2016-2017 School Year Professional Development

Dear Melrose Public Schools Staff,

Welcome to the Melrose Public Schools 2016-2017 Professional Development schedule. We are excited by the offerings we have included for the upcoming school year.

Included in this document are titles, descriptions, and dates of this year's professional development offerings. Register via Aspen using the directions at the end of this document. Locations for all offerings will be at the middle or high school campus unless otherwise indicated.

The offerings presented also include opportunities for teachers to meet requirements for PDPs in the servicing of students with disabilities and those who are English language learners.

In addition, staff are encouraged to submit their own proposals for professional development. See the posted forms and information.

If you have any concerns or questions about any of the offerings please contact me at madams@melroseschools.com. I look forward to another great school year.

Sincerely,

Margaret Adams
Assistant Superintendent for Teaching and Learning
Melrose Public Schools

Professional Development Points (PDPs) - Point Requirements Changed

The required distribution of Professional Development Points (PDPs) has changed for all educators who renew a primary license on or after July 1, 2016.

Requirements for an educator renewing a primary license on/after July 1, 2016:

A total of 150 PDPs is required to renew a single license. The following point distribution must be met in order to renew:

- At least 15 PDPs related to SEI or English as a Second Language
- At least 15 PDPs related to strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles
- At least 90 PDPs in the content area of the license or in pedagogy, with no less than 60 PDPs in content and/or content-based pedagogy.
- The remaining required 30 PDPs may be earned through elective activities that address other educational issues and topics that improve student learning.

For More Information:
http://www.doe.mass.edu/recert/2000guidelines/RenewalAddendum.pdf

The following professional development offerings support teachers in meeting the requirement for 15 PDPs related to SEI or English as a Second Language:
- Working with ELL Parents
- Understanding the Immigration Experience
- Understanding the Behavior Challenges of ELLs (Part 1)
- Strategies for Supporting Behavior for ELLs (Part 2)
- The Perspective of an Arabic English Language Learner (A Language and Cultural Case Study)

The following professional development offerings support teachers in meeting the requirement for 15 PDPs related to strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles:

Many of these offerings also address the instruction of all students including those with disabilities and those without.
- Crisis Prevention Intervention Training (Full Training)
- Crisis Prevention Intervention Training (Refresher)
- Social Emotional Learning Study Group
- Make Google Accessible for All
- Setting the Stage for Universal Design for Learning
- General Overview of the Three Principles of UDL
- Multiple Means of Representation
- Multiple Means of Action and Expression
- Multiple Means of Engagement

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Reimbursement for Attendance at Approved Professional Development Activities.

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September

Monday	Tuesday	Wednesday	Thursday	Friday
		31 Dibels Overview	**1** Overview of Math and Literacy Block	**2**
5	**6** Overview of Lively Letters	**7**	**8**	**9**
12	**13** Teacher Action Research	**14**	**15** Teacher Evaluation Going Paperless	**16**
19 New Teacher First Year Mentoring Meetings Second Year Mentoring Meetings CPI Full Training	**20** Science NGSS Science Study Group	**21**	**22** K-5 Math Assessment Study Group	**23**
26 CPI Full Training	**27**	**28** Overview of ECRI SEL Study Group	**29** Google Classroom	**30**

October

Monday	Tuesday	Wednesday	Thursday	Friday
3 New Teacher First Year Mentoring Meetings Second Year Mentoring Meetings	4 Teacher Action Research	5	6 Enhancing Family Communication with Tech Tools	7
10	11 Setting the Stage for Universal Design for Learning	12	13	14
17	18 Working with ELL Parents	19	20 Digital Portfolios with Students	21
24 New Teacher First Year Mentoring Meetings CPI Refresher Course	25 Science NGSS Study Group	26 SEL Study Group	27 Grade K-5 Math Assessment Study Group	28
31				

