-12 students with an exceptional academic program, we seek now to intensify our focus on the social-emotional wellness of our youngest residents. One of every five students reports suffering from anxiety or depression. In order to inspire joyful, confident and autonomous students and staff, WPS will prioritize investments that improve their social-emotional and physical wellness and their capacity to make healthy decisions.

Communities of Collaboration

When asked for the most important characteristic all Winchester students should present as learners and citizens upon graduation, all stakeholder groups reported "Kindness" most frequently. WPS will measure its success by how well we create inclusive and collaborative communities that value ethical and kind behavior. Ambition does not necessarily have to be competitive. Rather, when our students and staff seek first to build relationships and are encouraged to fully engage in service to others, we value collaborative, creative problem solving.

Individual Pathways for Success

Research demonstrates that when instruction and programming is personalized and adapted to the learning styles and needs of individuals, all students perform better on all metrics of meaningful academic and social-emotional growth. Winchester students are remarkably talented and diverse and should have meaningful opportunities to pursue their passions and unlock their individual potential. Over the next five years, our schools will support exploration, innovation and independent thinking and foster diverse pathways to success.

Furthermore, based on the research, our professional development will:

- Be driven by student, staff, and district needs
- Include in-district graduate courses that are predominantly taught by district employees
- Include workshops that are on-going, connected to other professional development, and often facilitated by district employees
- Include workshops delivered by outside consultants in targeted areas where expertise beyond the district is needed
- Have a balance of both pedagogy and content
- Have topics aligned to district goals and initiatives, staff interests, and mandates for districts and/or teacher licensure
- Model best teaching practices
- Be research-based and data-driven
- Be engaging and fun
- Be differentiated based on the six components: **C**ontent, **A**ctivities, **P**roduct, **R**eadiness, **I**nterest, and **P**rofile
- Be collaborative
- Be reflective
- Focus on higher-order thinking
- Embed technology
- Encourage risk-taking
- Promote retention of new staff

At the end of each professional development activity, staff members will be able to (SWBAT) students should be able to:

Connect their new learning to prior learning

Analyze how they can incorporate the content and/or pedagogy in order to impact student learning

Apply the skills and/or content from the professional development into their everyday practices

Collaborate with other professionals on their beliefs, knowledge, and practices that are relevant to the professional development topic

