



**BURLINGTON PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT PLAN
2008 – 2009 SCHOOL YEAR**

**Curriculum and Instruction
Burlington Public Schools
123 Cambridge Street
Burlington, Massachusetts 01803**

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I. OVERVIEW OF PROFESSIONAL DEVELOPMENT

The only way to fail from an experiment is to fail to learn from it.
Stewart Friedman

As a district, our goal is to increase student academic achievement. To that end, Burlington Public Schools offers an extensive professional development program that consists of a variety of venues including graduate courses, workshops, and seminars. These offerings focus on topics of interest and professional needs for our staff as we seek to refine practice, deepen content and pedagogical knowledge, remain current with best practices, and reflect on educational research. Our intent is to facilitate reflective practice and stimulate collegial inquiry both within and across teams, grade levels, and schools.

We balance our professional development offerings between outside consultants, partnerships (e.g. Primary Source, Teachers as Scholars), and district leaders. When possible, we provide “train the trainer” models to build capacity within the system. Embedded coaching, another form of professional development, allows ongoing support to faculty to strengthen both content and pedagogy.

The district publishes an annual Staff Development Handbook as well as a summer listing. The professional development plan seeks to coordinate individual initiatives with district goals. It provides choice while maintaining focus. The plan complies with the Department of Elementary and Secondary Education (DESE formerly DOE) requirements by providing no cost opportunities for faculty to meet recertification requirements and to retain highly qualified staff.

The Handbook includes guidelines and forms for developing an Individual Professional Development Plan (Appendix A) as well as a section pertaining to the Academic Review Board and procedures for earning in-service credit (Appendix B).

II. SCHOOL-BASED PROFESSIONAL DEVELOPMENT PLANS

Educational reform requires system-wide and school-based professional development. Burlington provides many opportunities for professional growth and improving student learning. Each school principal has articulated individual school professional development opportunities as described within this plan. These are summarized by school level (high, middle and elementary).

BURLINGTON HIGH SCHOOL

Curriculum mapping continued throughout the summer with Burlington High School teachers designing maps in the following areas: English, Italian, Visual Arts, History, and Chemistry under the direction of the High School Principal, Assistant Superintendent for Curriculum, and the Department Heads. The curriculum mapping was completed in accordance with Burlington High School’s Curriculum Plan.

Several other groups of teachers engaged in summer curriculum work. A group of English teachers updated the department’s Senior British and World Literature textbook. A second group of English teachers designed a new American Literature text for juniors.

Additional opportunities to explore and map potential interdisciplinary courses will be provided with organizations like Teachers as Scholars, Primary Source, and Teachers 21.

Burlington High School also sent a team of staff members to the Compass Schools program sponsored by the New England Association of Schools and Colleges (NEASC) and Teachers 21. The BHS Compass Schools team will look at developing a long range school improvement plan focused on using concrete data to chart the school's continued progress.

During the 2008-2009 school year, a range of professional development opportunities will continue to be offered to meet individual teacher needs that are derived from both the individual goals of staff and the goals of the school and district improvement plans. With the assistance of consultants from Teachers 21, BHS staff will continue to work in departmental teams to develop common assessments. In addition, faculty meetings will be held monthly and will provide an opportunity for teachers to participate examine and discuss student work, share instructional strategies, and review best practices for promoting rigor and relevance.

Monthly activities for teachers new to the high school will be sponsored by the mentoring program. The Instructional Leadership Team (ILT) made up of department heads, district coordinators and district and high school administrators will meet bi-weekly and examine current educational issues, review practices and policies.

MARSHALL SIMONDS MIDDLE SCHOOL

During the 2008-2009 school year, Marshall Simonds Middle School will use a variety of professional development activities to focus on important learning objectives.

Significant time will be devoted to enhance instruction technology and communication at the middle school. The District Improvement Plan, team meetings, curriculum meetings and designated workshops will be used to emphasize teacher collaboration. Common planning time provides excellent opportunities for staff to convene around topics of mutual concern. Academic and exploratory teams of teachers will meet during the school day to organize flexible schedules, discuss student concerns, address Individual Education Plans, meet with parents and to plan special activities. Coordination meetings among middle school, high school, and elementary school teachers will also take place in order to share teaching practices, review instructional materials and discuss scope and sequence issues.

Regularly scheduled meetings will occur during and after the school day to evaluate the MCAS tests administered to students in grades 6, 7, and 8. Special attention will be given to A.Y.P. scores and other indicators of student progress in mathematics, reading and English language arts. Teachers in all subject areas will convene by grade levels to assess the alignment of their programs with the state curriculum frameworks. At these meetings the scores of individual student MCAS tests as well as grade level proficiencies will be evaluated. Adjustments in pedagogy, assessment practices, and content emphasis will be recommended.

Teachers and administrators will spend considerable time initiating and developing programs to increase teacher expertise in the use of classroom technology. The John C. Rennie Technology Training Center located at Marshall Simonds Middle School enables technology training to be building based during and after school hours. This model for teacher growth

encourages the sharing of technical expertise. It is expected that all classrooms will be provided with Smart Boards, LCD Projection and other visual technology to create stimulating academic environments.

Finally, middle school staff will attend faculty meetings, system-wide workshops, and local, state, and national conferences to acquaint them with important educational initiatives. Harassment, bullying, restraint training mandated reporting, inclusion, the “Readiness Project” moving to higher levels of proficiency, and the achievement gap are examples of topics that will be used to arouse teacher interest and participation.

ELEMENTARY

Burlington Public School’s Elementary staff will:

- Create a Professional Learning Community by establishing the systemic structures, effective procedures and professional skills necessary to nurture and enhance professional inquiry, collaboration, problem solving and decision making.
- Support student learning in all curricula areas by differentiating instruction and providing effective intervention strategies.
- Develop and utilize multiple assessment data to guide decisions about best practice in instruction.

Professional Learning Communities

A Professional Learning Community is a team of educators who work in a collegial way to support adult learning in order to enhance student growth and achievement. The successful implementation of professional learning communities requires ongoing professional development for school staff. It is important to develop common understanding regarding the structure, procedures, benefits and strength of professional learning communities. In order to support adult and student learning, each school staff will:

- Develop common understanding, common purpose and common vision.
- Develop and apply group norms and procedures.
- Develop understanding and practice using a variety of group protocols.
- Select topics that benefit adult and student growth and achievement and reflect curriculum initiatives.
- Analyze student work to inform and differentiate instruction.
- Develop action plans and a feedback system that demonstrates enhanced student achievement outcomes and growth.
- Assess the effectiveness of the Professional Learning Community within each school.

Mathematics

All Burlington Elementary school staff will continue to deepen their understanding of content and pedagogy contained in the Massachusetts Mathematic Curriculum Frameworks and the National Council of Teachers of Mathematics Standards. This increased understanding will support educators' ability to develop and use interventions, strategies and assessments that promote and enhance student growth and achievement in mathematics. All professional development will focus on content knowledge and pedagogy.

- Collaborate with curriculum Math Coach and math tutors, grade level teachers and the principal to ensure the development and use of effective instruction and best practices.
- Identify essential skills and standards in mathematics and plan instruction to enhance strengths and address weaknesses.
- Deepen content knowledge.
- Continue to build understanding and use of *Investigations*.
- Begin to develop common assessments that facilitate analysis and alignment of essential math skills and curriculum standards to increase student achievement.
- Analyze assessment results using tools such as unit tests from *Investigations*, Kathy Richardson's materials, and student work samples to inform instruction.
- Analyze MCAS performance in math and develop a plan that address strengths and needs.

Language Arts

All Burlington Elementary school staff will continue to increase their understanding of content and pedagogy outlined in the Massachusetts ELA Curriculum Frameworks and apply that understanding to develop and use interventions, strategies and assessment to promote and enhance student growth and achievement in English Language Arts for all learners.

