To: Members of the School Committee

From: Margaret Adams, Assistant Superintendent for Teaching and Learning

Subject: Presentation on FY16 Professional Development Plan

Date: April 28, 2015

Define the Issue/Question:
- How do we support all staff in creating a rigorous curriculum using our professional development resources? How can professional development support district goals in raising student achievement?
- How can professional development support school and district goals of curriculum, instruction, and assessment?
- How can we insure the transfer of professional development to the classroom?

Brief Overview/Background Information:
Melrose Public Schools has completed a third year of diverse professional development offerings for staff. Some highlights of the year include the following:
- A new Science Academy for the elementary level was offered after school opportunities and summer for professional development in addition to the Math and Literacy Academies.
- Provide opportunities for self-directed professional development across PreK-12 including paraprofessionals.
- Tech Tuesdays were offered to grades 6-12 during the 2014-2015 school year for the second year. Tech Tuesdays have offered several sessions focused on different Web 2.0 tools for the classroom. Some of the sessions were also “flipped” so teachers could complete the professional development on their own time.
- Continued two-year new teacher program with revisions to curriculum and materials. Added an additional day over the summer focused on curriculum for first year teachers.
- Summer institute with varied professional development offerings allowed for ongoing growth and collaboration.
- Collaborate with SEEM districts to draft a social studies elementary curriculum.
- Substantial progress towards curriculum maps across PreK-12 and all disciplines. Supported the Fine Arts Department in the development of curriculum units with support of outside consultant.
- Embedded supports for teachers to implement professional development sessions, for example, using Looking at Student Work protocols, lesson study, data meetings, instructional coaches at the elementary level.
- Provide opportunities for use of technology and content area professional development through the Salem State Education Collaborative.
- Completed one year long teacher action research group that will present their final projects in May.
- Completed second year of formal Learning Walkthroughs. The teams at each building were expanded to include more teachers. This spring teams will visit each other schools not their own.
- Supported the inclusion of cultural proficiency into the curriculum.
- Developed core instructional practices in math for middle and high school through use of consultant who provided professional development and also embedded coaching support.

Recommendations:
- Continue to focus professional development on the curriculum, instruction, and assessment needs of the district. Support continued implementation of English Language Arts, Mathematics, and upcoming Science Curriculum Frameworks. Professional development will also have to be flexible to respond to the every changing state and federal directives in addition to respond to local needs.
- Support teachers through professional development in meeting the diverse range of needs in their classrooms.
• Use a variety of formats for professional development to provide options to staff including making use of professional learning communities and technology.
• Continue to provide embedded professional development supports for teachers to ensure best practices carry over to the classroom setting including the use of the elementary instructional coaches and the secondary academic facilitator.
• Analyze student, teacher, school, and district data to inform the development of staff offerings.

Budget Implications:
• Continue to use district resources to develop ongoing professional development.
• Seek out grant opportunities and partnerships that provide further opportunities for professional development.

Statement of Impact:
Professional development has a direct impact on student performance. Professional development is a key connection to quality teaching and learning, and we are committed to providing a variety of quality offerings that directly impact the district’s core mission of raising student achievement. When the district provides teachers access to quality professional development, curriculum and assessment data, instruction and student achievement improve.

The Professional Development Committee reviews the evaluation of all offerings through use of an exit evaluation at the end of the session. An annual teacher survey provides feedback on their needs and is the most important data source reviewed by the committee. This year a survey of the leadership team was also added. Principal and district walk-throughs provide an opportunity to engage in dialogue on the effectiveness of professional development. The review of data by the committee is an ongoing process.

Identify Potential Policy Implications:
• The implementation of the new Science Curriculum Frameworks will have implications for all grades. Professional development, curriculum, and assessment will need to align in support of the new standards and instructional approaches.
• The Social Studies Program Review will be complete this spring. The final report will identify needs specific to updating of materials and necessary professional development.
• The current English Language Arts core program, Storytown, in grades K-5 does not sufficiently align with expectations of the Massachusetts Curriculum Frameworks. While we have provided professional development on text sets, close reading, and text based questions, the materials do not provide the necessary resources to support effective use of these strategies.
• Teacher and student access to technology will need to support curricular goals for the use of technology as a tool for learning and collaboration. Professional development will need to enhance teachers’ knowledge of how technology is used as a tool for learning and collaboration. The Technology Plan outlines the action plan necessary.
• Opportunities for embedded professional development have the most direct impact on academic achievement. Use of instructional coaches and academic facilitator will support long-term and sustained teacher growth. However, additional staff to provide embedded support to almost 300 educators is needed. These supports are included in the Superintendent’s FY 16 Draft Budget.
• Additional needs of specialists including music, arts, physical education, guidance, school adjustment counselors, psychologists, and therapists within special education will continue to be a challenge to address unless additional resources are available.
Professional Development Mission Statement

The mission of professional development in the Melrose Public Schools is to provide all staff with quality learning opportunities that support student learning and foster teaching excellence.