Reflect on how the professional development met/did not meet their needs in order to impact student learning and identify what their next professional development should be
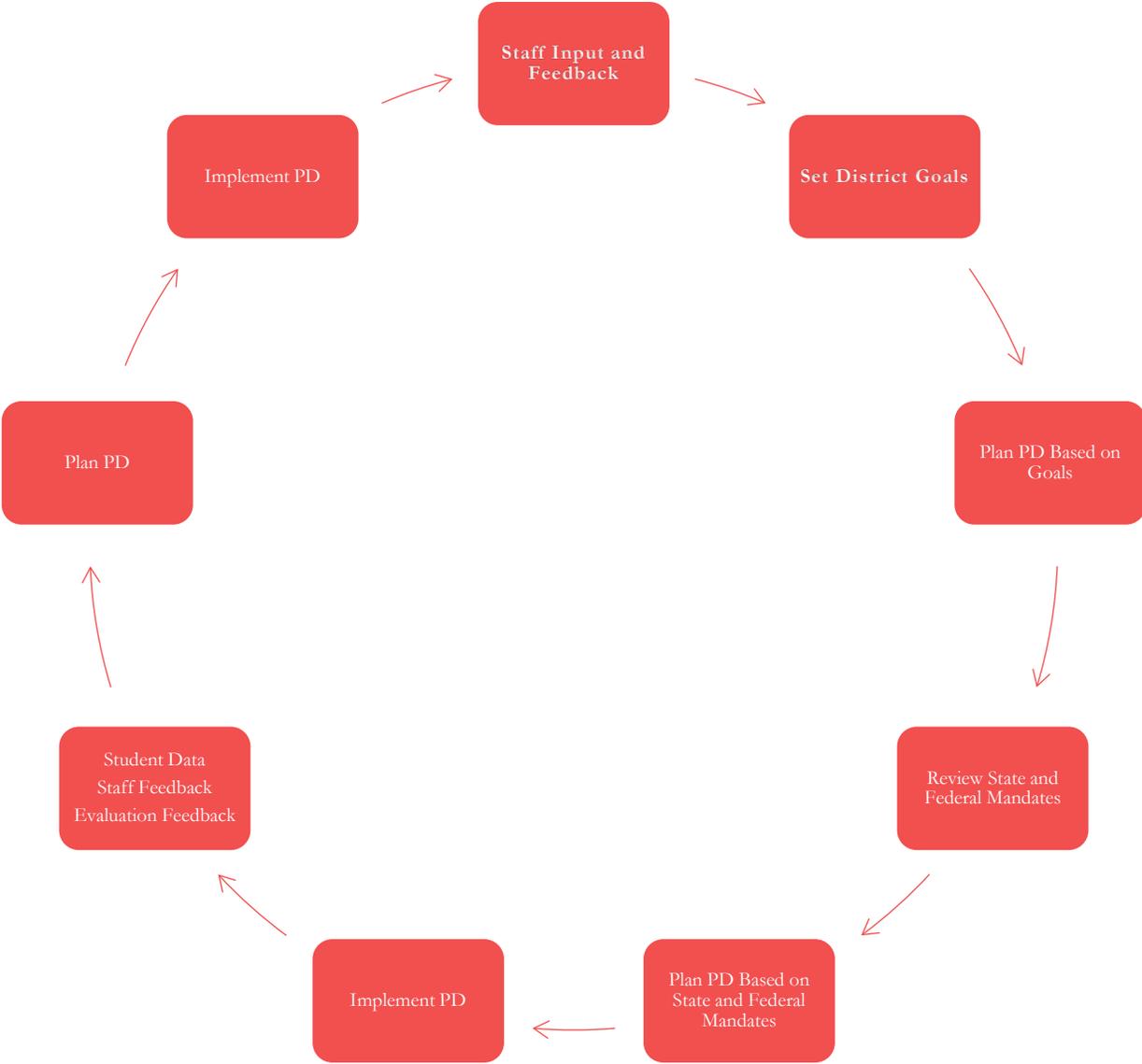
District Goals

I.   Build a strong and effective system of supports and interventions to ensure that all students' social-emotional and mental health needs are met.

II.   Review the district's PreK-12 standards-based curriculum and instructional practices to support continued high levels of student growth and achievement

III. Continue to review and revise the educator evaluation process and professional development plan to ensure effective support for continuous educator growth and improvement.

IV.   Continue to review, revise, and implement the district technology plan to ensure that technology is up-to-date and used effectively to support teaching and learning

When Do We Do It?

- 3 Professional Development half-days during the year
- 1 Professional Development full day during the year
- Faculty, Grade Level/Department meetings
- Most of the professional development happens outside the school day/year

