



**BURLINGTON PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT PLAN
2009 – 2010 SCHOOL YEAR**

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

TABLE OF CONTENTS

	PAGE
I. Overview of Professional Development.....	2
II. School-Based Professional Development.....	2
High School	2
Middle School	3
Elementary Schools	4
III. Professional Development Days.....	4
IV. Induction/Mentor Program	8
V. Professional Development Opportunities through Partnerships.....	9
Partnership with Primary Source.....	9
Teachers as Scholars Program.....	9
University Program Options.....	9
Other Opportunities for Professional Development	10
VI. District Offerings.....	10
Job-Alike Groups.....	10
VII. Appendices A & B.....	21
A. Evaluation of Professional Development and Recertification Requirements	21
B. Inservice Training.....	21

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 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

During the 2009-2010 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. A strong focus this year will be on the integration of technology in all subject areas. In addition, staff will continue to expand the use of data from both internal and external sources in order to inform instruction. Another new initiative at BHS is the expanded opportunity for students to take college level courses on site during the school day as part of a partnership with Massachusetts Bay Community College. Additionally, BHS has added an on-line education component by offering students the ability to take Virtual High School (VHS) courses during the school day. Finally, curriculum documents will continue to be modified based on data analysis and a continued emphasis on the integration of 21st Century skills into all subject areas. As always, staff will be supported in these efforts by the Burlington High School Instructional Leadership Team (ILT) made up of department heads, high school administrators.

MARSHALL SIMONDS MIDDLE SCHOOL

During the 2009-2010 school year, Marshall Simonds Middle School will utilize regularly scheduled weekly curriculum meetings, team meetings, system-wide staff development days, on-site consultants, conferences, workshops, seminars, and monthly faculty meetings to address the professional development needs of staff members.

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. Significant professional development time will be devoted to Category I and II ELL training.

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. Teachers will engage in training throughout the school year and during the summer to enhance curriculum by supporting interactive educational technology.

Middle school teachers will also be provided with many other opportunities to develop new and successful classroom techniques and strategies. The New England League of Middle Schools will be used as an excellent provider of in-depth seminars for a variety of middle school issues. The *Teachers as Scholars* initiative will give staff the opportunity to increase their knowledge and skills in specific academic disciplines. Graduate level courses, school partnerships, curriculum committees, school year, and summer institutes will also be used as professional vehicles to expand and enrich the knowledge base of the teachers who work at Marshall Simonds Middle School.

Inclusion Initiatives will be integrated in language arts, mathematics, science and social studies. Special education teachers will attend and participate in team and curriculum meetings on a weekly basis to offer assistance and consultation to the classroom teachers. Professional development opportunities will also be implemented to make staff aware of social and emotional consequences of harassment and bullying. Finally, faculty meetings, Department of Education

workshops, and in-service programs will be used to maintain a positive and safe school environment at Marshall Simonds Middle School.

ELEMENTARY

The Burlington schools not only offer district-wide professional development opportunities, but also provide embedded professional development within the school day to increase efficacy and build capacity. This year, the creation of a district-wide elementary schedule supports an RTI model while insuring common planning time and time for professional learning communities to occur. During the allotted time, teachers analyze student work and assessment data in an effort to reflect, refine practice, and improve student outcomes. Reading Teachers within each building lend their expertise to assist with the in-house professional development and PLC groups. Additionally, the creation of math teacher leaders, grades 2-5, coupled with the district Math Coach, build capacity and foster a deeper understanding of mathematical content and pedagogy.