November

Monday	Tuesday	Wednesday	Thursday	Friday
	1 Teacher Action Research	**2**	**3** Tech Tools for Differentiation	**4**
7 New Teacher First Year Mentoring Meetings Second Year Mentoring Meetings	**8**	**9**	**10**	**11**
14	**15** Science NGSS Study Group	**16**	**17** K-5 Math Assessment Study Group Understanding the Immigration Experience	**18**
21 New Teacher First Year Mentoring Meetings	**22** General Overview of the Three Principles of Universal Design for Learning	**23**	**24**	**25**
28	**29** Making Google Accessible for All	**30** SEL Study Group		

December

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5 New Teacher First Year Mentoring Meetings Second Year Mentoring Meetings	6 Teacher Action Research	7	8 Taking Screencasting to the Next Level	9
12	13 Science NGSS Study Group	14 SEL Study Group	15 K-5 Math Assessment Study Group	16
19	20	21	22	23
26	27	28	29	30

January

Monday	Tuesday	Wednesday	Thursday	Friday
2	**3** Teacher Action Research	**4**	**5** Digital Tools for Formative Assessment	**6**
9	**10** Multiple Means of Representation	**11**	**12** Understanding the Challenging Behaviors of ELLs (Part 1)	**13**
16	**17**	**18**	**19**	**20**
23 New Teacher First Year Mentoring Meetings Second Year Mentoring Meetings	**24** Science NGSS Study Group	**25** SEL Study Group	**26** K-5 Math Assessment Study Group	**27**
30	**31**			

February

Monday	Tuesday	Wednesday	Thursday	Friday
		1	**2** Understanding the Challenging Behaviors of ELLs (Part 2)	**3**
6 New Teacher First Year Mentoring Meetings	**7** Teacher Action Research	**8**	**9**	**10**
13	**14** Science NGSS Study Group	**15**	**16** K-5 Math Assessment Study Group	**17**
20	**21**	**22**	**23**	**24**
27 New Teacher First Year Mentoring Meetings Second Year Mentoring Meetings	**28** Multiple Means of Action and Expression			

March

Monday	Tuesday	Wednesday	Thursday	Friday
		1	**2** Multiple Means of Engagement	**3**
6	**7** Teacher Action Research	**8**	**9**	**10**
13	**14** Science NGSS Study Group	**15**	**16** K-5 Math Assessment Study Group	**17**
20	**21**	22	23 The Perspective of Arabic Speakers A Cultural Case Study	**24**
27 New Teacher First Year Mentoring Meetings Second Year Mentoring Meetings	**28**	**29** SEL Study Group	**30**	**31**

April

Monday	Tuesday	Wednesday	Thursday	Friday
3	4 Teacher Action Research	5	6	7
10	11	12 SEL Study Group	13	14
17	18	19	20	21
24 New Teacher First Year Mentoring Meetings Second Year Mentoring Meetings	25 Science NGSS Study Group	26	27 K-5 Math Assessment Study Group	28

May

Monday	Tuesday	Wednesday	Thursday	Friday
1	2 Teacher Action Research	3	4	5
8	9	10	11	12
15	16	17	18	19
22 New Teacher First Year Mentoring Meetings Second Year Mentoring Meetings	23 Science NGSS Study Group	24	25 K-5 Math Assessment Study Group	26
29	30	31 SEL Study Group		

June

Monday	Tuesday	Wednesday	Thursday	Friday
			1	**2**
5 New Teacher First Year Mentoring Meetings Second Year Mentoring Meetings	**6**	**7** SEL Study Group	**8**	**9**
12	**13**	**14**	**15**	**16**
19	**20**	**21**	**22**	**23**
26	**27**	**28**	**29**	**30**

English Language Learners

Purpose: The goal of the training is to support teachers in meeting the needs of English Language Learners in the classroom. Workshops also provide participants the opportunity to meet the 15 PDPs required for recertification.