Guiding Beliefs for Professional Development

We believe …

- Professional development has a direct impact on student performance.
- On-line learning is an effective way to deliver a variety of professional development opportunities and activities.
- Professional development addresses the individual and collective needs of a diverse staff.
- Professional development supports the accomplishment of curriculum goals.
- Collaborative approaches are effective in designing and implementing professional development.
- Staff can be excellent providers of professional development opportunities and activities.
- Partnerships with outside agencies can enhance district professional development.
- A balance among individual, school, and district needs is critical to a quality professional development program.

Professional Development Vision Statement

In order to have the greatest impact on student performance we provide all staff with numerous opportunities that promote educational excellence. These opportunities address the individual and collective needs of our diverse learning community. Professional development is a key connection to quality teaching and learning and we are committed to providing a quality professional development program.

Members of the Professional Development Committee

Dr. Margaret Adams, Assistant Superintendent for Teaching and Learning
Naomi Baline, History Teacher, Melrose High School
Maureen Connell, Eighth Grade History Teacher, Melrose Middle School
Jenny Corduck, Principal, Hoover School
David Cyr, Third Grade Teacher, Hoover School
Stephanie Dembro, Third Grade Teacher, Roosevelt School
Susan Douyotas, Educational Team Facilitator
Lindsay Shanahan, Fifth Grade Teacher, Lincoln School
Angela Singer, Director of ELA Grades 6-12
Dr. Kim Talbot, Director of Global Languages 6-12
Kristin Thorp, School Committee Member
INTRODUCTION
Professional development is a critical and essential component of developing an effective teaching force. Research shows it has a direct correlation to and positive impact on student achievement. This plan is based on district goals as well as analysis of district and state assessment data. The plan is developed collaboratively with input from the district leadership team and the Professional Development Committee.

The district also must align curriculum and instruction with the 2011 Massachusetts English Language Arts and Mathematics Curriculum Frameworks. In 2016, it is expected that the state will also adopt new Science Curriculum Frameworks.

The following professional development plan was created to:
- Respond to data collected from the evaluation of professional development offerings and feedback from staff on their needs.
- Implement research based instructional practices and support alignment of curriculum with the Massachusetts English Language Arts and Mathematics Curriculum Frameworks. Prepare for the implementation of the draft Massachusetts Science Curriculum Frameworks in 2016.
- Enhance the curriculum with the use of technology as a tool for student learning and collaboration.
- Promote student achievement for all students as identified by district and state assessments.
- Ensure compliance with the Massachusetts Department of Elementary and Secondary Education (DESE) regarding professional development opportunities for staff including requirements for offerings in the topics of English language learners and students with disabilities.

FOCUS
The focus of the professional development centers on the district’s strategic goals including:
- Continue alignment with the Massachusetts English Language Arts and Mathematics Curriculum Frameworks by implementing best practices, aligning curriculum, and providing teachers professional development opportunities in the instructional practices and curriculum.
- Implement professional development resources to support implementation of expected Science Curriculum Frameworks in 2016.
- Use of technology in the curriculum and for instruction to enhance student learning and collaboration in the classroom.
- Ensure the successful implementation of core curriculum materials in all subject areas.
- Assist teachers in the use of district and state assessment data at the school and department level by making use of data meetings that follow Looking at Student Work protocols and procedures for data analysis.
- Continue implementation of the curriculum framework for English Language Learners, World-Class Instructional Design and Assessments (WIDA) in accordance with the DESE’s RETELL initiative.
- Implement the professional development to support teachers’ repertoire of skills to meet the needs of students with disabilities including those with social and emotional needs.
- Support vertical alignment of best practices, instruction, and assessment across the grades spans, PreK-12, and across all content areas including non-core subjects that meet the needs of a variety of learners.
- Develop curriculum units that support the inclusion of culturally responsive teaching and topics.
- Create opportunities for authentic project based learning within the curriculum that also are enhanced with the use of technology.
IMPLEMENTATION

For the 2015-2016 school year, professional development centers on the following activities.

Literacy across the Disciplines
The following activities in grades PreK-5 support the implementation of the Massachusetts English Language Arts Curriculum Frameworks including a tiered system of supports in ELA:

• Support implementation of PreK-5 Literacy Academy to continue support in the development of best practices aligned with the new frameworks including creation of text sets, text based questions, and written response to texts that also support differentiation to meet a variety of student needs.

• Continue to strengthen professional learning communities in buildings but also across the district that analyze student data and discuss best practices using Looking at Student Work Protocols, learning walk-throughs, lesson study, and processes for data analysis.

• Support implementation of practices in the classroom within school and classroom based coaching supports in English Language Arts to support text based questioning, writing in response to text, and creation of text sets that also support differentiation to meet a variety of student needs.

The following activities in grades 6-12 support the implementation of the Massachusetts English Language Arts Curriculum Frameworks:

• Implement data meeting structures for teachers to analyze and discuss district and classroom data. Expand protocols and forms for the data meetings across all disciplines. Continue to develop staff’s knowledge of Looking at Student Work protocols.