III. PROFESSIONAL DEVELOPMENT DAYS

For the 2009-2010 school year, Burlington teachers return to school on Monday, August 31st; this has been designated the opening remarks for the Superintendent as well as a school-based day. Teachers will report to their individual schools and prepare for the start of the school year. On September 1st is designated as a full-day 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 2009-2010, the dates are as follows:

- August 31, 2009 - Opening at High School/School-Based K-12 Teacher workday
- September 1, 2009 - K-12 Professional Development
- September 21, 2009 - K-12 Professional Development
- November 3, 2009 - K-12 Professional Development
- December 7, 2009 - K-12 Professional Development
- March 8, 2010 - K-12 Professional Development

The professional development provided on the designated days reflects staff feedback gathered through *Survey Monkey* last spring. An attempt has been made to balance teacher interests and needs with district and school-based improvement goals with the intention of strengthening Burlington's educational program. We hope to accomplish this by aligning curriculum with evolving State Frameworks. By using results from various assessments, both formal and informal, we will inform instruction. In 2009-2010, there will be professional development focusing on K-12 literacy across the curriculum, improving mathematics, and becoming more proficient in using data to inform an differentiate our instructional practices. Further goals include 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 2009-2010. 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 2009/2010**

GRADE	September 1	September 21	November 3	December 7	March 8
English	Category 1 Training (First Session)	Category 1 Training (Second Session)	Analyzing Assessment Data/Curriculum Revision Technology mini-workshops	Analyzing Assessment Data/Curriculum Revision Technology mini-workshops	Analyzing Assessment Data/Curriculum Revision Technology mini-workshops BD
Math	Category 1 Training (First Session)	Category 1 Training (Second Session)	Analyzing Assessment Data/Curriculum Revision Technology mini-workshops	Analyzing Assessment Data/Curriculum Revision Technology mini-workshops	Analyzing Assessment Data/Curriculum Revision Technology mini-workshops
Science	Category 1 Training (First Session)	Category 1 Training (Second Session)	Analyzing Assessment Data/Curriculum Revision Technology mini-workshops	Analyzing Assessment Data/Curriculum Revision Technology mini-workshops	Analyzing Assessment Data/Curriculum Revision Technology mini-workshops
Social Studies	Category 1 Training (First Session)	Category 1 Training (Second Session)	Creating Sources of Assessment Data/Curriculum Revision Technology mini-workshops	Creating Sources of Assessment Data/Curriculum Revision Technology mini-workshops	Creating Sources of Assessment Data/Curriculum Revision Technology mini-workshops
Business	Category 1 Training (First Session)	Category 1 Training (Second Session)	Creating Sources of Assessment Data/Curriculum Revision Technology mini-workshops	Creating Sources of Assessment Data/Curriculum Revision Technology mini-workshops	Creating Sources of Assessment Data/Curriculum Revision Technology mini-workshops
World Languages	Google Docs. Workshop	Site Visits to Schools with Exemplary Language Labs	Discuss Updates to BHS Language Lab Demo SmartBoard FL Lessons Technology mini-workshops	MSMS Articulation New Spanish Video Series Technology Mini-workshops	Analyzing Assessment Data/Curriculum revision Technology mini-workshops
Music K-12		Ergonomics for Musicians and Students	Best Practices Technology	TBD	TBD
Art 9-12		Develop Teacher Pages		TBD	TBD
PE/Health	Scoliosis Training Development of Health, Wellness and PE Newsletter	Development of PE/Health Blog	Project Adventure	TBD	TBD
Library/ Media &		ASPEN Overview/	Technology	TBD	TBD

GRADE	September 1	September 21	November 3	December 7	March 8
Tech Specialists		WebOS			
K-12 Nurses (2 days obligated PD)	Scoliosis Training CPR and AED Training				
Special Education Teachers	Category 1 Training (First Session)	Category 1 Training (Second Session)	Benchmark Writing for IEP Goals	TBD	TBD
ELL	ELL Document Revisions	ELL Document Revisions		TBD	TBD
Guidance	Curriculum and EPP development	Naviance Resume Building and College Career Planning Creating a Guidance Blog	Site Visits	TBD	TBD
School Psychologist		Functional Behavioral Assessments and Positive Behavioral Support Plans		TBD	TBD
Speech/ Language Pathologists				TBD	TBD