Professional Development Cycle
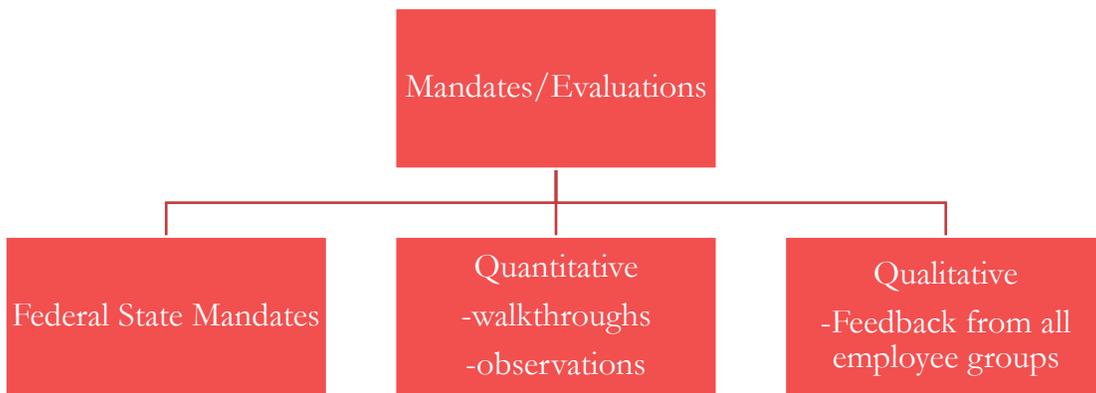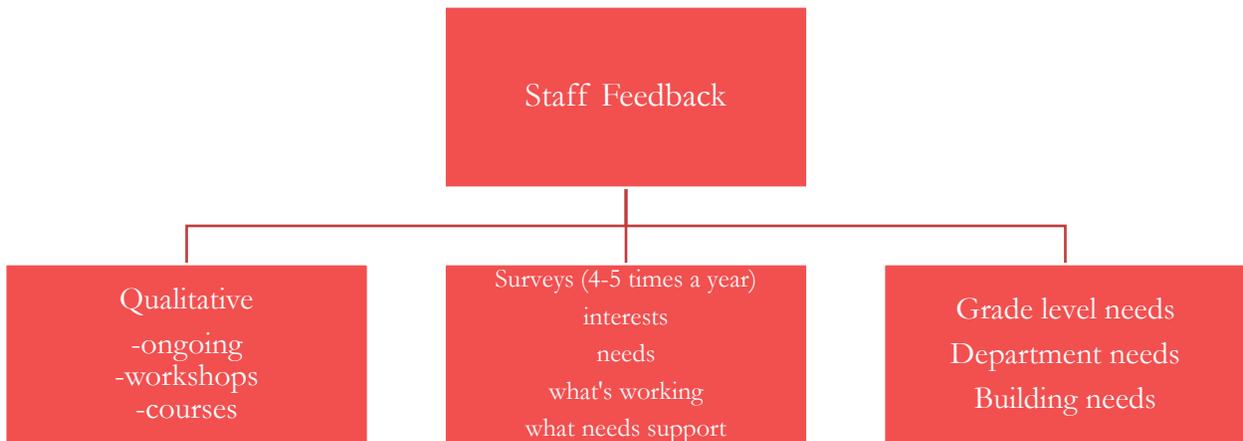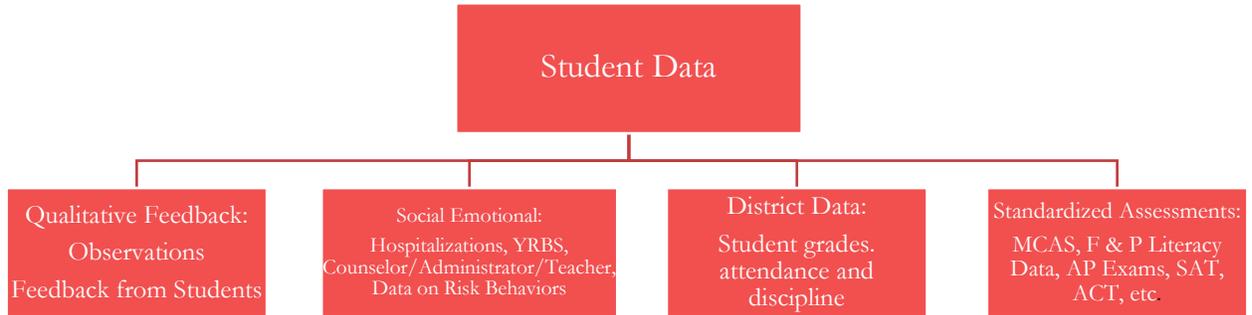

Staff Input and Feedback

Set District Goals

Plan PD Based on Goals

Review State and Federal Mandates

Plan PD Based on State and Federal Mandates

Implement PD

Student Data
Staff Feedback
Evaluation Feedback

Plan PD

Implement PD

Tools Used to Gather Data

Student Data

- **Qualitative Feedback:** Observations Feedback from Students
- **Social Emotional:** Hospitalizations, YRBS, Counselor/Administrator/Teacher, Data on Risk Behaviors
- **District Data:** Student grades. attendance and discipline
- **Standardized Assessments:** MCAS, F & P Literacy Data, AP Exams, SAT, ACT, etc.