- Collaborate with Assistant Superintendent, principal, Reading Specialist, ELA Coordinator and grade level teachers to develop reading benchmark expectations at each grade level.
- Collaborate with Assistant Superintendent, principal, Reading Specialist, ELA Coordinator and grade level teachers to increase understanding and use of assessment results to inform instruction in reading.
- Collaborate with Assistant Superintendent, principal, Reading Specialist, ELA Coordinator and grade level teachers to share and refine best teaching practices and interventions.
- Identify exemplar writing pieces to assist in analysis of student writing.
- Integrate non-fiction strategies into content area instruction.
- Analyze open-response comprehension questions and develop a plan that addresses student strengths and needs.
- Analyze MCAS performance in ELA and develop a plan that addresses student strengths and needs.

III. PROFESSIONAL DEVELOPMENT DAYS

For the 2008-2009 school year, Burlington teachers return to school on Monday, August 25th; this has been designated as a school-based day. Teachers will report to their individual schools and prepare for the start of the school year. On August 26th a reception and opening remarks from the Superintendent will be held at the high school. The remaining part of the day on August 26th is designated for professional development. In total, Burlington's school calendar designates five (5) days for professional development and two additional days, one at the start and another at the end of the student school year, which are designated as school-based workdays. One date is also set aside for parent conferences. For 2008-2009, the dates are as follows:

- August 25, 2008 - School-Based PreK-12 Teacher workday
- August 26, 2008 - Opening at High School/PreK-12 Professional Development
- September 29, 2008 - PreK-12 Professional Development
- November 4, 2008 - PreK-12 Professional Development
- December 8, 2008 - PreK-12 Professional Development
- March 2, 2009 - PreK-12 Professional Development

The professional development provided on the designated days reflect staff feedback gathered through a *Survey Monkey*, last spring in an attempt to balance teacher interests and needs with district and school-based improvement goals intended to strengthen Burlington's educational program. We hope to accomplish this by aligning curriculum with evolving State Frameworks and by using results from various assessments, both formal and informal to inform instruction. In 2008-2009, there are professional development strands on K-12 literacy across the curriculum, improving mathematics, aligning curriculum and practice to current frameworks and new regulations, developing classroom assessment practices, and working with diverse students.

The charts shown on the following pages outline the professional development plans for each of the full days listed above for 2008-2009. These overviews show the target audience by level (i.e., elementary, middle and high school), location and time for each session. **By contract, the start time at all levels is at 7:30 a.m. and the day will end by 2:40 p.m.**

**Burlington High School Professional Development
Overview for 2008/2009**

GRADE	August 26	September 29	November 4	December 8	March 2
English	Common Assessment and Curriculum Refinement	Category I: Second Language Learning and Teaching	Common Assessment and Curriculum Refinement	Examining Student Work Category I - Teachers designated by Principal	Examining Student Work
World Language	Common Assessment and Curriculum Refinement	Examining Student Work	Common Assessment and Curriculum Refinement	Examining Student Work	Examining Student Work
Math	Common Assessment and Curriculum Refinement	Examining Student Work	Common Assessment and Curriculum Refinement	Examining Student Work	Examining Student Work
Science	Common Assessment and Curriculum Refinement	Examining Student Work	Common Assessment and Curriculum Refinement	Examining Student Work	Examining Student Work
Social Studies	Common Assessment and Curriculum Refinement	Category I: Second Language Learning and Teaching US History 1: Examining Student Work	Common Assessment and Curriculum Refinement	Examining Student Work Category I - Teachers designated by Principal	Examining Student Work
Business	Common Assessment and Curriculum Refinement	Examining Student Work	Common Assessment and Curriculum Refinement	Examining Student Work	Examining Student Work
Family and Consumer Science/Tech nology	Common Assessment and Curriculum Refinement	Examining Student Work	Common Assessment and Curriculum Refinement	Examining Student Work	Examining Student Work
Music K-12	Best Practices	Implementing new student assessment reporting	Workshop for Instrumental Teachers: Instrument Repair Vocal Teachers: Vocal Workshop	Articulation Grades 1-12	Ergonomics for Musicians
Art K-12	Articulation	Articulation	Visitation to other District	Visitation to Art Museum and Lesson development	Visitation to Art School
PE/Health	Project Adventure	TBD	Brain Gym	Brain Gym	Brain Gym
Library/ Media & Tech Specialists	Curriculum Sharing and Podcasting	Curriculum Sharing and Podcasting	Curriculum Sharing and Podcasting	Curriculum Sharing and Podcasting	Curriculum Sharing and Podcasting

GRADE	August 26	September 29	November 4	December 8	March 2
K-12 Nurses (2 days obligated PD)	SNAP Health Computer Software Training		Meeting with Public Health Nurse, PSA with BCAT on School Illnesses - "When to keep your child home from school."		
Special Education Teachers	Common Assessment and Curriculum Refinement	Kurzweil Study Skills Computer Software Implementation Training	Building Based	WJIII Reports, Recommendations and Strategies	IEP and Measurable Goal Writing
ELL	Work on Audit	Kurzweil Study Skills Computer Software Implementation Training	Curriculum Planning	Category 1 Training	Category 1 Training
Guidance	Common Assessment and Curriculum Refinement	504, School Responsibilities and Legal Implications	College Planning and Guidance Curriculum	College Planning and Guidance Curriculum	IEP and Measurable Goal Writing
School Psychologist	Building Based	504, School Responsibilities and Legal Implications	Building Based	WJIII Reports, Recommendations and Strategies	IEP and Measurable Goal Writing

**Marshall Simonds Middle School Professional Development
Overview for 2008/2009**

GRADE	August 26	September 29	November 4	December 8	March 2
English	Sharing and Curriculum Coordination by grade Level: Use of Technology, Scope and Sequence and Assessments	Visual Learning, technology and student engagement. Alignment of curriculum with achievement goals and Curriculum Frameworks. Discuss and recommend open-response initiatives	Grade Level: Define expectations, share classroom practices, identify common assessments. Determine what is done for students who are ahead or behind program expectations.	Grade Level Meetings: Identify and coordinate learning practices to address MCAS deficiencies. How can we demonstrate improvements. Issues related to expectations, continuous improvement and curriculum coordination.	Bullying Workshops. Continue discussions from 12/8 including public display of documentation. Program recommendations for 2009-2010 school year.
World Language	Sharing and Curriculum Coordination by grade Level: Use of Technology, Scope and Sequence and Assessments	Category I Training	Grade Level: Define expectations, share classroom practices, identify common assessments. Determine what is done for students who are ahead or behind program expectations.	Category I Training	Bullying Workshops. Continue discussions from 12/8 including public display of documentation. Program recommendations for 2009-2010 school year.
Math	Sharing and Curriculum Coordination by grade Level: Use of Technology, Scope and Sequence and Assessments	Category I Training	Grade Level: Define expectations, share classroom practices, identify common assessments. Determine what is done for students who are ahead or behind program expectations.	Category I Training	Grade 6 Math Teachers Meet with Grade 5 Teachers for Math Curriculum Mapping
Science	Sharing and Curriculum Coordination by grade Level: Use of Technology, Scope and Sequence and Assessments	Visual Learning, technology and student engagement. Alignment of curriculum with achievement goals and Curriculum Frameworks. Discuss and recommend open-response initiatives	Grade Level: Define expectations, share classroom practices, identify common assessments. Determine what is done for students who are ahead or behind program expectations.	Grade Level Meetings: Identify and coordinate learning practices to address MCAS deficiencies. How can we demonstrate improvements. Issues related to expectations, continuous improvement and curriculum coordination.	Bullying Workshops. Continue discussions from 12/8 including public display of documentation. Program recommendations for 2009-2010 school year.
Social Studies	Sharing and Curriculum Coordination by grade Level: Use of Technology, Scope and Sequence and Assessments	Grade 6 Category I training Grades 7 & 8 Social Studies Curriculum Mapping	Grade Level: Define expectations, share classroom practices, identify common assessments. Determine what is done for students who are ahead or behind program expectations.	Category I Training	Bullying Workshops. Continue discussions from 12/8 including public display of documentation. Program recommendations for 2009-2010 school year.