Tuesday, October 18th	**Working with ELL Parents-**In this session, participants will discuss strategies to increase the involvement of ELL parents as well as develop an understanding of the challenges and strengths of this parent population.
Thursday, November 17th	**Understanding the Immigration Experience-**Many theories exist about the impact that immigration has on the family and the students. This session will focus on the role immigration can play in school attitudes, motivation, and academic achievement with a specific focus on English language learners.
Thursday, January 12th	**Understanding the Behavior Challenges of ELLs (Part 1)-**Behavior is communication and serves a function. Participants will explore from the perspective of an ELL possible behavior challenges that might be faced in the classroom.
Thursday, February 2nd	**Strategies for Supporting Behavior in ELLs (Part 2)-**As a follow up to session one, participants will dig deeper into specific strategies that can support the behavior challenges faced by ELLs.
Thursday, March 23rd	**The Perspective of an Arabic English Language Learner (A Language and Cultural Case Study)-**Participants develop a fundamental understanding of the Arabic language through an immersion experience while also gaining a perspective of the overall Arabic speaking world.

Hɟa Y.ˑ   All sessions are held from 3:00-5:00 PM
@cWUɧcb: Room 138 at MHS
Eɪ Ygɧcbg.   Email to madams@melroseschools.com

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

Universal Design for Learning K-12

Purpose: We know from experience and neuroscience that individuals learn in varied ways. Universal Design for Learning (UDL) provides educators with practical strategies and techniques to ensure that all learners can meet high expectations. In this introductory session, participants learn the research basis for UDL, practical applications of UDL to lesson design, and helpful technology tools that support flexible, inclusive instruction.

These sessions will support educators in meeting the requirement for PDPs in meeting the needs of diverse learners including students with disabilities.

Date	Description
Tuesday October 11th	**Setting the Stage for Universal Design for Learning**-Participants will gather an understanding of the purpose and theory behind UDL and begin to consider its impact on the classroom.
November 22nd	**General Overview of the Three Principles**-We will dig deeper into the three principles of UDL, look at examples in action in classrooms and determine next steps.
January 10th	**Multiple Means of Representation**-In this session, we will dive deeper into strategies that support providing multiple means for representation. How can we present information to students to provide multiple means to access the information?
February 28th	**Multiple Means of Action and Expression**-In this session, we will dive deeper into strategies that provide students with multiple means of expression.
March 2nd	**Multiple Means of Engagement**-In this session, we will dive deeper into strategies that support students' engagement.

Hja Y.   All sessions are held from 3:00-5:00 PM
@cWUhjcb: Room 138 at MHS
Ei Yghjcbg.   Email to madams@melroseschools.com

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

Grades K-5 Elementary Literacy

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.

Date	Description
Wednesday, August 31st 3:00-5:00	**DIBELS Next Overview Grades K-5** Participants will review the subtests of DIBELS Next. This workshop is meant for teachers who have never administered DIBELS Next. Presented by Presented by Melanie Acevedo and Paula Jones
Thursday, September 1st 3:00-5:00	**An Overview of Math and Literacy Block Grades K-5** Participants will review all the essential components of the math and literacy blocks in a condensed version of the August 15th & 16th training. Presented by Melanie Acevedo and Paula Jones
Wednesday, September 28th 3:00-5:00	**Overview of ECRI Routines for Fluency, Comprehension, and Vocabulary Grades K-2** Participants will review the routines of ECRI and the lesson format focusing on an overview of the routines for fluency, comprehension, and vocabulary instruction. Presented by Paula Jones
Tuesday, September 6th 3:00-5:00	**Overview of Lively Letters Grades K-1** Overview of Lively Letters Program used as a supplement to the reading program in grades kindergarten and grade 1. Presented by Paula Jones

H]a Y.˙   All sessions are held from 3:00-5:00 PM
@cVUHjcb: Room 138 at MHS
Ei Yghjcbg.   Email to madams@melroseschools.com

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

Grades K-5 Math Assessment Study Group

Purpose: The goal of this study group will be to review math item banks and use of Achievement Series to create updated math assessments and performance tasks and also collect and analyze data on the updated Mid Year Assessment that will be implemented.