**Marshall Simonds Middle School Professional Development
Overview for 2009/2010**

GRADE	September 1	September 21	November 3	December 7	March 8
English	Category II Training	Category II Training	Evaluate 2009 MCAS Results/Curriculum Work/Pacing Guides	Category II Training	Category II Training
World Language			Curriculum Work/Pacing Guides		
Math	Category II Training	Category II Training	Evaluate 2009 MCAS Results/Curriculum Work/Pacing Guides	Category II Training	Category II Training
Science	Category II Training	Category II Training	Curriculum Work/Pacing Guides	Category II Training	Category II Training
Social Studies	Category II Training	Category II Training	Curriculum Work/Pacing Guides	Category II Training	Category II Training
Music	Curriculum	Ergonomics for Musicians	Best Practices Technology	TBD	TBD
Art	Category II Training	Category II Training	Site Visit	Category II Training	Category II Training
PE/Health	Scoliosis Training Development of Health, Wellness and PE Newsletter	Development of PE/Health Blog	Project Adventure	TBD	TBD
Library/ Media & Tech Specialists	Software	ASPEN Overview/WebOS	TBD	TBD	TBD
K-12 Nurses (1 days obligated PD)	Scoliosis Training Development of Health, Wellness and PE Newsletter				
Special Education Teachers	Category II Training	Category II Training	Work with Regular Ed	Category II Training	Category II Training
ELL	Curriculum Work	Curriculum Work	TBD	TBD	TBD
Guidance		Functional Behavioral Assessments and Positive Behavioral Support Plans	TBD	TBD	TBD
School Psychologist		Functional Behavioral Assessments and Positive Behavioral Support Plans	TBD	TBD	TBD
Speech/ Language Pathologists		Functional Behavioral Assessments and Positive Behavioral Support Plans	TBD	TBD	TBD

**Elementary Professional Development
Overview for 2009/2010**

GRADE	September 1	September 21	November 3	December 7	March 8
PreK Teachers	Early Literacy	Early Literacy	Early Literacy	Early Literacy	Early Literacy
K Math/ELA	Investigations	Investigations/ Guided Reading	Guided Reading: Extended Lesson Design	Category 1 Training*	Category 1 Training*
Grade 1 and Elem. Math Tutors Math/Literature	FUNDations And DORA Training	Guided Reading Lesson Development	Guided Reading: Extended Lesson Design	Category 1 Training*	Category 1 Training*
Grade 2 ELA	Running Records DRA Review/Oral Retell DORA Training	Guided Reading: Lesson Develop- ment	Guided Reading: Extended Lesson Design	Category 1 Training*	Category 1 Training*
Grade 3 ELA	DRA 2 DORA Training	Guided Reading: Lesson Develop- ment	Guided Reading: Extended Lesson Design	Category 1 Training*	Category 1 Training*
Grade 4 ELA	Running Records DRA Review/Written Retell Facilitator(s): DORA Training	Guided Reading: Lesson Develop- ment	Guided Reading: Extended Lesson Design	Category 1 Training*	Category 1 Training*
Grade 5 ELA	Running Records DRA Review/Written Retell Facilitator(s) DORA Training	Guided Reading: Lesson Develop- ment	Guided Reading: Extended Lesson Design	Category 1 Training*	Category 1 Training*
PE/Health K-5	Scoliosis Training Development of Health, Wellness and PE Newsletter	Development PE/Health Blog	DARE Curriculum Development	TBD	TBD
Library/ Media & Tech Specialists	Software	ASPEN Overview/WebOS	TBD	TBD	TBD
Italian Teachers	Curriculum Alignment	Curriculum Development	Curriculum Development	Curriculum Development	Curriculum Development
K-12 Nurses (days obligated PD)	Scoliosis Training CPR and AED Training				
Special Education Teachers			Guided Reading Unless Pre-	Category 1 Training*	Category 1 Training*