GRADE	August 26	September 29	November 4	December 8	March 2
					year.
Family and Consumer Science/Tech nology	Sharing and Curriculum Coordination by grade Level: Use of Technology, Scope and Sequence and Assessments	Category I Training	Grade Level: Define expectations, share classroom practices, identify common assessments. Determine what is done for students who are ahead or behind program expectations.	Category I Training	Bullying Workshops. Continue discussions from 12/8 including public display of documentation. Program recommendations for 2009-2010 school year.
Music K-12	Best Practices	Implementing new student assessment reporting	Workshop for Instrumental Teachers: Instrument Repair Vocal Teachers: Vocal Workshop	Articulation Grades 1-12	Ergonomics for Musicians
Art K-12	Articulation	Category I Training	Visitation to other District	Visitation to Art Museum and Lesson development	Visitation to Art School
PE/Health	Project Adventure	Category I Training	Brain Gym	Brain Gym	Brain Gym
Library/ Media & Tech Specialists	Curriculum Sharing and Podcasting	Curriculum Sharing and Podcasting	Curriculum Sharing and Podcasting	Curriculum Sharing and Podcasting	Curriculum Sharing and Podcasting
K-12 Nurses (2 days obligated PD)	SNAP Health Computer Software Training		Meeting with Public Health Nurse, PSA with BCAT on School Illnesses - "When to keep your child home from school."		
Special Education Teachers	Sharing and Curriculum Coordination by grade Level: Use of Technology, Scope and Sequence and Assessments	Kurzweil Study Skills Computer Software Implementation Training	Building Based	WJIII Reports, Recommendations and Strategies	IEP and Measurable Goal Writing
ELL	Work on Audit	Category 1 Training	Curriculum Planning	Category 1 Training	Curriculum Sharing
Guidance	Building Based	504, School Responsibilities and Legal Implications	Grade Level: Define expectations, share classroom practices, identify common assessments. Determine what is done for students who are ahead or behind	TBD	IEP and Measurable Goal Writing

GRADE	August 26	September 29	November 4	December 8	March 2
			program expectations..		
School Psychologist	Building Based	504, School Responsibilities and Legal Implications	Building Based	WJIII Reports, Recommendations and Strategies	IEP and Measurable Goal Writing

**Elementary Professional Development
Overview for 2008/2009**

GRADE	August 26	September 29	November 4	December 8	March 2
K ELA/ integration	Fundations	Fundations	Literacy Sharing & Strategies/Fundations Science Focus	Literacy Strategies and Sharing/Fundations Grade Level Sharing: Writers' Workshop	Pre- K/Kindergarten Articulation Fundations - Retrospective/ Teacher Generated Topics
Grade 1 and Elem. Math Tutors Math/ Literature	ELA Write Source Overview Math Investigations	Math Investigations Unit	Math Investigations Unit Literacy: Independent Reading, Conferring and Grade Level Sharing	Math Investigations Unit Grade Level Math and Technology Integration Sharing and Teacher Generated Topics	Fundations Overview for implementation August, 2009
Grade 2 SS/ELA	ELA Write Source Overview Thinking Maps® Overview	Social Studies Curriculum Mapping Social Studies/Unit Development & Resources	Social Studies/ELA Integration Social Studies: India and Other Cultural Studies	Social Studies: Building Literacy through Story Telling	Literacy: Story Writing and Publication Social Studies Retrospective & Teacher Sharing
Grade 3 SS/ELA	ELA- Write Source Thinking Maps® Overview	ELA - Independent reading and conferring/integrat ion Guided Reading/ Integration: Content Based	Social Studies: Burlington Unit & Tour ELA/Social Studies Integration and Strategies	ELA - Guided Reading Integration	Social Studies: Burlington Unit Literacy: Non- Fiction Research and strategies
Grade 4 ELA/ Subject integration	ELA- Write Source Thinking Maps® Overview	ELA/Social Studies Integration: Non- Fiction strategies with new text Social Studies Curriculum Mapping	Technology Integration and SmartBoards	Non-Fiction Strategies: Introduction to Summarizing Math: Number Corner	Primary Source: China Teacher Sharing: China
Grade 5 ELA/SCI	ELA- Write Source Thinking Maps® Overview	Science Teachers: ELA Integration Social Studies Teachers: Curriculum Mapping Non-fiction reading Strategies: Summarizing	SmartBoard Lesson Design and Sharing in Science or Social Studies	Social Studies: MCAS Prep and Review Science Teachers: Content Focus Non-fiction reading Strategies: Summarizing continued	Science Math Grades 5 & 6 Curriculum Mapping

GRADE	August 26	September 29	November 4	December 8	March 2
PreSchool Teachers and Special Educators working with K	Fundations	Fundations	Visitation/Inclusive Therapies	Curriculum Planning/Inclusive Therapies	Curriculum Planning/Inclusive Therapies
Music K-12	Best Practices	Implementing new student assessment reporting	Workshop for Instrumental Teachers: Instrument Repair Vocal Teachers: Vocal Workshop	Articulation Grades 1-12	Ergonomics for Musicians
Art K-12	Articulation	Articulation	Visitation to other District	Visitation to Art Museum and Lesson development	Visitation to Art School
PE/Health K-5	Curriculum & Project Sharing	TBD	Brain Gym	Brain Gym	Brain Gym
Library/ Media & Tech Specialists	Curriculum Sharing and Podcasting	Curriculum Sharing and Podcasting	Curriculum Sharing and Podcasting	Curriculum Sharing and Podcasting	Curriculum Sharing and Podcasting
Italian Teachers	Curriculum Sharing	Instruction in PowerPoint Technology	Instruction in SmartBoard Technology	Rubrics for Assessment	Rubrics for Assessment
K-12 Nurses (2 days obligated PD)	SNAP Health Computer Software Training		Meeting with Public Health Nurse, PSA with BCAT on School Illnesses - "When to keep your child home from school."		
Special Education Teachers	Francis Wyman District Wide Programs Other should join Fundations	Fundations with Kindergarten staff or join other appropriate grade level	Thinking Maps® Training	WJIII Reports, Recommendations and Strategies	IEP and Measurable Goal Writing
ELL	Work on Audit	Category 1 Training	Curriculum Planning	Category 1 Training	Sharing
Guidance	Enter information into SIMS Tracker	504, School Responsibilities and Legal Implications	Join appropriate grade level	Join appropriate grade level	IEP and Measurable Goal Writing
Elementary Transition Class Teacher	Curriculum Planning	Kurzweil Study Skills Computer Software Implementation	Curriculum Planning	WJIII Reports, Recommendations and Strategies	IEP Writing
School Psychologist	Francis Wyman District Wide Programs	504, School Responsibilities and Legal Implications	Join appropriate grade level	WJIII Reports, Recommendations and Strategies	IEP and Measurable Goal Writing

IV. INDUCTION/MENTOR PROGRAM

In addition to the State requirements for mentoring programs, research reports many benefits for novice teachers. These benefits include improved teaching performance, increased retention of promising new practitioners, and enhanced personal and professional well being of beginner teachers. In Burlington, we believe that mentoring helps ease transitions and supports quality instruction and learning. Mentoring also benefits the mentor as he/she reflects on practice and collaborates with the mentee. The Burlington Schools' Mentor Program continues to evolve from its inception in 1999. Our Mentor Leader will work with key teacher participants and administrators to help plan further revisions, which will continuously strengthen our Induction Program. Please see the link in the curriculum area of our district website.