Description: Participants will begin by reviewing math item bank questions and how to create math assessments in Achievement Series. An assessment map for the Mid Year assessment will be created and used to build the Mid Year Assessment for administration. The group will then review and update all performance tasks. Participants will develop, collect, and analyze a survey on the Mid Year Assessment that was implemented. Participants will have specific tasks to complete in between each session including completing portions of curriculum maps, research, and readings.

Time: 3:00-4:30 PM
Location: Melrose High School
PDPs: 20 for meeting times and work in between sessions
Facilitator: Melanie Acevedo, Instructional Coach
Questions: macevedo@melroseschools.com

Date	Description
September 22th	Overview of Math Item Banks and Achievement Series
October 27th	Create Assessment Map for Mid Year Assessment
November 17th	Create and Review Mid Year Assessment
December 15th	Performance Tasks
January 26th	Performance Tasks
February 16th	Analyze Mid Year Assessment Data-Make Revision
March 16th	Create Assessment Map for End of Year Math
April 27th	Create End of Year Math Assessment
May 25th	Analyze Performance Tasks

Grade K-5 Science NGSS Study Group

Purpose: The goal of this study group will be to continuing reviewing the Next Generation Science Standards, and continue curriculum mapping, and reviewing materials under with the Earth Science Strand and also collecting and analyzing data on the Physical Science Unit that is being implemented.

Description: Participants will begin by reviewing the Next Generation Science Standards and also the work from the past curriculum sessions. Curriculum mapping in stage one will be outlined in the Earth Science strand to include desired results for each unit followed up by possible assessments. Participants will also review and edit stages two and three in the Earth Science strand. Participants will develop, collect, and analyze a survey on the Physical Science Unit that was implemented in 2016. Participants will have specific tasks to complete in between each session including completing portions of curriculum maps, research, and readings.

Time:	3:00-4:30 PM
Location:	Melrose High School
PDPs:	20 for meeting times and work in between sessions
Facilitator:	Paula Jones, Instructional Coach
Questions:	pjones@melroseschools.com

Date	Description
September 20th	Introduction, Overview of NGSS and Past Curriculum Sessions
October 25th	Review of NGSS Science Standards for Earth Science and Draft Curriculum Units
November 15th	Revise and Edit Earth Science Curriculum Units: Focus Stage One
December 13th	Revise and Edit Earth Science Curriculum Units: Focus Stage Two
January 24th	Revise and Edit Earth Science Curriculum Units: Focus Stage Three
February 14th	Develop a survey to collect feedback on Physical Science Unit
March 14th	Analyze Survey and revise Physical Science Units
April 25th	Revise Physical Science Units
May 23rd	Create document of new standards to be addressed in 2017-2018

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. Research a topic that is of interest to you and your students. Your question will easily translate into a SMART student and/or professional goal and the collaborative experience is priceless.

Dates: · Thursday, August 25, 2016 8:00-3:00 PM and
Tuesdays-September 13, October 4, November 1, December 6, January 3, February 7, March 7, April 4, May 2
All afternoon sessions are held from 3:00-5:00 PM

Location: · MHS Room 138

Questions: Email to madams@melroseschools.com

Facilitators: Jill Tully, Kindergarten Teacher
Leslie Means, ELA Middle School Teacher

(30 additional PDPs for completion of action research project during the 2016-2017 school year for a total of 45 PDPs.)

FOLLOW DIRECTIONS TO REGISTER VIA ASPEN.