GRADE	September 1	September 21	November 3	December 7	March 8
			assigned to DIBELS or Orton- Gillingham		
ELL			Guided Reading		
Guidance		Functional Behavioral Assessments and Positive Behavioral Support Plans		Category 1 Training*	Category 1 Training*
Elementary Transition Class Teachers	Reading Mastery Training	Functional Behavioral Assessments and Positive Behavioral Support Plans		Category 1 Training*	Category 1 Training*
School Psychologist		Functional Behavioral Assessments and Positive Behavioral Support Plans		Category 1 Training*	Category 1 Training*
Speech/Language Pathologists			Guided Reading/Pick Grade	Category 1 Training*	Category 1 Training*

*Teachers who completed Category 1 Training will participate in a *Thinking Maps* workshop.

IV. INDUCTION/MENTOR PROGRAM

In addition to the State requirements for mentoring programs, research reports many benefits for novice teachers in working with a mentor. 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 six (6) six-hour workshops, or modules, designed to target areas of instructional best practices. Modules 1-4 are required for new teachers in the Induction Program. In addition, the following after school workshops are available. See attendance requirements.*

Professional Development Options Workshop	Tuesday, October 13, 2009 (Recommended)
Communicating with Parents (All Levels)	Monday, October 19, 2009 (Required)
Coming Out of the Mid-Year Slump (w/ Mentors)	Monday, December 14, 2009 (Required)
How's It Going? (w/ Mentors)	Monday, March 15, 2010 (Required)

Years 2 and 3

Teachers need to complete 50 hours of mentored experience and Professional Development. This includes completion of the six (6) instructional modules, 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 2009-2010 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. 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. 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. University vouchers are available when 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 Superintendent's 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. Two \$2,000 Scholarships are 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.

ELA Coordinator/Reading Specialists: The first meeting is August 31 in the Curriculum Office from 10 - 11:30. The following meetings (October 16, November 13, December 11, 2009; January 8, February 12, March 12, April 9, May 14 and June 11, 2010 from 2:30 - 4:00) will be 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 TBD.

K-8 Coordinators: The first meeting is planned for Monday, August 31 from 10:30 - 12:00 at Central Office Curriculum & Instruction Office. Additional meeting dates are tentatively scheduled for the following Fridays: September 11, October 2, November 13, December 11, 2009; January 8, February 12, March 12, April 9, May 14, and June 11, 2010. Meetings are held on a rotating basis at the elementary schools or at the Curriculum and Instruction Office.

English Language Arts

Professional Book Groups

Strategies That Work, Stephanie Harvey and Anne Goudvis

Audience: Grade 4-8 Teachers
Limit: 12
Dates: Tuesday, January 12, 19, 26 and February 2, 2010
Time: 3:15-5:15
Instructor: Bette Murray
Location: Central Office Conference Room

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 3-5 Teachers
Limit: 12
Dates: Tuesday, February 23, and March 2, 9, and 16, 2010
Time: 3:15-5:15
Instructor: Bette Murray
Location: Central Office Conference Room

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.

ELL

MELA-O Training Category 3

Audience: Teachers
Limit: 20
Dates: Tuesday, December 1 and 15
Time: 3:00 p.m. - 6:00 p.m.
Instructor: Suzette Jones
Location: School Committee Room

The focus of this retraining 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.

Second Language Learning and Teaching Category 3

Audience: Designated by Building Principals

Limit:

Dates: Summer 2010 TBD

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.

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.

Hybrid/On-Line: RAO (Reasoning Algebraically about Operations)

Audience: K -8 faculty

Limit: 25

Dates: October - December, 2009 - TBA
Format: Hybrid on-line course - 3 or 4 face-to-face meetings (2.5 hours after school) and weekly on-line discussions.
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

This early algebraic thinking course is geared towards K-8 teacher participants. Participants examine generalizations at the heart of the study of operations in the elementary grades. They express these generalizations in common language and in algebraic notation, develop arguments base don representations of the operations, study what it means to prove a generalization, and extend their generalizations and arguments when the domain under consideration expands from whole numbers to integers.