Staff Feedback

- **Qualitative**
  - -ongoing
  - -workshops
  - -courses
- **Surveys (4-5 times a year)**
  - interests
  - needs
  - what's working
  - what needs support
- Grade level needs
  Department needs
  Building needs

Mandates/Evaluations

- **Federal State Mandates**
- **Quantitative**
  - -walkthroughs
  - -observations
- **Qualitative**
  - -Feedback from all employee groups

Focus Areas for 2017-2018

FOCUS PROJECTS:

- Revise TA evaluation process

- Administrative Assistants - build consistency across the district

- Increase the amount of professional development around social-emotional and whole child

- Try new models and approaches to professional development structure and delivery for contractual times

Below is a list of topics and activities that are planned. This is NOT an exhaustive list; we are constantly shifting and adding professional development based on the needs/requests of staff and students.

- Teaching Tolerance and diversity training

- 5th grade BYOD

- Expansion of BYOD at high school

- Increase in focused special education professional development (teachers are required to earn PDPs in special education for relicensure by state)

- Increase in focused ELL professional development (teachers are required to earn PDPs in ELL for relicensure by state)

- Implement, evaluate, and revise brand-new "Year Two" mentor program

- Begin piloting professional development and implementation of practices from "Mindful Schools"

- Begin implementation of district Wellness Plan

- Expand, diversity, and offer targeted professional development around social emotional areas with our students

- Continue intensive curriculum work in the following areas: ELA, math, wellness, world language, and science

- If new standards are completed in social studies by DESE, begin work on social studies curriculum

- Drastically expand district work on Performance-based Assessments across all content areas and grade levels
- Implement, revise, and refine the new social-emotional graduate course (required for all new teachers). This course focuses on meeting the needs of all learners: academically, socially, emotionally, culturally, gender, sexual identity, etc.
- Implement focused writing professional development for elementary staff
- Increase the professional development around the use of Kagan and other approaches that focus on cooperative and engaging structures
- Implement new professional development based on emerging technology topics that best meet the needs of our students
- Continue to expand in-district graduate course offerings based on student and staff needs and interests
- Implement a series of study groups to examine practices around protocols, procedures, and philosophies around topics such as: scheduling, homework, school structures, diverse student pathways, increasing student choice, etc.

Social/Emotional (district identified, student data, and staff requests)

- Strategies and supports for deeper implementation of RULER and other best practices around social emotional supports
- Implementation of practices around Teaching Tolerance and inclusion such as: social justice standards and practicing the "windows and mirrors" approach
- More vehicles to receive feedback on students' interests, passions, and goals in order to develop different approaches and pathways to meet the needs of the "whole child"

Technology (district identified and staff requests)

- Google Apps for Education (GAFE)
- Specialized apps for students' needs
- Devices for our students and staff
- BYOD
- Assistive Technology
- Innovated Technology

Differentiation (teacher evaluation, district identified, student data)

- Graduate courses offered in-district

- Workshops offered in-district

- Workshops and courses offered from professionals outside of the community in targeted areas

- Establishing a vehicle for sharing differentiated backward-by-design unit plans developed by teachers within the district

Special Education (state mandates, district identified and staff requests)

- Regulations/compliance

- Supporting diverse learners

- Strategies and supports for specific disabilities

- Least Restrictive Environment and Inclusive Practices

- Assistive Technology

Co-Teaching (district identified and staff requests)

- Experts from outside the

- In-district graduate courses

- In-district workshops

- Individual coaching and support provided by in-district and outside of district experts

- Peer to peer coaching inside of district

- Peer to peer collaboration both within and between co-teaching teams in the district

ELL (state mandates and staff requests)

- Workshops/ courses by outside experts on strategies and supports for ELL students

- Workshops/ courses by district employees on strategies and supports for ELL students

Literacy (staff feedback and district identified)

- Readers Workshop (in-district and out of district experts)
- Writers Workshop (in-district and out of district experts)
- Literacy book study workshops
- Coaching training from outside experts

New Student Information System (district identified)

- Expand features to input more student information that is both quantitative and qualitative to better inform staff and support students

Assessment (teacher evaluation and district identified)

- Performance-based assessments
- Project-based learning
- Diversity of assessments
- Assessments that align with real world processes and products
- Common assessments
- Formative Assessment Practices

Teacher Evaluation (state mandates)

- Continual calibration of evaluation implementation
- Professional development based on specific topics within the evaluation rubric
- Refine component on student and staff feedback

Backward by Design (teacher evaluation and district identified)

- Workshops on BbD writing and implementation
- Embedded within in-district graduate courses
- Peer to peer coaching and feedback

Teacher Mentor Program (new guidelines from state)

- Analyze implementation of new Year Two mentor program and make revisions

- Analyze revisions to Year One mentor program and make revisions

Content-Specific Workshops for Secondary Teachers and Specialized staff (staff feedback)

- Build on the momentum over the past 18 months and expand on the focused workshops in specific content areas for 6-12 educators core content and K-12 specialized areas

What Do Teachers Need for Re-Licensure?