• Continue to refine core instructional practices that will be consistently used across content areas and grade levels that also allow for differentiation to meet a variety of student needs. Develop resources and materials to support teachers’ implementation of these core instructional practices.

• Develop professional learning communities in departments that create common district assessments, analyze district and state assessments, and discuss implementation of core instructional practices.

New Teacher Induction
The district will strengthen the implementation of the new teacher induction program as follows:

• Evaluate the implementation of the new teacher induction program for first and second year teachers and revise curriculum, formats, and materials as needed.

Procedures for Professional Development
The district will strengthen procedures for the implementation of professional development as follows:

• Continue the Professional Development Committee to evaluate implementation of the plan. Monitor the effectiveness of current professional development offerings via ongoing evaluation of each professional development offering and through staff feedback. Seek strategies that support the professional development committee in sharing its work with all staff.

• Seek out opportunities to collaborate with other local districts and organizations to offer further professional development opportunities for staff. Take advantage of grant opportunities that support further professional development.

• Implement opportunities and tools to provide professional development using technology such as webinars and video.

• Continue a yearlong teacher action research course to support teachers in developing their own inquiry projects about their classroom practices. Develop a second year program for teachers who wish to continue their inquiry projects or develop new projects.

Mathematics
The following activities in grades K-12 support the implementation of the 2011 Massachusetts Mathematics Curriculum Frameworks:

• The Director of Mathematics Grades 6-12 will support the understanding of the mathematical practices outlined in the frameworks through the math grade 6-12 department meetings. Develop resources and
materials for teachers that support the implementation of differentiation strategies that meet the needs of a variety of learners including compacting of the curriculum.

- Support new teachers in the district in grades PreK-5 to implement identified core math instructional practices through ongoing professional development and instructional coaching.

**English Language Learners**
The following activities will support the implementation of the new curriculum framework for English Language Learners, the World-Class Instructional Design and Assessment:

- Begin the alignment of ELL curriculum to the WIDA standards.
- Begin third cohort of RETELL training as required by the Massachusetts Department of Education.
- Support the inclusion of ELL strategies into existing curriculum.
- Develop professional development opportunities to support staff in meeting the needs of English Language Learners and to support understanding cultural diversity in their classroom.

**Curriculum Development**
The following activities will support the implementation of the curriculum development:

- Create opportunities for the use of technology to enhance the curriculum and instruction.
- Complete curriculum maps in social studies in grades K-5 and support implementation of core instructional practices in this topic.
- Support staff in the inclusion of diverse groups represented in our community within the curriculum.
- Create materials to support teachers in the creation of authentic project based learning opportunities that can also support differentiation.

**Students with Disabilities**
The following activities will support the needs of educators who work with students with disabilities:

- Develop professional development for general education teachers including specialists to support the needs of students with disabilities in their classroom.
- Support the continued professional development of paraprofessionals in the district.
- Ensure the district provides professional learning opportunities for specialists who work with students with disabilities.
- Support teachers in the use of technology to meet the needs of students with disabilities.

**Supporting Students with Social and Emotional Needs**
The following activities will support the needs of educators who work with students with social and emotional needs:

- Support staff with opportunities to learn more about meeting the needs of students with social and emotional needs.

**Science**
The following activities in grades K-12 support the implementation of the draft Massachusetts Science Curriculum Frameworks:

- Continue to develop teachers in implementation of the science and engineering practices in their classroom including use of science literacy and inquiry.
- Support teachers’ use of technology in science to enhance the implementation of science and engineering practices.
CONNECTIONS TO MELROSE PUBLIC SCHOOL’S STRATEGY OVERVIEW

This plan supports the following strategic priorities contained in the Melrose Public Schools Strategy Overview.

**Strategic Objective:**
**Planning:** Employ purposeful and deliberate planning that is designed to enable all students to achieve a high level of content mastery and skill development.
- Create opportunities for the use of technology to enhance the curriculum and classroom instruction through continued professional development.
- Complete curriculum maps in social studies in grades K-5 and support implementation of core instructional practices in this topic.
- Support staff in the inclusion of diverse groups represented in our community within the curriculum.

**Strategic Objective:**
**Content and Curriculum:** Provide rich, high-quality, and current content that foster the use of higher-level thinking skills and help all students to attain college and career readiness. Continue to develop curriculum that reflects the new PreK-12 ELA and Math Frameworks and incorporates the common core standards.
- Create opportunities for the use of technology to enhance the curriculum and classroom instruction through continued professional development.
- Complete curriculum maps in social studies in grades K-5 and support implementation of core instructional practices in this topic.
- Support staff in the inclusion of diverse groups represented in our community.