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

Communicating with Parents: Conferencing Strategies for Collaboration and Partnerships

Audience: Staff in their first year in Burlington (All Levels)*
Limit: 25
Date: Monday, October 19, 2009
Time: 3:15 p.m. -5:15 p.m.
Instructor: Jamie Jaffe
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: Please refer to the Mentor Meeting/Induction Program Calendars
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: Tuesday, October 13, 2009
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.*

Social Studies and World Culture

Teaching American History Book Study Group

Book Titles: *The Name of War* by Jill Lepore; *Paul Revere's Ride* by David Hackett Fischer; *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* by Laurel Thatcher Ulrich; *The Two Princes of Calabar* by Randy J. Sparks

Audience: Elementary
Limit: 25
Date: January 12, February 23, April 6 and May 4, 2010
Time: 3:15-5:15
Instructor: Dr. Steve Cohen
Location: Hancock Clarke House, Lexington

The book groups will allow teachers to increase their knowledge of their subject field as well as provide opportunities to discuss ways of creatively bringing this understanding to their students. Participants will be able to talk about effective pedagogy as well as the books themselves. We may have the opportunity to bring an author to meet with us as well. In addition, participants will be supported in their implementation of new history content through a blog and teacher consultations with Dr. Steve Cohen, Professor of History Education at Tufts University, who will lead the book groups.

India Culture and Geography

Audience: Grades K-12 faculty
Limit: 20

Dates: Saturdays, March 6 and 20, 2010 from 8:00 a.m. - 2:30 p.m. and April 15, 2010 from 4:00-7:00pm.
Instructor: Jane Hundley
Location: Burlington
Credit: TBD through Endicott College

Program Goals

1. Increase educator knowledge of India in the following focus areas:
 - Geography
 - Family Life
 - Education
 - Cultural diversity
2. Integrate and/or create curriculum units that support the Massachusetts' standards and grade level expectations.

Special Education

Functional Behavioral Assessment and Positive Behavioral Support Plans

Instructor: Dr. Dina Traniello of the Walker Partnership
Location: TBD

Dates: **Tuesday, September 1 from 8:00 to 11:30**
High School STARTS program to discuss team building, communication and the transition protocol for students.

Monday, September 21 from 8:00 -2:30
All Guidance, School Psychologists, Transition Class and High School STARTS Program Staff to learn to conduct a Functional Behavioral Assessment and use the information to develop positive behavioral supports and to document student growth over time.

Tuesday, September 22 from 8:30 to 10:00
Francis Wyman Transition Program and 10:00 – 11:30 to critique behavioral plans and update student and program information

Tuesday, October 6, 2009 from 8:30 - 2:30
Guidance Counselors in each building. Dr. Traniello will travel to each building to critique functional behavioral assessments and behavioral plans.

SRA Corrective Reading

Audience: *Selected* (will it be determined by principals?) Elementary Staff plus Special Education Teachers
Date(s): Thursday, September 10, 2009
Time: 8:00 - 2:30

Instructor: TBD of the
Location: School Committee Room

Corrective Reading is an intensive instructional support for primary or secondary students with reading difficulties. It provides intensive, sustained direct instruction to address deficiencies in decoding and comprehension. Multiple points of entry and fast-cycle options appropriately address skill levels of students in Grades 4- Adult. Fully integrated assessments monitor progress and guide movement through the program. The Decoding strand addresses accurate reading and fluency. The Comprehension strand addresses vocabulary development, background information and reasoning skills.