All new teachers are required to participate in a Mentor and Induction Program. This is a must for teachers who do not hold a *Professional* teacher's license and have not completed a Mentor and Induction Program in a previous district. Burlington, like other school districts, offers a two-phased program.

Year 1 *New teachers complete 50 hours of contact time with a Mentor, a veteran teacher assigned to assist them in acclimating to their instructional position. They also participate in ten (10) two-hour workshops, or modules, designed to target areas of concern for new teachers. The following are **required** modules. Please note grade levels:*

Professional Development Options Workshop	Thursday, September 11, 2008
CHAT Presentation (Elementary)	Monday, September 15, 2008
Guided Reading (Elementary)	Thursday, September 25 and October 2, 9, 16 and 23, 2008
Communicating with Parents (All Levels)	Monday, October 20, 2008
First Class Use (All Levels)	September 4, 8 and 16, 2008
Designing IEP Goals: A Backward Approach (Special Education All Levels)	Monday, November 3 and 10, 2008

Years 2 and 3

Teachers need to complete 50 hours of mentored experience and Professional Development. This includes completion of the Studying Skillful Teaching course, which provides 36 of the needed hours. Additional hours can be earned through workshops or cooperative activities with veteran colleagues. A record of the hours needs to be kept.

V. PROFESSIONAL DEVELOPMENT OPPORTUNITIES THROUGH PARTNERSHIPS

Several seminars or workshops will be offered during the 2008-2009 school year. Most occur after school, although some are scheduled during the school day or on Saturday. Those falling outside the school day are on a voluntary basis and, in most instances, require registration in advance as space may be limited. Administrative leave forms, where appropriate, should be submitted as soon as possible and at least 2 weeks in advance. **If out-of-state travel is expected, adequate time for reviewing the request and, if deemed appropriate, for presenting to the School Committee for their consideration and approval, is essential.**

Primary Source

Burlington is one of the 42 districts partnering with Primary Source which enables us to participate in their rich variety of professional development offerings and to engage with scholars from New England's finest universities. Programs for K-12 educators include both year long seminars and summer institutes. Seminars promote a global perspective and an inclusive approach to teaching history and culture. The mission of Primary Source is to promote inclusion of peoples whose voices and story may not typically be represented. Primary Source scholars will conduct full day as well as late afternoon and evening seminars, which nurture culturally inclusive curriculum development. Course highlights include: Music: The Pulse of West Africa; China: Enduring Legacies and Radical Transformations; Arts and Dance of India: Tradition and Creation; Chinese Art; A Taste of Brazil: History, Geography and Culture; A Century of Conflict and Resolution in the Middle East; Native American Perspectives on U.S. History; Service Learning for Teachers; Colonialism and its Legacies. Please visit www.primarysource.org for updated course listings and descriptions. Interested participants should refer to the Primary Source catalogue for details and dates of specific seminars. Requests for registration must be cleared with building principals and the assistant superintendent for curriculum and instruction.

Teachers as Scholars

Teachers as Scholars, TAS, offers an exciting array of academically enriching, content-based seminars for educators, grades K-12. TAS annually offers approximately 70 seminars for members of the 52 participating districts, of which Burlington is one. Offerings are led by faculty from Harvard, Boston University, MIT, Brandeis, Simmons, Tufts, University of Massachusetts Boston, Berklee, Boston College and Wheelock College. Instructors often take advantage of Boston area museums and historical societies. Course highlights include: European Art at the MFA; The Voice of Jazz; Rock The Brain! Shakespeare-Flesh, Blood and Bones; Women in Art and Music: Lives and Art Revealed; Women in the Modern Muslim World; From Repression to Democracy: Post-Franco Spain; Cracking India: Fictions and Histories; The American Presidency and Presidents through History and Film; American Protest Literature, From Tom Paine to Tupac; The Big Ideas of Algebra: What Students Really Need to Know; and Storms, Forecasting and More: The Basics of Meteorology. Interested participants must complete both a district professional development form and a TAS registration (online at www.teachersasscholars.org). Course offerings include (please see website for complete listing):

University Program Options

Both undergraduate and graduate vouchers are available to staff to attend Northeastern University. Other university vouchers are available when the schools/teachers offer placements for student teachers. Naturally, cooperating teachers have first access to these vouchers; if however they are not using the voucher, these should be turned into the Curriculum and Instruction Office for other teachers to access. Priority will be given, on a first come basis, to first time requests, especially for study related to school and system priorities. In addition, the 2008-2011 Teachers Contract includes a provision for limited reimbursement for University courses.

New to Burlington is Bay Path College. There are several programs available both undergraduate and graduate. There are two \$2,000 Scholarships set aside for teachers of the Burlington Public School system to attend the *One-Day-A-Week Saturday College* at Bay Path. For details about the scholarship, contact an admissions representative by calling 781.272.0222 or e-mail: Burlington@baypath.edu. Please visit Bay Path College's website at www.baypath.edu.

Other Opportunities for Professional Development

Announcements and brochures for annual conferences, presentations by the Department of Education, and other seminars are also forwarded to schools for posting. Burlington teachers participate in many professional conferences, DOE events, including the State's Summer Content Institutes, MCAS Scoring Sessions, Curriculum Meetings, etc.

VI. DISTRICT OFFERINGS

Job-Alike Groups

Within the school system there are a handful of job-alike groups that meet on a regular basis. These groups are critical to the coordination of inter-school planning. Collaborative efforts facilitate good communication and the adoption of best practices across schools.

Reading/Writing Specialists: The first meeting is planned for Friday, September 5 from 12:30 - 2:30 at Pine Glen. Additional meeting dates are tentatively scheduled for October 10, November 14, December 12, 2008; January 9, February 13, March 13, April 10, May 8, June 12, 2009. Meetings are held on a rotating basis at the elementary schools or at the Curriculum and Instruction Office.

Library/Media and Technology Specialists: Monthly meetings are planned with the Assistant Superintendent of Curriculum and Instruction from 12:00 p.m. – 2:00 p.m. The first meeting is planned for Friday, September 5, 2008 at 9:00 at Memorial Elementary School Computer Lab for a NMRLS & Grolier Database Training. The schedule for the remainder of

the year will be Fridays, October 3, November 7, December 5, 2008; January 9, February 6, March 6, April 3, May 1 and June 5, 2009.

K-8 Coordinators: The first meeting is planned for Monday, August 25 from 8:00 - 10:30 at Central Office Curriculum & Instruction Office. Additional meeting dates are tentatively scheduled for the following Fridays: September 12, October 10, November 14, December 12, 2008; January 9, February 13, March 13, April 10, May 8, and June 12, 2009. Meetings are held on a rotating basis at the elementary schools or at the Curriculum and Instruction Office.

English Language Arts

Jr. Great Books

Audience: Grades 3 - 5
Limit: 5 (Please sign up by Friday, September 19)*
Dates: October 9 and 10, 2008
Time: TBA*
Instructor: Jr. Great Books Organization
Location: Lunenburg Public Schools (Directions forthcoming)*

Participants in this training will learn about the use of Shared Inquiry™ with excellent children's literature. Connections and use in multiple curricular areas will also be explored. (*N.B.* This training is being offered to classroom teachers who are new to Shared Inquiry™ and Junior Great Books.)