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K-12 Technology Training

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

September 15th	**Teacher Evaluations Going Paperless-**Participants will create a digital system to curate and organize their artifacts for teacher evaluation. A number of options for paperless evaluation will be presented.
September 29th	**Google Classroom-**Participants will explore Google Classroom from the perspective of a student and as a teacher. Teachers are encouraged to bring materials with them that are not on their Google Drive. Time will be given to create classroom pages that you can use tomorrow.
October 6th	**Enhancing Family Communication with Tech Tools-**Participants will become familiar with various options for communicating with families using technology. After exploring the options, teachers can use the remaining portion of the session to create a family communication system that works for them.
October 20th	**Digital Portfolios with Students-**Participants will explore options for students to collect and organize artifacts of learning using digital tools. Encouraging student reflection using visible thinking routines will be embedded into our work throughout the session.
November 3rd	**Tech Tools for Differentiation-**Participants will use digital tools and sites as a means for differentiation. Explore how chromebooks can be used effectively in small groups to target individual needs.
November 29th	**Make Google Accessible for All-**Participants will dig deep into Google Docs and Slides, and Chrome with specific emphasis on Add-ons, extensions, and other tools that support making technology and content accessible to all students including those students with disabilities.
December 8th	**Taking Screencasting to the Next Level-**Participants will discuss basic and advanced uses for Screencasting. Participants will be given time during the session to create activities that use Screencastify to demonstrate student thinking.
January 5th	**Digital Tools for Formative Assessment-**With Google accounts and Chromebooks the possibilities for formative assessments are endless. Come explore tools like Kahoot, Formative, Google Forms, Plickers, and Socrative to find some alternative ways to assess understanding.

Time: 3:00-5:00 PM
Location: Melrose High School Media Center
PDPs: 2 for each session
Facilitators: Melanie Acevedo, Instructional Coach
                   Josh Cristiano, Academic Facilitator
Questions: macevedo@melroseschools.com

Social Emotional Learning Study Group

Purpose: Participants will research best practices for social emotional learning in grades PreK-12 including researching tiered interventions that can be incorporated into schools' Positive Behavior Intervention Systems. The group will complete readings of texts and articles in between sessions based upon identified needs. The study group will communicate between sessions digitally to support debriefing of readings and assignments.

As an end product, the group will develop resources to support school and classroom based interventions for behavior including professional development resources and lessons.

Audience:	All Interested PreK-12 Educators including school adjustment counselors, school psychologists, guidance counselors, special education and general education teachers
Dates:	September 28, October 26, November 30, December 14, January 25, February 8, March 29, April 12, May 31, June 7
Time:	3:00-4:00 PM
Location:	Melrose High School, Room 138
Questions:	Email to madams@melroseschools.com

Participants receive 20 PDPs for the attendance at sessions and completion of assignments and readings between sessions.

Universal Design for Learning with ELLs

The following professional development offering support teachers in meeting the requirement for 15 PDPs related to SEI or English as a Second Language.

Purpose: These online modules apply the concepts of Universal Design for Learning with a focus on incorporating the strategies specifically to English language learners.

Description: Using Google Classroom, this four module course will be completed over 8 weeks in order to accommodate the needs of teachers. The modules run asynchronously during the 8 week period, meaning teachers can access the course at their convenience as long as they complete all modules with thin the 8 week time frame. Participants will be asked to read on their own, watch videos, complete reflections, and respond to other participants' posts. The final project requires teachers to plan and implement a lesson and provide two students work samples.

Modules and schedule for the course are as follows:
Module 1: What is UDL? (January 23rd -February 6th)
Module 2: Exploring Learner Diversity (February 7th-February 20th)
Module 3: ESL/SEI Instructional Strategies (February 21st-March 6th)
Module 4: The Final Project (March 7th-March 20th)

Time: January 23rd-March 20th

Location: Online

PDPs: 15 PDPs for completion of all assignments satisfactorily

Facilitator: Melanie Acevedo, Instructional Coach

Questions: macevedo@melroseschools.com

In order for the course to run, at least 15 participants are needed.