**Strategic Objective:**
**Instruction:** Provide advanced learning that is student-centered and engaging through instruction that provides opportunities for enrichment and challenge and that is focused on student learning, growth, and achievement.
- Support implementation of practices in the classroom within school and classroom based coaching teaching supports in English Language Arts to support text based questioning, writing in response to text, and creation of text sets.
- In middle and high school, continue to refine core instructional practices that will be consistently used across content areas and grade levels. Develop resources and materials to support teachers’ implementation of these core instructional practices.

**Strategic Objective:**
**Assessment and Data:** Create dynamic assessments that provide reliable and valid data that informs teaching and learning in order to advance student performance.
- Continue to strengthen professional learning communities in buildings but also across the district that analyze student data and discuss best practices using Looking at Student Work Protocols, learning walk-throughs, lesson study, and processes for data analysis.
- Implement data meeting structures for teachers to analyze and discuss district and classroom data. Expand protocols and forms for the data meetings. Continue to develop staff’s knowledge of Looking at Student Work protocols.
- Develop professional learning communities in departments that create common district assessments, analyze district and state assessments, and discuss implementation of core instructional practices.

**EVALUATION OF PROFESSIONAL DEVELOPMENT**

All activities are evaluated using surveys to identify the best practices of the activities. Administrators can also observe and analyze the impact of professional development activities on teacher effectiveness and student achievement through both formal and informal walk-throughs as well as data analysis. This observation and analysis guide subsequent professional development efforts and individual professional development plan activities. The Professional Development Committee uses the data collected to evaluate effectiveness of current offerings and plan appropriately.
Melrose Public Schools Workshop Offering

Elementary (Grade K-5) Literacy Institute Workshops 2014-2015

Purpose: The goal of the training is to support teachers in implementing the literacy block, writing instruction, and the Massachusetts English Language Arts Curriculum Frameworks. These workshops are a repeat of last year’s literacy academy workshops. Any NEW workshops are highlighted as such.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 27, 2014</td>
<td>DIBELS Next Overview Grade K-2-Participants will review the subtests of DIBELS Next. This workshop is meant for teachers who have never administered DIBELS Next. Presented by Cynthia Santosuosso</td>
</tr>
<tr>
<td>August 27, 2014</td>
<td>DIBELS Next Overview Grade 3-5-Participants will review the subtests of DIBELS Next. This workshop is meant for teachers who have never administered DIBELS Next. Presented by Paula Jones</td>
</tr>
<tr>
<td>Thursday, September 18, 2014</td>
<td>Overview of Lesson Study Prek-5- Participants will discuss elements of what makes a lesson study. Lesson study is a structure for analysis of a lesson which can be used an action step for your student learning and professional goals. Lesson studies are a teacher led opportunity for your own professional development. Presented by Cynthia Santosuosso and Paula Jones</td>
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<tr>
<td>Wednesday, September 10, 2014</td>
<td>Teaching Advanced Phonics with the Seven Syllable Types (Grades 1-5)-Participants will review and practice using the seven syllable types to decode and encode words. They will also participate in various activities to use with students. Presented by Cynthia Santosuosso</td>
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<tr>
<td>Wednesday, October 8, 2014</td>
<td>Diving Deep into Close Reading-Participants will learn strategies for helping students gather evidence and knowledge and insight into what they have read. Discuss methods for gradual release them to independence. (NOTE: This is a condensed version of the day long Summer 2014 workshop.) Presented by Paula Jones</td>
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<tr>
<td>Tuesday, December 2, 2014</td>
<td>Critical Thinking- Participants will discuss how to engage students in critical thinking using video, social media, and primary source texts. They will explore scaffolds for integrating critical thinking into multiple classroom contexts. (NOTE: This is a condensed version of the day long Summer 2014 workshop.) Presented by Cynthia Santosuosso</td>
</tr>
<tr>
<td>Thursday, March 12, 2015</td>
<td>Developing Students Visual Literacy Part One-Participants will discuss strategies to develop students’ skills to read and write visual texts to include graphics, photographs, artwork, graphs, charts, video, animation, timelines, and flowcharts. (NOTE: This is a condensed version of the day long Summer 2014 workshop.) Presented by Margaret Adams</td>
</tr>
<tr>
<td>Thursday, April 9, 2015</td>
<td>Developing Students Visual Literacy Part Two-Participants will discuss strategies to develop students’ skills to read and write visual texts to include graphics, photographs, artwork, graphs, charts, video, animation, timelines, and flowcharts. (NOTE: This is a condensed version of the day long Summer 2014 workshop.) Presented by Margaret Adams</td>
</tr>
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</table>

Time: All sessions are held from 3:00-5:00 PM
Location: Room 138 at MHS
Questions: Email to madams@melrose.mec.edu
Participants receive 2 PDPs for each session attended. Participants can bundle 5 workshops to meet the required 10 PDPs.
**Elementary (Grade K-5) Math Institute Workshops 2014-2015**

**Purpose:** The goal of the training is to support teachers in implementing the literacy block and appropriate writing instruction in grades K-5 to support adoption of the Massachusetts English Language Arts Curriculum Frameworks. Some of the workshops are repeats of portions of the summer 2013 math institute. The remaining workshops are labeled as “New” and represent new workshop offerings.