A minimum of 150 PDPs is required. Of the 150:

1. At least 90 PDPs in content/pedagogy, with no less than 60 PDPs in or related to the content area of the Educator's Primary area;

2. At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL);

3. At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles;

4. The remaining required 30 PDPs may be earned through either "elective" activities that address other educational issues and topics that improve student learning, or additional content, and/or pedagogy.

Professional Development 2017-2018

Summer 2017 (Full and ½ days)

Differentiating ELL in Classroom.

Home School Connections for ELL

Social and Emotional Learning: Creating an Inclusive School -Wide Environment

Differentiation Graduate Course

Youth Mental Health First Aid Graduate Course.

Co-teaching workshops

"Not your grandparent's stations

Strengthening your Elementary Literacy Block

21st century Tools for Teaching Diverse

Topics in Special Education Graduate Course

"Teacher as learner is the centerpiece linking classrooms and school improvement

The Coping Classroom

What is a Makerspace?

Free Google Chrome Tools for Struggling Learners

Read&Write for Google Chrome

Intro to Google Apps for Education

Setting Up Your Google Classroom

Explore the importance of Social Emotional Learning

RULER Training for new teachers

Confronting Implicit Bias: Facilitating Difficult Conversations in the Classroom

Speak Up at School: How to Respond to Prejudice, Bias and

Critical Practices for Anti-bias

Common Beliefs Survey

Social Justice Standards: The Teaching Tolerance Anti-bias

Reading Strategies: Getting your Teaching Tools Together

Growing Readers

Kindergarten Readers' Workshop

LGBTQ understanding, inclusion and education

Scaffolding and Jigsaw Strategies

Elementary Professional Book Groups: Looking to get your hands on a good professional read for the summer?

Add Life to Your Vocabulary & Word Study Lessons

Guided Reading Class

Writers' Workshop Worskhop

McCall Summer Professional Book Groups:

Backward by Design Unit Planning Orientation

Why Is This Reader Struggling?

Phonics Curriculum Work Group

Literacy Data Analysis Work Group

How to structure and use stations at the high school

Wellness Curriculum Committee

ELA Curriculum Committee

Science Curriculum Committee

Advanced co-teaching workshop:

Workshop on co-teaching for all evaluators:

Interested in a meeting with Lisa Dieker as an individual co-teaching team?

Differentiating in an Inclusive Classroom with Lisa Dieker

New Elementary Teacher ELA Overview

Yoga, Mindfulness and Meditation

NAMI: Presentation for teachers and other school personnel to raise their awareness about mental illness

Elementary RULER

Training for Middle School Teachers on the RULER Social Emotional Curriculum.

ADHD is Not a Four-Letter Word!

Performance-Based Assessments

Everyday Math Training for New Teachers

Aspen for new middle and high school teachers

Introduction to G-suite and google

September 28th (1/2 day)

Academic Conversations:

How to assess executive functioning

Social Thinking 101

Everything you want to know about TeachPoint but were afraid to ask…

Explore the importance of Social Emotional Learning

Aspen Gradebook: Progress Reports, Report Cards and more for HS

Aspen for Middle School

Making Words

Kindergarten Readers' Workshop

The Reading Workshop, Grades 2-5

Secondary math and math co-teachers

Performance-Based Assessments

Admin Assistants: Registering procedures

McCall English Summer Reading Analysis

IEPs - What does a complete IEP document look like

Join Winchester Elementary school teachers for a half day at the Museum of Science

Workshop for TAs: Behavior management strategies and data

Creating Interactive lessons using GSuites (formerly GAFE

NEASC

June Academy

Co-Teaching at the HS

Scheduling for the HS

Wellness Curriculum Committee

Kindergarten TAs (required workshop for those K TAs in attendance) .