Crisis Prevention Intervention Training

Purpose: Participants will learn strategies that insure the care, welfare, safety, and security of everyone involved in a crisis situation, the program's proven strategies give human service providers and educators the skills to safely and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care.

Crisis Prevention Intervention Refresher

This training is meant to be the yearly required refresher course on Crisis Prevention Intervention. Participants mus
t have taken the full course or refresher course in the past year to participate.

Date: Monday, October 24
Time: ˙   3:00-7:00 PM
Location: Franklin School
Questions: Email to madams@melroseschools.com

Participants receive 4 PDPs for the completion of the training.

This session is limited to the first 12 participants who register.

Crisis Prevention Intervention Full Training

The full training is meant for participants who have not completed the full training in the past. In addition, participants who have let their certification expire are required to complete the full course.

Date: Monday, September 19 and September 26
Time: ˙   All sessions are held from 3:00-7:00 PM
Location: Franklin School
Questions: Email to madams@melroseschools.com

Participants receive 8 PDPs for the completion of the training and 4 additional PDPs for additional reading and application outside of class time.

This session is limited to the first 12 participants who register.

New Teacher First Year Mentoring Meetings

The following meetings are all held at the Melrose Middle School from 3:00 PM to 5:00 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 dependents on the needs of the group.

The New Teacher Mentoring Program is based upon two texts, <u>The First Days of School: How to be an Effective Teacher</u> and <u>Instructional Practices that Maximize Student Achievement: For Teachers by Teachers</u>. Both texts are provided for new teachers.

September 19th	January 23rd
October 3rd	February 6th
October 24th	February 27th
November 7th	March 27th
November 21st	April 24th
December 5th	May 22nd
	June 5th

Second Year Mentoring Meetings

The following meetings are all held at the Melrose High School from 3:00 PM to 5:00 PM. The meetings are required for all second year teachers to the Melrose Public Schools and assist in meeting the requirements for new teachers 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 Second Year Teacher Mentoring Program is based upon the texts, <u>Teach Like A Champion</u>.

September 19th	February 27th
October 3rd	March 27th
November 7th	April 24th
December 5th	May 22nd
January 23rd	June 5th

How to Register for a Professional Development Offering via Aspen

There are two ways to register for an MPS professional development offering via Aspen

1.) Initiating a PD Activity Request Workflow in the Tasks window
2.) Submitting an Activity Request from the Offerings side-tab

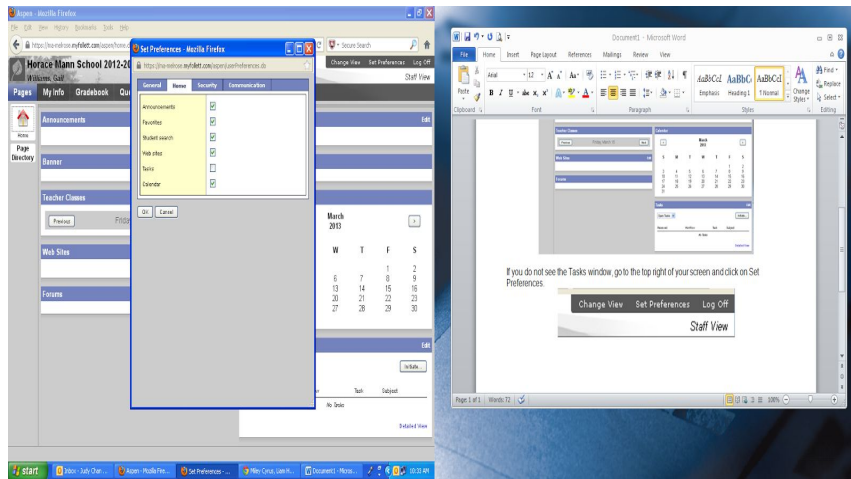**Initiating a PD Activity Request Workflow in the Tasks window:**