Guiding Guided Reading

Audience: Grade 1 - 5 teachers and Special Education Teachers
Limit: 20
Dates: Thursday, September 25, 2008; Thursday, October 2, 9, 16 and 23, 2008
Time: 3:15 p.m. - 5:15 p.m.
Instructor: TBD
Location: K - 2 at Fox Hill and Grades 3 - 5 Location TBD

Instruction and management of Guided Reading can be complex and demanding. This 5-session workshop will define Guided Reading, explain the assessment and placement procedures, demonstrate routines, and recommend management strategies. These strategies will address small group and whole class use within a Reading Workshop model that is part of a program of balanced literacy. Exercises and assignments will relate directly to current classroom use.

Narrative Writing: Helping Students to Tell Their Stories

Audience: K-6 and Special Education teachers
Limit: 20
Dates: Monday, January 12 and 26, 2009
Time: 3:15-5:15
Instructor: Bette Murray
Location: School Committee Room

Children are natural storytellers and it does not mean in a 5- paragraph essay! This two-part workshop will present what narrative writing is (and is not), plus strategies to motivate students to record and refine their stories. The use of mentor texts and the Six Traits of Writing will be modeled.

Getting Students Reading, Writing, And Thinking About Your Curriculum

Audience: Grades 6-12 Teachers who have some great strategies to share or are looking for some ideas to try
Limit: 25
Dates: Two sessions: Monday, November 17 and 24, 2008
Time: 2:15 - 3:45
Instructor: TBD
Location: BHS

In this workshop we will share simple, effective ways to help students to read the texts in your curriculum and in your content area. Getting students *writing* and *talking* are at the heart of these strategies. The goal is to increase student comprehension through instructional strategies that engage and support students in the classroom.

Professional Book Groups

Strategies That Work, Stephanie Harvey and Anne Goudvis

Audience: Grade 4-8 Teachers
Limit: 12
Dates: Tuesday, January 20, 27 and February 3 and 10, 2009
Time: 3:15-5:15
Instructor: Bette Murray
Location: TBD (Central Office Conference Room or a School Library)

These two groups for shared reading, reflection and collegial inquiry have been designed with the goal of enhancing literacy instruction at the upper elementary and middle school levels. Both books have been chosen to highlight approaches that will engage students in literacy and provide opportunities for success and social interaction. (*Books will be provided to the participants.*) Participants may sign up for one or both book groups.

Literature Circles: Voice and Choice in Book Clubs and Reading Groups, Harvey Daniels

Audience: Grade 4-8 Teachers
Limit: 12
Dates: Tuesday, February 24 and March 3, 10, and 17, 2009
Time: 3:15-5:15
Instructor: Bette Murray
Location: TBD (Central Office Conference Room or a School Library)

Professional Book Talk Group

Audience: Grades 6-12 Teachers
Limit: 15
Dates: *Fall:* Monday: October 6, 21 and November 6; November 14 (if fourth session is required)
Spring: January 12, 27 and February 9; February 26 (if fourth session is required)
Time: 2:30 p.m. - 3:45 p.m.
Instructor: TBD
Location: BHS Room TBD
Credit: One (1) inservice credit, pending ARB approval

There are so many great books out there on teaching! In this group we will choose one or two books and related articles to read and discuss over the course of three to four meetings (depending on length of book). The goals are to tap into the extensive knowledge base about teaching, learn from one another, engage in self-reflection about our own practices, and strengthen or build new collegial relationships, and incorporate new insights into our teaching practice. Besides discussion, meetings may include sharing materials, student work, and planning, depending on group members interests and needs.

Leveling Books: Putting Your Classroom Library to Better Use

Audience: K-5 and Special Education Teachers
Limit: 20
Dates: Monday, January 12 and 26, 2009
Time: 3:15 p.m. - 5:15 p.m.
Instructor: TBD
Location: TBD

This 2-session, after school workshop will train teachers to level books. Day 1 will define the range of book levels for children's literature and explain their use in reading instruction. On day 2, teachers will apply the techniques to level books using selections from their classroom libraries. After attending this workshop, the participants will share the information in their respective schools by training other staff members and parent volunteers.

The Six Traits of Writing & the John Collins Program: How Can the Traits Be Used in FCAs?

Audience: Teachers in grades 1-5 who have taken the Six Traits of Writing Training *and/or* Collins Writing Program course
Limit: 20
Dates: Thursday, November 6 and 13, 2008
Time: 3:15 p.m. -5:15 p.m.
Instructor: Bette Murray
Location: School Committee Room

Two (2) two-hour sessions will be presented after school that will review each of the Traits of Writing plus the framework of the John Collins Writing Program. Teachers will be shown how to integrate the Traits into the John Collins Writing Program for the purpose of addressing the 5 types of

writing and the creation of Focus Correction Areas.

What in the World Are Lexiles?!

Audience: Middle School Faculty
Limit: 12
Dates: TBD
Time: TBD
Instructor: Bette Murray and Katie Bercury
Location: Rennie Center at Marshall Simonds Middle School

Participants in this two-hour workshop will learn about the basics of *Lexiles*, the newest approach to leveling student reading performance and book difficulty. A quick background regarding the history and rationale for Lexiles will be shared. The numbering system will be explained as will the *Scholastic Reading Inventory*, the test used to determine the lexile levels of students. Teachers will then be introduced to the lexile website and given time to locate resources on lexiles, including the “Lexile Analyzer” and the “Lexile Database.”

ELL

MELA-O Re-Training

Audience: Designated by Building Principals
Limit:
Dates: Tuesday, September 23, 2008 and Tuesday, October 14, 2008
Time: 11:30 a.m. - 2:30 p.m.
Instructor: Suzette Jones
Location: School Committee Room

Retraining focuses on retraining teachers who have already had MELA-O Training. Teachers need to attend both sessions of training in order to complete the training.

Second Language Learning and Teaching Category 1

Audience: Designated by Building Principals
Limit:
Dates: Monday, September 29, 2008 and Monday, December 8, 2008
Time: 8:00 a.m. - 2:30 p.m.
Instructors: Nancy Todd and Suzette Jones
Location: School Committee Room

The focus of the training is to teach teachers of ELL students in key factors in language acquisition, implications of these factors in classroom organization and interaction, the implications of cultural differences and organization, content and performance levels of ELL students. Teachers need to attend both sessions of training in order to complete the training.

MELA-O Training Category 3

Audience: Teachers
Limit: 20
Dates: Tuesday, January 27, 2009 and Tuesday, February 10, 2009
Time: 8:00 a.m. - 2:30 p.m.
Instructor: Suzette Jones
Location: School Committee Room

The focus of this training is to teach teachers the multiple dimensions of oral proficiency: comprehension, production, fluency, pronunciation, grammar and vocabulary along with the concept of communicative competence and its role in assessment.

Mathematics

Developing Mathematical Ideas: Building a System of Tens

Audience: K – 7 faculty
Limit: 25
Dates: Tuesday, September 16, Monday, September 22, 2008; Monday, October 20; Tuesday, October 28; Tuesday, November 4; Monday, November 17; Tuesday, December 2, 9 and 16, 2008
Time: 3:15 p.m. - 6:00 p.m.
Instructor: Donna Buonopane
Location: School Committee Room
Credit: 2 or 3 credit graduate course - Graduate credit through Salem State College

K-7 teacher participants will explore the base ten structure of the number system, consider how that structure is exploited in computational procedures, and examine how concepts of whole numbers reappear when working with decimals.

While the participants are learning how children confront these mathematical issues, they are also exploring the mathematics for themselves. Participants will read cases about elementary mathematics in classroom settings, view videotapes, explore mathematics concepts, analyze lessons and student work, and read current research applicable to these issues.

Developing Mathematical Ideas: Making Meaning of Operations

Audience: K – 7 faculty
Limit: 25
Instructor: Donna Buonopane
Location: School Committee Room
Dates: Tuesday, January 13, 27; February 10, 24; March 10, 24; Tuesday, April 7, 14 and 28, 2009
Time: 3:15 p.m. - 6:00 p.m.
Credit: 2 or 3 credit graduate course - Graduate credit through Salem State College

K-7 teacher participants will examine the ways children come to make sense of addition, subtraction, multiplication, and division. They will focus on the variety of situations modeled by these operations and then apply the operations to fractions.