Reading Mastery

Audience: Selected Middle School and High School Staff plus Special Education Teachers
Date(s): Wednesday, September 9, 2009
Time: 8:00 - 2:30
Instructor: TBD
Location: School Committee Room

Reading Mastery is a direct instruction program designed to provide explicit, systematic instruction in English language reading. It is an integrated reading-language program for grades K-6. The program begins by teaching phonemic awareness and sound-letter correspondence and moves into work and passage reading, vocabulary development, comprehension and building oral reading fluency. This program includes placement assessments and a continuous monitoring system.

Woodcock Johnson III Training

Audience: New Special Education Teachers
Date(s): September 11, 2009
Time: 8:30 - 3:00
Instructor: TBD
Location: School Committee Room

Woodcock Johnson III Training is an introduction to the test, testing procedures and interpretation and report writing.

Orton-Gillingham Training

Audience: New special ed teachers and special ed staff with permission from supervisor/principal
Date(s): November 3, 16; December 2, 9, 2009; January 6; February 8 and February 24, 2010 - if needed, make up of March 15, 2010
Time: 8:00 - 2:40
Instructor: TBD of Commonwealth Learning
Location: Small Conference Room - Central Office

- The Orton Gillingham method is language based and success oriented. The student is directly taught reading, handwriting and written expression. Learners move step by step from simple to more

complex material in a sequential manner that enables students to master important literacy skills. The comprehensive program enables teachers to have a complete understanding of the Orton Gillingham method and the tools necessary to implement this program. Teachers will learn phonemic awareness, syllabication patterns for decoding and encoding; multi sensory techniques for sight words, advanced spelling techniques, informal assessments, and guidelines for weekly lesson plans.

Restraint and Refresher 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.

Technology

Introduction to SMART Boards

Audience: K - 8Teachers
Limit: 20
Dates: K - 5 Staff: Mondays, September 14, 28 and October 5, 2009 from 3:00 - 6:00 p.m.
6 - 8 Staff: Thursdays, September 17, 24 and October 1, 2009 from 2:15 - 5:15 p.m.
Time: 3:00 p.m. - 6:00 p.m.
Presenter: TBD
Location: MSMS Media Center

Introduction to SMART Boards is a three-session technology experience in which participants will learn about the classroom set-up of SMART Boards and LCD projection. Participants will explore lesson development skills for visual technology in the classroom. Participants will practice hands-on use of the SMART Board, SMART Notebook, and LCD Projection for their subject areas. This workshop will encourage teachers to use visual resources in their classrooms and explore ways to incorporate digital imagery 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.

How Do I Do that?

Audience: K - 12 Teachers
Limit: 20
Dates: September 15, October 13, November 10, December 8, 2009; January 12, February 9, March 9, April 6 and May 11, 2010
Time: 2:00 p.m. - 4:30 p.m.

Instructor: Dennis Villano
Location: MSMS B10 Computer Lab

The BPG How Do I Do That program will help teachers learn and develop the vital skills needed to educate our students in the 21st century. The program will include monthly sessions featuring technology topics for every curriculum and grade level. The program will also provide teachers with time for individualized technology tutoring on areas of need.

Dennis Villano, Marshall Simonds Media Specialists, will be covering topics such as the SMART Board and SMART Notebook, Open Office, the new BLINK network, Discovery Education Video Streaming, blogging, iTunesU, Aspen X2, and many free Internet-based educational software titles.

Teachers may attend as many sessions as they want and PDP's will be available based on contract hours completed. Teachers may attend for any amount of time they wish as the program will serve as an open house for technology education on one Tuesday every month through May, 2010.

Pedagogy: Improving Instructional Practice

Thinking Maps®

Audience: K-12
Limit: 20
Dates: Tuesday, October 13, 2009, Tuesday, October 20, 2009 with a follow up on Thursday, January 28, 2010
Time: 3:15 p.m. - 6:15 p.m.
Presenter: Karen Sunderland
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: Saturday, January 23 with a follow up on Thursday, January 28, 2010. Snow Make Up date: Saturday, February 7, 2010
Time: 9:00 a.m. - 3:00 p.m. - Saturday
3:15 p.m. - 6:15 p.m. - follow up
Instructor: Karen Sunderland
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.