McCall teaching assistants to do the following:

1. Review Responsiblities

2. Review Schedules

3. Review the evaluation tool used for teaching assistants.

4. Review the chain for providing feedback

5. Receive feedback regarding the start of the school year and how we, as a leadership team can best support them

6. Share ideas regarding what academic support looks like for a 6th, 7th and 8th grader.

Choose Your Own Adventure (can choose this option up to 2 times this year)

November 7th (Full PD Day)

Supporting Executive Functions in the Inclusion Classroom

How to Get a Great Grant

Kagan for secondary social studies teachers and special education co-teachers. FULL DAY

It IS easy being green .

NEASC

NAMI **

Projector training

JUNE ACADEMY

Strategies for the Readers' Notebook

Elementary Literacy Data Analysis

Growing Readers - A Closer Look at Shared Reading with K-2 Readers

Youth Mental Health First Aid

SMALL READING GROUPS IN THE READERS' WORKSHOP MODEL

Strategies for best supporting students with ADHD

Physical Science for Elementary Teachers

Earth and Space Science for Elementary Teachers

Rethinking homework

Kindergarten Excursion to the Eric Carle Museum in Amherst, MA   FULL DAY.

LGBTQ understanding, inclusion and education

Performance based working group:

 World Languages - Writing Curriculum (Understanding by Design) with Proficiency in mind. FULL DAY.

 Instruction that Activates the Entire Reading Brain

Speak Up at School: How to Respond to Prejudice, Bias and Stereotypes Critical Practices for Anti-bias Education

Using an Equity Literacy Framework to Disrupt School-based Inequities

Creating a School Home Connection with Google Sites and Blogger:

Learning with Google Drawing Tools:

Exploring Calkins Readers' Workshop:

Interacting with emotional middle schoolers:

This workshop will focus on autism.

"Supporting our students. Working with the Anxious Child and Their Families"

ADHD is Not a Four-Letter Word! **

. Administrative Assistants district-wide procedures

What to have information from Aspen at your fingertips for Students and/or Staff?

TA evaluations

Co-teaching

Chromebook Accessibility: Explore tools and free resources to help create a learning environment for all students

Speech-Language Data Analysis:

 Teaching Students to be Global Citizens through literature:

Middle School Science and Special Ed Teachers

LabQuest2 Training for Science and Special Ed Teachers

Co-Teaching in Secondary Science

10-12 For Music Teachers

1-3 For Music Teachers

Beginning, Middle and End Skills Checklist and Kit for Preschool Teachers FULL DAY:

Health PD

Black and White Film Photography Workshop

Service-Learning, Leadership, and Creating a Global Classroom:

Performance-Based Assessments

What I thought I knew about the Special Ed Process for general education teachers...** IEPs

NPEN   FULL DAY

Choose Your Own Adventure (can choose this option up to 2 sessions this year)

January 31st (1/2 day)

Teaching Tolerance: *Responsive Discipline: Reframing Classroom Management:*

Admin Assistants will continue their collaborative work to create consistency, efficiency, and effectiveness across the district with shared practices

Middle School Science teachers:

A collaborative transition session involving the 5th and 6th grade special education staff (liaisons

McCall English Text Choice Study:

Teaching Games for Understanding (TGFU

World Languages - Writing Curriculum (Understanding by Design) with Proficiency in mind

Computer Science in the Elementary/Middle school curriculum

NAMI (National Alliance on Mental Illness)

Projector training

Digital Assessments

The Coping Classroom

Anxiety and School Performance:

ELL

Elementary Science Grades K-2

Elementary Science Grades 3-5

Beginner Google Drive and Apps

RULER/SOCIAL-

Accommodations Answers & Tips for a successful IEP Meetings

NEASC Work

Performance based working group

Strategies for the Readers' Notebook

Structuring your Elementary Literacy Block for Student Learning

Small Groups in the Reading Block

Teaching Assistants at the High

MCAS Alternative Assessments

9th Grade Math Curriculum Group

Elementary Art Educators

Secondary Art Educators

Beginning, Middle and End Skills Checklist and Kit for Preschool Teachers:

Choose Your Own Adventure (can choose this option up to 2 times this year)

March 6th (1/2 day)
May 11th (1/2 day)