While the participants are learning how children confront these mathematical issues, they are also exploring the mathematics for themselves. Participants will read cases about elementary mathematics in classroom settings, view videotapes, explore mathematics concepts, analyze lessons and student work, and read current research applicable to these issues.

RAO (Reasoning Algebraically about Operations)

Audience: K -7 faculty
Limit: 25
Dates: June 24, 25, 26, 29 and 30, 2008 - TBA
Time: 3:15 p.m. - 6:00 p.m.
Instructor: Donna Buonopane
Location: School Committee Room
Credit: 2 or 3 credit graduate course - Graduate credit through Salem State College

K-7 teacher participants will articulate generalizations implicit in students' work, as well as explicit student statements as they notice properties of the operations and relationships among operations; will express these generalizations in natural language, in symbolic forms, with diagrams and drawings, and with physical models; will examine the connections among student thinking about these general claims, teachers' own thinking, and the formal statements known as the Laws of Arithmetic; and will explore "representation-based proofs" – arguments based on diagrams and physical models – as well as proofs based on symbolic notation.

RAO builds on the work of BST and MMO. To ensure that participants are in a position to gain the most from RAO it is required that participants have participated in a BST and MMO seminar.

Mentor and Induction Program

CHAT Procedures

Audience: Staff in their first year in Burlington (All Levels)*
Limit: 25
Date: Monday, September 15, 2008
Time: 3:15-5:15
Presenter: Bette Murray and Julie Woodland
Location: School Committee Room

This workshop will explain the rationale and procedures of the pre-referral process in place in the Burlington Public Schools

Communicating with Parents: Conferencing Strategies for Collaboration and Partnerships

Audience: Staff in their first year in Burlington (All Levels)*
Limit: 25
Date: Monday, October 20, 2008
Time: 3:15 p.m. -5:15 p.m.
Instructor: TBD
Location: School Committee Room

The goal of the methods presented in this 2-hour workshop is to provide basic strategies that will help to bring about meaningful dialogue with parents. Various settings and purposes of verbal contacts with parents will be explored. (*Highly recommended for participants in the Mentor/Induction Program.)

Mentoring. . . A Collegial Learning Process

Audience: New faculty and their mentors
Limit: New faculty and their mentors
Dates: TBD by participants in conjunction with Bette Murray
Time: 3:15 p.m. -5:15 p.m.
Instructor: Bette Murray
Location: School Committee Room
Credits: 30 PDPs and 3 inservice credits for new teachers
15 PDPs for mentors

The mentoring program fosters a peer coaching relationship between new and experienced faculty. These sessions involve instructional meetings, supportive conferencing, peer observations and social events. The goals of the program are to promote the personal and professional well being of beginning teachers, improve teaching performance and increase the retention of promising novice teachers.

New Teachers: Professional Development Overview and Options

Audience: Teachers with Mentors
Limit: 25
Date: Thursday, September 11, 2008
Time: 3:15 p.m. -4:15 p.m.
Instructor: Bette Murray
Location: School Committee Room

This one hour session will help newly hired faculty to understand their professional development possibilities and responsibilities. Both in-district and external offerings will be reviewed along with a clarification of the vocabulary involved in making PD choices. An explanation of the new Professional Development Fund will be provided. *This workshop will be offered just once.*

Visit the Burlington Science Center

Audience: New Science Teachers
Limit: 20
Date: Wednesday, September 17 or Thursday, September 18, 2008
Time: 2:30 p.m. -4:00 p.m.
Instructor: John Papadonis & Wendy Pavlicek
Location: Science Center located at the Burlington High School

This is an opportunity to meet the staff members, John Papadonis & Wendy Pavlicek, and learn about available materials, talk about the curriculum, tour the Live Animal Center and answer any questions you may have.

Social Studies and World Culture

Overview of New China Curriculum Resource (a/k/a The China Binder)

Audience: Grade 4
Limit: 25
Date: October 14, 2008
Time: 3:15-5:15
Instructor: Jane Hundley
Location: TBD

An overview of a new teacher created resource for the China unit. Participants will explore the curriculum binder, participate in selected activities, and discuss the integration of China into the fourth grade curriculum map.

Vietnam “Book Talk” Group

Audience: Grades 6-12 faculty
Limit: 20
Dates: November 18, 2008 - *Nigh, Again: Contemporary Fiction from Vietnam*, by Linh Dinh
January 6, 2009 - *Paradise of the Blind: a Novel*, by Duong Thu Huong
February 24, 2009 - *Last Night I Dreamed of Peace: The Diary of Dang Thuy Tram*
March 31, 2009 - *The Gangster We Are All Looking For*, by Thi Diem Thuy Le
April 28, 2009 - *My Detachment: a Memoir*, by Tracy Kidder
Time: 2:30 p.m. - 4:30 p.m.
Instructor: Susan Kelly DiSanto
Location: BHS library
Credit: 10 PDPs and 1 in-service credit

There will be a book series led by the Burlington High School library media specialist. Books selected will be given in advance for participants to read and review. Discussions will include strategies for using books (entirely or in excerpts) and related resources for secondary classes. Participants at any

level will also find shared reading valuable as background for appreciating the diversity within the Burlington Public Schools. Teachers, with approval from the facilitator, may choose to register for only 1 book talk. Credit and PDPs will only be awarded to those attending 5 sessions.

Special Education

Project Read Written Expression

Audience: MSMS and BHS faculty designated by Principals
Limit: Designated by Principals
Dates: Wednesday, September 24, 2008; Tuesday, October 7 and Wednesday, October 15, 2008
Time: 8:00 a.m. - 2:30 p.m.
Instructor: Ann Dalbear of the Carroll School
Location: School Committee Room

The Project Read Written Expression Curriculum provides instructional strategies that energize and organize students as they learn the fundamentals of writing. The curriculum teaches written language sequentially and systematically coupling creative freedom with direct multi-sensory skill instruction. Five paragraph types are taught; each paragraph type has its own graphic organizer.

Restraint Overview Training

Audience: Faculty
Limit: Building Based Faculty
Dates: Building Based
Time: Staff meeting
Instructor: Merrimack Education Collaborative
Location: Building Based

The one-hour overview of the Restraint Policy, Procedures and De-escalation techniques is conducted at your school at one of the Wednesday staff meetings. Preschool can attend one of the staff meetings at an Elementary School.

I.E.P. Goals and Backward Design

Audience: Special Education Staff
Limit: 25
Dates: Monday, November 3 and 10, 2008
Time: 3:00-5:00
Instructor: Bette Murray and Julie Woodland
Location: School Committee Room

This two-part workshop will provide an overview of backward design (Understanding by Design) with a focus on assessment first and, ultimately, instructional activities. Teachers will identify “big picture” goals and the specific skills to reach them.

Technology

Using *unitedstreaming* to Enhance Classroom Instruction: An Introductory Course

Audience: K-12
Limit: 20
Dates: Select one date from the choices below:
K-5: September 22, October 27, November 17, 2008
6-12: September 23, October 28 or November 18, 2008
Time: 3:15 p.m. - 5:15 p.m.
Instructor: Jane Hundley, Social Studies Curriculum Coordinator
Location: TBD

Discovery Education *unitedstreaming*—the leading digital video-based learning resource for schools, featuring the largest and most current digital content library for teachers is a powerful instructional tool. Learn how to create your own account, search for video in a variety of ways, and download the video into an instructional presentation.