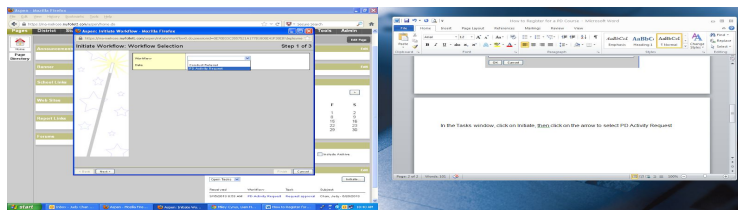On your home screen (Pages) you will see the Tasks window.
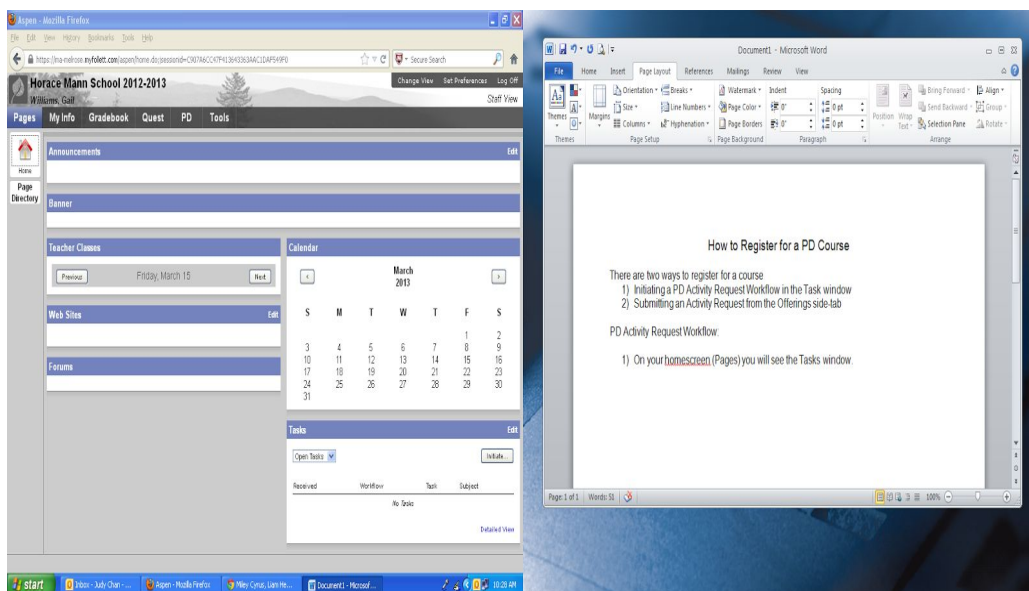
If you do not see the Tasks window, go to the top right of your screen and click on Set Preferences.
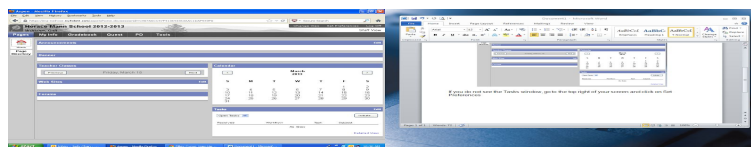
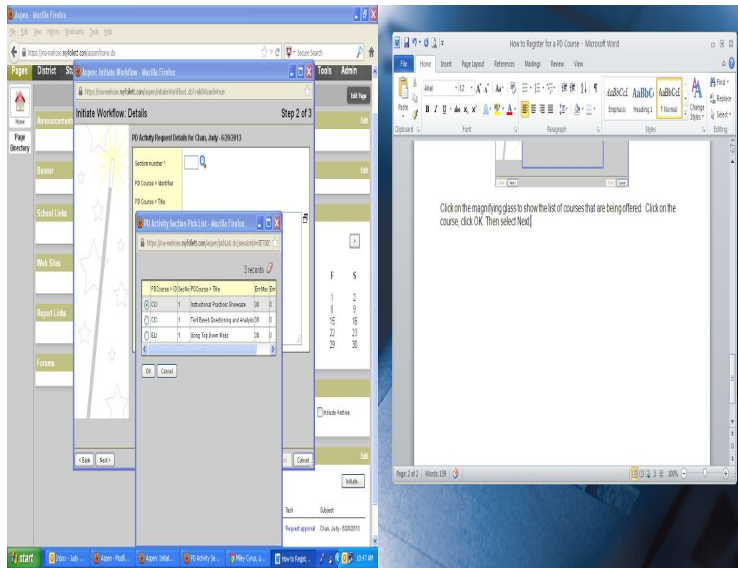Then click on the Home tab, check off Tasks and click OK.