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<tr>
<td>Tuesday, September 16, 2014</td>
<td>NEW! Multiplication and Division (Grades 3-5)- Participants will examine alternative strategies for multiplication and division, relate the concepts of multiplication &amp; division, and assess student work and identify their misconceptions. Presented by Margaret Adams</td>
</tr>
<tr>
<td>Tuesday, October 14, 2014</td>
<td>NEW! Algebraic Thinking Part 1 (Grades K-5)- Participants will develop an understanding of how algebraic thinking develops over the grades including the ideas of equivalence, systems of equations, proof, and representation. Presented by Margaret Adams</td>
</tr>
<tr>
<td>Wednesday, December 17th, 2014</td>
<td>NEW! Strategies for Teaching Fractions (Grades 3-5)-Using Error Analysis for Intervention and Assessment-Participants will use error analysis with fractions to determine interventions needed for students. Practical assessment strategies for error analysis will be shared. Presented by Cynthia Santosuosso</td>
</tr>
<tr>
<td>Wednesday, November 25, 2014</td>
<td>NEW! Algebraic Thinking Part 2 (Grades K-5)- Participants will develop an understanding of how algebraic thinking develops over the grades including the ideas of equivalence, systems of equations, proof, and representation. Presented by Margaret Adams</td>
</tr>
<tr>
<td>Tuesday, January 13, 2014</td>
<td>NEW! Strategies for Basic Fact Fluency (Grades 2-5)-Participants will understand how basic facts develop in students and strategies to support their learning based upon research. Presented by Margaret Adams</td>
</tr>
<tr>
<td>Tuesday, October 21, 2014</td>
<td>NEW! Students with Disabilities in Math (Part 1 of 5): Best Practices in Inclusion in Math – Participants will learn a process for planning accessible math lessons that maintain the integrity of mathematical goals and build on individual students’ strengths and needs; Learn how to use the neurodevelopmental framework to guide observation to assess students’ strengths and needs; Enhance their understanding of instructional strategies that support students with strengths and needs in different neurodevelopmental functions. Presented by Cynthia Santosuosso</td>
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<tr>
<td>Tuesday, December 16, 2014</td>
<td>NEW! Students with Disabilities in Math (Part 2 of 5): Supporting Higher Order Thinking Functions – Participants will explore the role of higher order thinking in learning math and learn how to analyze the higher order thinking demands of a mathematical task; Learn how to use the neurodevelopmental framework to assess students’ higher thinking and deepen their understanding of instructional strategies for supporting higher order thinking. Presented by Paula Jones</td>
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<tr>
<td>Tuesday, January 27, 2015</td>
<td><strong>Students with Disabilities in Math: Language (Part 3 of 5)</strong> – Participants will deepen their understanding of the many uses of language in math and learn how to analyze the language demands of a mathematical task; Learn how to use the neurodevelopmental framework to assess students’ strengths and needs in language functions and broaden their understanding of instructional strategies for supporting language use in math. (NOTE: This is a condensed version of the day long Summer 2014 workshop.)</td>
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<td>Tuesday, February 24, 2015</td>
<td><strong>Students with Disabilities in Math: Memory (Part 4 of 5)</strong>-Participants will deepen their understanding of the role of memory in learning math and how to analyze the memory demands of a math activity; Learn how to use the neurodevelopmental framework to assess students’ strengths and needs in memory functions and broaden their understanding of instructional strategies for supporting memory functions. (NOTE: This is a condensed version of the day long Summer 2014 workshop.)</td>
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<tr>
<td>Wednesday, March 11, 2015</td>
<td><strong>NEW! Students with Disabilities in Math: Psychosocial (Part 5 of 5)</strong> – Participants will enhance their understanding of the role that psychosocial functions play in learning math and learn how to analyze the psychosocial demands of a mathematical task; Learn how to use the neurodevelopmental framework to assess students’ strengths and needs in psychosocial functions and deepen their understanding of instructional strategies for supporting psychosocial functions in math.</td>
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<tr>
<td>Thursday, February 5, 2015</td>
<td><strong>NEW! Geometry (Grades K-5)</strong>-Participants will review how geometric concepts and skills develop from grade to grade and discuss students’ misconceptions and how to address them.</td>
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<tr>
<td>Thursday, March 5, 2015</td>
<td><strong>NEW! Measurement and Data (Grades K-2)</strong> Participants will review how measurement and data concepts and skills develop from grade to grade and discuss students’ misconceptions and how to address them.</td>
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**Time:** All sessions are held from 3:00-5:00 PM  
**Location:** Room 138 at MHS  
**Questions:** Email to madams@melrose.mec.edu  
Participants receive 2 PDPs for each session attended. Participants can bundle 5 workshops to meet the required 10 PDPs.
**Melrose Public Schools Workshop Offering**

**Elementary (Grade K-5) Science Institute Workshops 2014-2015**

**Purpose:** The goal of the training is to support teachers in implementing the literacy block and appropriate writing instruction in grades K-5 to support adoption of the Massachusetts English Language Arts Curriculum Frameworks. Some of the workshops are repeats of portions of the summer 2013 math institute. The remaining workshops are labeled as “New” and represent new workshop offerings.