Test Wiz

Audience: Administrators
Limit: 12
Date: Tuesday, August 12, 2008
Time: 10 a.m. - 12:30 p.m.
Instructor: Data Metrics
Location: Harvard, MA

Test Wiz is a web based computer program which is designed to import and analyze both District and individual school MCAS data. It enables the user to disaggregate this data and generate meaningful reports.

Sharing What Works: Instructional Technology Roundtable

Audience: K-12 educators interested in seeing how teachers are using technology in Burlington and K-5, 9-12 teachers who attended summer technology workshops in July
Limit: No limit, but please sign up in advance.
Date: October 7, 2008
Time: 2:30 p.m. - 4:30 p.m.
Instructor: TBD
Location: School Committee Room

At this roundtable sharing session, teachers who attended summer technology workshops will be discussing how they are using with students the technology they learned this summer, how it is going, and their questions and/or plans for next steps. Topics included using presentations and video clips, SmartBoards, and teacher-created websites with students. If you are interested in using technology more or have some successes to share, please drop by this session.

SmartBoard

Audience: K - 12 Teachers
Limit: 20
Dates: Monday, November 3 and 10, Thursday, November 6 and 13, 2008
Time: 3:15 p.m. - 5:45 p.m.
Presenter: TBD
Location: Memorial Lab, Room 119

Have you been wanting to learn about the SmartBoard but haven't had the time to go to a class? We will explore how to use the basic tools in the SmartBoard Software and a few of the in's and out's of using the SmartBoard with some of our basic computer programs: KidPix, Kidspiration, Inspiration and Graph Club. We will explore some projects that we have used in classrooms and share some new ideas as a group. We will also take a look at United Streaming Video and explore how this interacts with the SmartBoard to create multi-media interactive projects for our students.

Getting the Most Out Of PhotoShop Elements and Gimp

Audience: K - 12 Teachers
Limit: 20
Dates: Monday, October 6 and 27, 2008
Time: 3:15 p.m. - 5:45 p.m.
Instructor: TBD
Location: Memorial Lab, Room 119

Want to learn how to size those photos for that special project? How about cropping a photo for that next poetry project. This is the class for you. We will explore the basics of using PhotoShop Elements and Gimp. This is an introduction workshop to answer basic questions on downloading photos from camera's sizing photos, cropping photos, saving them in folders and sharing ideas for future projects. We will also go over inserting photos into Word documents and PowerPoint.

Getting the Most Out Of the New FirstClass--It's Not Just for Email Anymore!

Audience: 6 - 12 Teachers
Limit: 12
Dates: Choose One: September 22 or September 25, 2008
Time: 2:15 p.m. - 4:15 p.m.
Instructor: TBD
Location: TBD

FirstClass 9.1 has arrived in Burlington as a powerful, easy-to-use tool for teachers. With FirstClass 9.1, you can create a teacher website with pages for each course and web calendars showing important test and due dates, collaborate with other teachers to share materials and ideas, and even record podcasts for students! Come to this session to get an overview of the possibilities and a hand getting started on your own content.

Classroom Web 2.0: Using Today's Technology to Engage, Motivate, and Maintain High Expectations for Students

Audience: 9-12 Teachers
Limit: 15
Date: January 12, 27; February 9 and 26, 2009
Time: 2:15 p.m. - 4:15 p.m.
Instructor: TBD
Location: TBD

The internet is no longer just a deluge of information for students to cut and paste. Termed "Web 2.0," the internet today is interactive, offering free and relatively easy-to-use tools by which students can learn by *creating* content, not just finding it. How can we incorporate this technology into our teaching and make sure that the outcome is more meaningful learning for our students? It is easier than it sounds, because creating content means reading, writing, and synthesizing. In a series of stand-alone sessions we will explore various tools and their classroom applications.

Technological Tools for Organization and Timesaving

- Classroom Management Tools--both web-based and non-web based
- Creating Your Own Website--Guided Work Session
- Keeping Up: Finding and Reading Great Blogs for Teachers (or any content) Using RSS Readers

Technology in the Act of Teaching

- Using blogs and discussion boards with students
- Finding and Using Podcasts With Students
- Creating Podcasts *for* Students to Enhance Learning

Making Use of Technology in Student Projects

- Having Students Plan, Write, and Record Their Own Podcasts
- The Many Forms, Uses, and Benefits of Class Journals
- Wikis (Interactive Web Pages)
- Virtual Posters and PowerPoint Presentations
- Building Electronic Portfolios
- Focus on Assessment of Technology Projects Across the Curriculum

Interactive Visual Technology for the Classroom

Audience: K-12 Teachers
Limit: 20
Dates: Mondays, November 3, November 24, December 15, December 22, 2008; January 5, January 26, 2009 (Make Up Date: February 9)
Time: 3:15 p.m. - 6:15 p.m.
Instructor: TBD
Location: MSMS Rennie Center
Credit: 18 PDP's, 1.5 Inservice Credit (pending ARB approval)

This six-day session will explore set-up and design skills for visual technology in the classroom. Participants will practice hands-on use of the SMART Board, SMART Notebook, LCD Projection, and Unitedstreaming videos for their subject areas. This workshop will encourage teachers to use visual resources in their classrooms and explore ways to incorporate digital video into lectures and projects. Teachers will explore many ways to create interactive educational lessons. Participants will begin to develop a library of lessons while creating an extensive multi-media presentation using skills learned during the sessions.

Topic Areas: LCD Projection in the classroom, SMART Board and SMART Notebook, Unitedstreaming, New Microsoft Word, New Microsoft PowerPoint, Internet Resources

FirstClass Web Pages (Basic)

Audience: K-12 Teachers
Limit: 20
Dates: TBD
Time: 3:15 p.m. - 5:15 p.m.
Instructor: TBD
Location: TBD

Did you know that you can make simple web pages using FirstClass and it is as simple as creating an e-mail message? Share your classroom newsletter electronically, keep a calendar showing important classroom events, provide your students with links to enrichment sites, and so much more! You will learn the basics and create your own web page that will be linked from your school's home page. Teachers with current FirstClass pages will spend time editing and adding content so they are ready for the new school year.

FirstClass Web Pages (Intermediate)

Audience: K-12 Teachers
Limit: 20
Dates: TBD
Time: 3:15 p.m. - 5:15 p.m.
Instructor: TBD
Location: TBD

This workshop provides you with the opportunity to enhance your FirstClass web site by adding advanced features such as a "Visitor Counter," animated images, a "Mail to" link, creating and linking to a PDF file and web pages of photos. Participants will also have time to update their curriculum web site connections.

NMRLS & Groiler Database Training

Audience: K-12 Library Media and Computer Technology Teachers
Limit: 20
Date: September 5, 2008
Time: 9:00 a.m. - 2:40 p.m.

Instructors: Scott Kehoe from NMRLS and Gwen Paquette from Grolier
Location: Memorial School Computer Lab

This workshop will provide training on the NMRLS and Grolier Database.

We invite proposals to teach the following workshops (see postings for specific):

1. PowerPoint 1 (basic)
2. PowerPoint II (intermediate)
3. Creating Podcasts for/with Students to Enhance Learning
4. Other technology application and integration topics

Pedagogy: Improving Instructional Practice

Instructional Coaching for Educators

Audience: BHS faculty designated by Principal
Limit:
Dates: TBD by Principal
Time: 2:30 p.m. - 5:30 p.m.
Instructor: Cheryl Bromley Jones, Teachers²¹
Location: BHS

Major goal is to develop a collaborative culture and climate that promotes shared instruction and assessment expertise through creation of common formative assessments and examination of student work and to refine practice. Professional development will be presented through workshops and embedded coaching.