In the Tasks window, click on Initiate, then click on the arrow to select PD Activity Request.
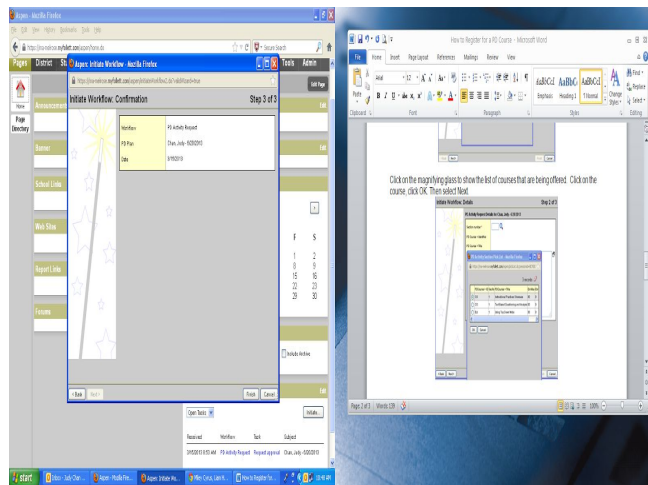

Click on the magnifying class next to PD Plan, select your name, then OK. Then click Next.
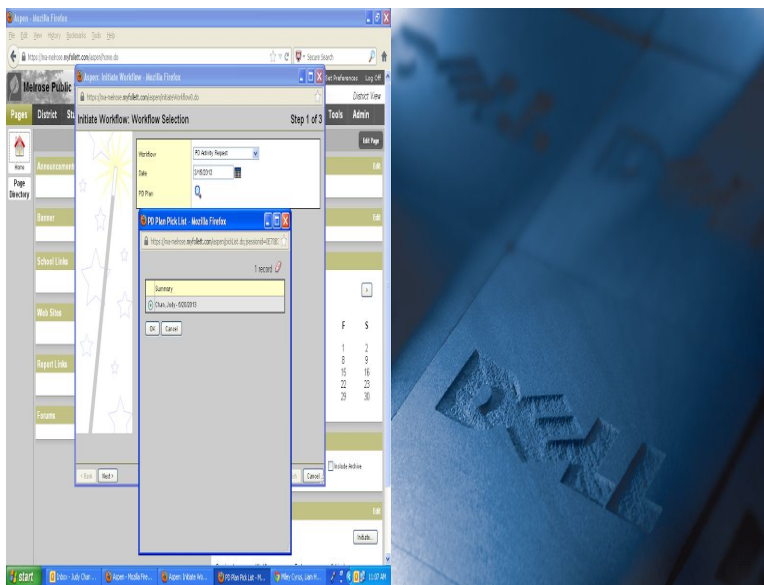
Click on the magnifying glass to show the list of courses that are being offered. Click on the course, click OK.
Then select Next.

On the Confirmation page, click Finish. Your request will be sent to the Curriculum Office for approval. Once it's approved an email will be sent to you.

Submitting an Activity Request from the Offerings side-tab:

Go to the PD tab (on the top), then Offerings (on the side) and you will see the list of courses that are being offered.