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<td>Tuesday, September 23, 2014</td>
<td><strong>Talk in the Science Classroom</strong>-Participants will discuss the rational for talk as an integral part of the science inquiry and for the inclusion of whole group discussions at critical points in the inquiry process. Using video clips, participants will indentify the important characteristics of science discussions, skills, and behavior of students, and instructional strategies the teacher uses. Presented by Cynthia Santosuosso</td>
</tr>
<tr>
<td>Wednesday, October 29, 2014</td>
<td><strong>Science Notebook-Structure and Characteristics</strong>- Participants will discuss the connection among writing, learning, and talking that occur as students learn to use a science notebook. The workshop will address some of the basics of science notebooks: the essential role it plays in science inquiry; key principles and elements for notebook use; and the ways in which notebook entries reflect the inquiry process. Presented by Paula Jones</td>
</tr>
<tr>
<td>Wednesday, December 10, 2014</td>
<td><strong>Science Notebook: Implementation and Use</strong>-This module focuses on the skills and abilities students need to have to use science notebooks effectively in the classroom-what they are, some instructional strategies to teach them, and trajectory of notebook skill development. Considerable emphasis will be placed on developing written conclusions in the science notebook because this is one of the more difficulty tasks for students and teachers alike. Presented by Paula Jones</td>
</tr>
<tr>
<td>Thursday, January 22, 2015</td>
<td><strong>Science Writing</strong>-Science writing requires students to write in claims, evidence, and reasoning. This session will look at student examples and videos to analyze how to develop science writing through the school year. Presented by Cynthia Santosuosso</td>
</tr>
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**Time:** All sessions are held from 3:00-5:00 PM  
**Location:** Room 138 at MHS  
**Questions:** Email to madams@melrose.mec.edu

Participants receive 2 PDPs for each session attended. Participants can bundle 5 workshops to meet the required 10 PDPs.
**Teacher Action Research**

**Purpose:** Participants will discuss the principles of teacher action research with the intent of developing a year-long teacher action research project. Participants will develop a draft plan to include a question they would like to research, a plan to collect data, and strategies to learn more about their question.

Develop a research question, collect data in your classroom or with your students, and present the information to others. You'll learn the principles of research while engaging in them right within your classroom and students. Research a topic that is of interest to you and your students. The collaborative experience will be priceless.

Your question will easily support your SMART student and/or professional goals. You'll be able to collect data, analyze and present results that will also serve as artifacts.

This will be a unique opportunity to tailor your own professional development based on your students, role, and position. Thus, this professional development offering will meet the needs of all staff and teachers particularly specialists, guidance counselors, counselors, and special education personnel.

**Dates:**
- Wednesday, August 20\textsuperscript{th}, 2014 8:00-3:00 PM
- and
- Tuesdays-September 9\textsuperscript{th}, October 7\textsuperscript{th}, November 18\textsuperscript{th}, December 9\textsuperscript{th}, January 6\textsuperscript{th}, February 3\textsuperscript{rd}, March 3\textsuperscript{rd}, April 7\textsuperscript{th}, May 5\textsuperscript{th}
- All afternoon sessions are held from 3:00-5:00 PM

**Location:**
MHS Room 138

**Questions:**
Email to madams@melrose.mec.edu

**Facilitators:**
Margaret Adams and Kim Talbot

(36 total possible PDPs in content or pedagogy for completion of action research project during the 2014-2015 school year.)
Melrose Public Schools Workshop Offering

Technology Tuesdays 2014-2015

**Purpose:** The goal of the training is to support teachers in using technology resources that can support learning during out-of-school time. Participants will discover and learn new tools at each session that can be used across a variety of content topics.