Thinking Maps®

Audience: K-12 Faculty/Administrators
Limit: 7
Dates: August 4 - 7, 2008 and follow up on October 23 & 24, 2008
Time: 8:00 a.m. - 3:00 p.m.
Presenter: Larry Alper
Location: School Committee Room

Thinking Maps® are tools/graphic organizers for use across the curriculum: a language to make abstract learning become concrete. Teachers probably have used some of these. The difference between these and others is that these are strategically taught, modeled, and children are then empowered to decide which maps to use for which assignments based on a child's individual learning style. The maps can even be used to address social issues as well as content organization. They provide tremendous supports for children of all abilities.

Thinking Maps®

Audience: K-12
Limit: 20
Dates: Tuesday, October 14, 2008, Tuesday, October 28 and Thursday, November 13, 2008 with a follow up on Thursday, January 8, 2009
Time: 3:00 p.m. - 5:00 p.m.
Presenter: District trainers
Location: Francis Wyman Room 218

Thinking Maps® are tools/graphic organizers for use across the curriculum: a language to make abstract learning become concrete. Teachers probably have used some of these. The difference between these and others is that these are strategically taught, modeled, and children are then empowered to decide which maps to use for which assignments based on a child's individual learning style. The maps can even be used to address social issues as well as content organization. They provide tremendous supports for children of all abilities.

Thinking Maps®

Audience: K-12
Limit: 20
Dates: Saturday, January 24 with a follow up on Thursday, January 8, 2009. Snow Make Up date: Saturday, February 7, 2009
Time: 8:00 a.m. - 1:00 p.m. - Saturday
3:00 p.m. - 5:00 p.m. - follow up
Instructor: District trainers
Location: Francis Wyman Room 218

Thinking Maps® are tools/graphic organizers for use across the curriculum: a language to make abstract learning become concrete. Teachers probably have used some of these. The difference between these and others is that these are strategically taught, modeled, and children are then empowered to decide which maps to use for which assignments based on a child's individual learning style. The maps can even be used to address social issues as well as content organization. They provide tremendous supports for children of all abilities.

When Something Isn't Right:

Taking Classroom Assessments Back to the Drawing Board

Audience: 9 -12 Teachers
Limit: 15
Dates: Tuesday, December 2 and 16, 2008 and January 8, 2009
Time: 2:15 p.m. - 3:45 p.m.
Instructor: TBD
Location: TBD

There can be a "perfect storm" when a 3-inch textbook and a high school student's schedule collide with a classroom test. Instead of a highly-charged challenge followed by a motivating sense of

accomplishment and pride, due dates, test dates, and report cards are sometimes dark days indeed. Students, teachers, and parents all get caught up in this storm of anxiety, disappointment, and frustration. In this series of three sessions we will reflect and problem-solve around the issue of matching assessments. We will discuss what we have observed as well as the values, beliefs, and reasons behind assessment choices. We will discuss alternatives including current ideas from the professional knowledge base. This workshop is offered as a series of three sessions so that we can try ideas on a small scale in our classrooms between meetings.

All you want to Know about Certification and Recertification

Audience: All Faculty
Limit: 50
Date: Thursday, October 30, 2008
Time: 3:15 p.m. - 5:30 p.m.
Instructor: Mary Ann McKinnon, Assistant Dean, School of Education and Allied Studies, Bridgewater State College
Location: School Committee Room

Initial, professional, waiver, inactive, invalid, PDP, IPDP? No wonder we're all confused! If the Massachusetts educational licensure and recertification maze baffles you, then you will want to come to this session and get the latest information (in plain terms) about how educators obtain and renew their licenses under current regulations.

Supervising and Evaluating Part II

Audience: Principals and Other Evaluating Administrators
Limit: 25
Dates: February 10, March 10, March 31, May 5, 2009 and June 2, 2009 (Make up date)
Time: 8 a.m. - 3:00 p.m.
Instructor: Bill Ribas
Location: School Committee Room

This four-day workshop will allow administrators to learn to improve the skills. The goal is to help teachers improve, meet, or exceed the standard and continue to grow. Administrators will learn to observe, document and report data, write and implement improvement plans, confer with teachers using strategies to maximize the level of teacher change.

Responsive Classroom I and II - Week-Long Summer Institute

Audience: K – 5 teachers and administrators
Limit: Pending funding
Dates: TBD
Time: 8:00 a.m. - 3:00 p.m.
Presenter: Northeast Foundation for Children
Location: School Committee Room
Credit: 36 PDPs, 3 in-service credit and completion of a project or for additional cost, 3 Fitchburg State Credits

Discover how to use the *Responsive Classroom* approach to promote academic and social excellence in the classroom. Developed by classroom teachers, this approach consists of highly practical strategies for creating safe, challenging and joyful classrooms, kindergarten through sixth grade. Topics include: Morning Meeting, Rules and Logical Consequences, The First Six Weeks of School, Guided Discovery, Academic Choice, Children's Developmental Stages, Classroom Setup, and Parent Communication Strategies.

Studying Skillful Teaching

Audience: New teachers, faculty seeking to be mentors, and interested faculty (depending on space availability)
Limit: 25
Dates: Thursday, January 15, 22; February 5, 12 and 26, 2009; Monday, March 2, 2009; Thursday, March 12, 26; April 16, 30; April 7, 2009 - Make up dates: Thursday, May 14 and 21, 2009
Time: 3:30 p.m. - 6:30 with exception of Monday, March 2, 2009 - 7:30 - 2:30
Instructor: Research for Better Teaching - Ann Stern
Location: School Committee Room
Credit: 36 PDPs, 3 in-service credit and completion of a project or for additional cost, 3 Fitchburg State Graduate Credits

Nothing is more complex, challenging or important than assuring high levels of learning for each and every student. And no single factor has a greater impact on student learning than skillful teaching. This course is RBT's foundational program for building teachers' capacity--their knowledge and skills, as well as their courage and conviction--to promote learning and increased achievement. It is based on the belief that teaching is a process of decision-making, not a prescriptive list of do's and don'ts. Skillful teachers never stop learning through experimentation, data analysis, study and collegial sharing about what works best for their students.

While providing an overview to a comprehensive model of the knowledge base on teaching, this course focuses on a few areas in depth: (1) Planning lessons that are clear and accessible to all students; (2) Communicating high expectations; (3) Using a variety of assessments to inform planning, teaching and reflecting on lessons.

Participants will learn how to both collect and analyze data and how to respond to data by drawing on research-based instructional strategies. In addition, a strong theme throughout course will be strengthening understanding and respect for students' diverse cultural backgrounds.

World Language

Massachusetts Association for Foreign Language

Audience: 1 - 12 World language Teachers
Limit: pending funding
Dates: Friday, October 31 and Saturday, November 1, 2008
Time: 8:00 a.m. - 4:00 p.m.

Instructor: **Dr. Myriam Met**, Acting Director of the National Foreign Language Center, University of Maryland, Keynote Speaker

Location: Sturbridge, Massachusetts

Workshops will focus on current research and practice in foreign language instruction. Please visit <http://www.mafla.org/conf2008.htm> for more information on the conference.

VII. APPENDICES A & B

A. Evaluation of Professional Development and Recertification Requirements

The Burlington Public Schools has committed significant resources (e.g., teachers' time, funding, etc.) to professional development. The reason for this is our belief in the close link between professional development and the quality of teaching and learning. The district seeks to support educators in their efforts to improve student learning. We believe our individual and collective learning experiences strengthen all our schools and student performance. Within this context, we encourage Burlington Public Schools' educators to engage in professional development opportunities.

Please note participants are required to track their own PDPs to assure that the Department of Education's ten-hour minimum is met, along with the requirement that an "observable demonstration of learning" can be documented related to each topic. *See* Appendix A at www.burlington.mec.edu/curriculum under Professional Development Handbook.

B. Inservice Training Policy (Academic Review Process) and Application for Inservice Credit Forms - *See* Appendix B at www.burlington.mec.edu/curriculum under Professional Development Handbook.