Instructional Practices That Maximize Student Achievement

Module 1: Creating A Cognitive Context for Learning to Maximize Understanding

Audience: K-12 Classroom Teachers, Specialists, Assistants and Tutors
Limit: 25
Dates: Saturday, October 3 or October 8 & 15, 2009
Time: 8 a.m. - 3:00 p.m. (Saturday)/3:15 - 6:15 (Thursday)
Instructor: Cindy Marchand and Ann Ford (Saturday)/Todd Whitten and Bette Murray (Thursday)
Location: School Committee Room

This comprehensive course provides teachers of all experience levels with a collection of strategies and techniques that enhance standards-based instruction and foster reflection. Presented in the form of six 6-hour modules, *Instructional Practices that Maximize Student Achievement* replaces the *Studying Skillful Teaching* course. (N.B. Teachers planning to become mentors, who have not taken *Studying Skillful Teaching*, will need to complete all six modules per BEA contract. With the completion of every two modules, one Inservice credit may be earned. Saturday modules may also earn Fitchburg Credits.) Attendance of modules 1-4 is required for teachers in the following groups:

- All first year teachers and those teachers participating in the Mentor and Induction Program.
- Teachers earning the needed 50 hours of professional development in the post-mentored years (years 2 and 3).

After this section of the course, the participants will be able to:

- incorporate activators and summarizers to help students access and connect learning to prior knowledge, and increase student mastery and retention of knowledge and skills;
- use agendas as a roadmap for students and teacher to maximize the effectiveness of instructional time;
- develop mastery objectives for units and lessons that lead to deeper understanding and longer retention of skills and knowledge; and
- increase student motivation and retention by communicating the relevance of lesson content to students.

Module 2: Classroom Management for Effective Differentiation of Instruction

Audience: K-12 Classroom Teachers, Specialists, Assistants and Tutors
Limit: 25
Dates: Saturday, October 17 or October 29 and November 12, 2009
Time: 8 a.m. - 3:00 p.m. (Saturday)/3:15 - 6:15 (Thursday)
Instructor: Cindy Marchand and Ann Ford (Saturday)/Todd Whitten and Bette Murray (Thursday)

Location: School Committee Room

After this section of the course, the participants will be able to implement the nine components of effective classroom management including:

- develop and implement classroom rules and routines that maximize the level of respectful, on-task behavior;
- develop and implement a system of rewards and consequences for reinforcing respectful, on-task behavior;
- obtain students' attention at the start of lessons, after group and partner activities, after interruptions, and after student attention has deteriorated;
- create student-teacher and student-student relationships; and
- use physical proximity and the physical design of the classroom to improve student behavior.

Module 3: Mastery (Standards) Based Planning

Audience: K-12 Classroom Teachers, Specialists, Assistants and Tutors

Limit: 25

Dates: Saturday, November 7 or December 3 & 10, 2009

Time: 8 a.m. - 3:00 p.m. (Saturday)/3:15 - 6:15 (Thursday)

Instructor: Cindy Marchand and Ann Ford (Saturday)/Todd Whitten and Bette Murray

Location: School Committee Room

After this section of the course, the participants will be able to:

- write objectives for classes or units in language that describes what the students will know and be able to do after the teaching is finished;
- write objectives for classes or units in language that enables them to readily assess whether or not the objectives have been mastered;
- choose assessments that measure student mastery of the objectives; and
- choose activities that maximize student mastery of the objectives.