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<td>September 23, 2014</td>
<td><strong>SmartBoards and SmartNotebooks</strong>- For those who feel they are beginners and intermediate users of SmartBoards. Become a SmartBoard pro and capture your students’ attention.</td>
</tr>
<tr>
<td>October 21, 2014</td>
<td><strong>Google Academy: Make Like Easier with Google Drive and Docs</strong>- Familiarize yourself with an overview of all you can do on Google Docs. Store, upload, and share just about anything.</td>
</tr>
<tr>
<td>November 18, 2014</td>
<td><strong>Google Academy: Using Google Presentations, Spreadsheets and Apps</strong>- Share a presentation. Collaborate on a spreadsheet. Have your students create their own websites or e-portfolios. Google apps can help you do this.</td>
</tr>
<tr>
<td>December 2, 2014</td>
<td><strong>Google Academy: Grade Instantly with Google Quizzes</strong>- With Google Forms, you can create and automatically grade quizzes more quickly that it took to read this sentence. An easy way to track data and give feedback to students.</td>
</tr>
<tr>
<td>December 16, 2014</td>
<td><strong>Tech for You!</strong>- This workshop works like “office hours.” It is a drop-in workshop where teachers can get personalized help with a specific technology project they’d like to implement.</td>
</tr>
<tr>
<td>January 13, 2015</td>
<td><strong>Flip Your Classroom Tomorrow</strong>- Provide videos for homework and attach assessments. We will briefly discuss the Flip Your Classroom pedagogy, strategies, and helpful programs.</td>
</tr>
<tr>
<td>February 10, 2015</td>
<td><strong>Using Phones for Understanding</strong>- Check for understanding in class with helpful, easy, and fun Smart Phone services.</td>
</tr>
<tr>
<td>March 10, 2015</td>
<td><strong>Captivating and Sharable Presentations</strong>- Explore new presentation services that are great for sharing, collaborating, and screencasting.</td>
</tr>
<tr>
<td>March 31, 2015</td>
<td><strong>Tech for You!</strong>- This workshop works like “office hours.” It is a drop-in workshop where teachers can get personalized help with a specific technology project they’d like to implement.</td>
</tr>
</tbody>
</table>

**Instructor:** Josh Cristiano, Academic Facilitator

**Time:** All sessions are held from 2:45 -3:45 PM

**Location:** MHS Library Media Center

**Questions:** Email to jcristiano@melrose.mec.edu

Participants receive 1 PDPs for each session attended. Participants can bundle 10 workshops to meet the required 10 PDPs.
New Teacher Mentoring Meetings
The following meetings are all held at the Melrose Middle School from 2:45 to 4:45 PM. The meetings are required for all new teachers to the Melrose Public Schools and assist in meeting the requirements for new teacher for mentoring as required by the Department of Elementary and Secondary Education. The topics are tentative and subject to change dependent on the needs of the group.

The New Teacher Mentoring Program is based upon two texts, *The First Days of School: How to be an Effective Teacher* and *The Skillful Teacher*. Both texts are provided for new teachers.

<table>
<thead>
<tr>
<th>Date</th>
<th>Tentative Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, September 22, 2014</td>
<td>Continue Discussion on “The First Days of School”</td>
</tr>
<tr>
<td>Monday, October 6, 2014</td>
<td>Curriculum: Objectives and Planning</td>
</tr>
<tr>
<td>Monday, October 20, 2014</td>
<td>Curriculum: Learning Experiences</td>
</tr>
<tr>
<td>Monday, November 3, 2014</td>
<td>Curriculum: Assessment</td>
</tr>
<tr>
<td>Monday, November 24, 2014</td>
<td>Curriculum: Overarching Objectives</td>
</tr>
<tr>
<td>Monday, December 22, 2014</td>
<td>Instruction: Models of Teaching</td>
</tr>
<tr>
<td>Monday, January 5, 2015</td>
<td>Introduction to Management: Attention, Momentum and Space</td>
</tr>
<tr>
<td>Monday, January 26, 2015</td>
<td>Management: Time, Routines, and Discipline</td>
</tr>
<tr>
<td>Monday, February 23, 2015</td>
<td>Introduction to Instruction: Clarity</td>
</tr>
<tr>
<td>Monday, March 2, 2015</td>
<td>Introduction to Motivation: Expectations</td>
</tr>
<tr>
<td>Monday, March 23, 2015</td>
<td>Motivation: Personal Relationships and Classroom Climate</td>
</tr>
<tr>
<td>Monday, April 6, 2015</td>
<td>Introduction to Curriculum: Curriculum Design</td>
</tr>
<tr>
<td>Monday, May 4, 2015</td>
<td>Presentation of Final Lesson Plans</td>
</tr>
<tr>
<td>Monday, June 9, 2015</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
**Melrose Public Schools Workshop Offering**

**Grade K-5 Second Year New Teacher Program 2014-2015**

**Purpose:** All teachers are required to participate in a two year new teacher induction program. The following meetings allow for second year teachers to meet 20 hours of the total 50 hour requirement. Participants are expected to complete additional practice of the concepts between sessions. Mentoring with a district based mentor and other district professional development must be used to complete the other hours. The text for the sessions will be *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Topics</th>
</tr>
</thead>
</table>
| September 22, 2014 | **Planning Effective Lessons**                             | Participants will review elements of effective lesson planning including objectives, activators, summarizers, and planning for a gradual release of responsibility.  
Read: Chapter 2, Planning that Ensures Academic Achievement |
| October 20, 2014  | **Unit Planning**                                          | Participants will discuss the elements of Understanding by Design including designing essential questions, big ideas, and student understandings for unit planning.  
Read: Chapter 3, Structuring and Delivering Your Lessons |
| November 24, 2014 | **Effective Unit Planning**                                | Participants will discuss the elements of Understanding by Design including forms of formal and informal assessments for unit planning.  
Read: Chapter 1, Setting High Academic Expectations |
| December 15, 2014 | **Meeting the Needs of Special Education Students Part 1** | Participants will discuss issues relating to the servicing of special needs students in their classroom.  
Read: Chapter 6, Setting and Maintaining High Behavioral Expectations  
Read: Chapter 7, Building Character and Trust |
| January 26, 2015 | **Meeting the Needs of Special Education Students Part 2** | Participants will discuss issues relating to the servicing of special needs students in their classroom.  
Read: Chapter 5, Creating and Maintaining a Strong Classroom Culture |
| February 23, 2015 | **Analyze Data to Inform Instruction and Planning**        | Participants will bring examples of informal assessments they use in the classrooms. Participants will practice using protocols to review the data.  
Read: Chapter 8, Improving your Pacing |
| March 23, 2015   | **Giving Feedback**                                       | Giving student feedback is highly correlated with higher student achievement. Participants will discuss strategies for giving student feedback.  
Read: Chapter 9, Challenging Students to Think Critically |
| April 27, 2015   | **Strategies for Checking for Understanding**             | Participants will identify strategies to check for student understanding throughout the lesson.  
Read: Chapter 4, Engaging Students in Your Lesson |
| May 18, 2015     | **Unit Planning Workshop**                                | Participants should bring their final drafts of unit plans to gather feedback from colleagues.  
Read: Part Two (Chapters 10, 11, 12) |
| June 8, 2015     | **Individual Unit Presentations**                         | Participants will be asked to present a 10 minute unit to a small group of colleagues. The unit should exemplify the best teaching practices. Participants should plan on submitting an electronic and hard copy of the unit |
### Purpose:
All teachers are required to participate in a two year new teacher induction program. The following meetings allow for second year teachers to meet 20 hours of the total 50 hour requirement. Participants are expected to complete additional practice of the concepts between sessions. Mentoring with a district based mentor and other district professional development must be used to complete the other hours. The text for the sessions will be *Teach Like a Champion: 49 Techniques that Put Students on the Path to College.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presented By</th>
</tr>
</thead>
</table>
| September 22, 2014 | **Planning Effective Lessons**  
Participants will review elements of effective lesson planning including objectives, activators, summarizers, and planning for a gradual release of responsibility. Read: Chapter 2, Planning that Ensures Academic Achievement | Bryan Corrigan and Jason Merrill                  |
| October 20, 2014 | **Unit Planning**  
Participants will discuss the elements of Understanding by Design including designing essential questions, big ideas, and student understandings for unit planning. Read: Chapter 3, Structuring and Delivering Your Lessons | Kim Talbot, Jason Merrill, and Steve Fogarty     |
| November 24, 2014 | **Effective Unit Planning**  
Participants will discuss the elements of Understanding by Design including forms of formal and informal assessments for unit planning. Read: Chapter 1, Setting High Academic Expectations | Kim Talbot, Cristina Cardella, Steve Fogarty      |
| December 15, 2014 | **Meeting the Needs of Special Education Students Part 1**  
Participants will discuss issues relating to the servicing of special needs students in their classroom.  
Read: Chapter 6, Setting and Maintaining High Behavioral Expectations  
Read: Chapter 7, Building Character and Trust | Cari Berman, Department Chair of Special Education |
| January 26, 2015 | **Meeting the Needs of Special Education Students Part 2**  
Participants will discuss issues relating to the servicing of special needs students in their classroom.  
Read: Chapter 5, Creating and Maintaining a Strong Classroom Culture | Cari Berman, Department Chair of Special Education |
| February 23, 2015 | **Analyze Data to Inform Instruction and Planning**  
Participants will bring examples of informal assessments they use in the classrooms. Participants will practice using protocols to review the data. Read: Chapter 8, Improving your Pacing | Christina Cardella, Jamie Parsons, and Julie Shea |
| March 23, 2015 | **Giving Feedback**  
Giving student feedback is highly correlated with higher student achievement. Participants will discuss strategies for giving student feedback. Read: Chapter 9, Challenging Students to Think Critically | Angela Singer, Jamie Parsons, and Julie Shea      |
| April 27, 2015 | **Strategies for Checking for Understanding**  
Participants will identify strategies to check for student understanding throughout the lesson.  
Read: Chapter 4, Engaging Students in Your Lesson | Bryan Corrigan and Pat Ruggiero                   |
| May 18, 2015 | **Unit Planning Workshop**  
Participants should bring their final drafts of unit plans to gather feedback from colleagues. Read: Part Two (Chapters 10, 11, 12) | Angela Singer and Pat Ruggiero                   |
| June 8, 2015 | **Individual Unit Presentations**  
Participants will be asked to present a 10 minute unit to a small group of colleagues. The unit should exemplify the best teaching practices. Participants should plan on submitting an electronic and hard copy of the unit | |