Modules 4, 5 and 6 TBA

World Language

Massachusetts Association for Foreign Language

Audience: 1 - 12 World language Teachers

Limit: pending funding

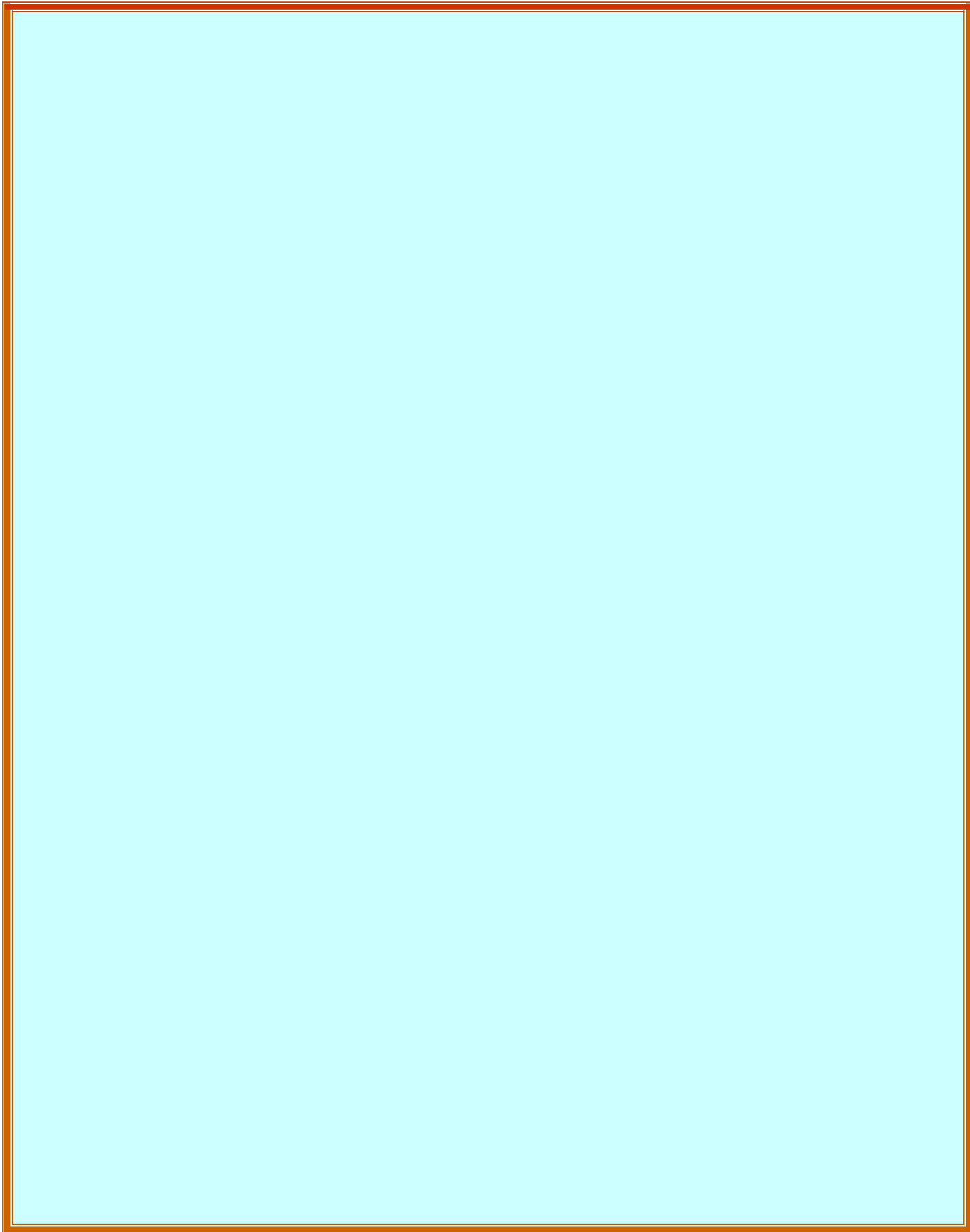
Dates: Friday, October 30 and Saturday, October 31, 2009

Time: 8:00 a.m. - 4:00 p.m.

Instructor: **Helene Zimmer Loew**, 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.