Personalized Learning Handbook
2018-2019

We Believe In You

Stonington Public Schools

Edited August 29, 2018

(Adapted from Greenwich Public School's Personalized Learning Handbook)

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August 29, 2018

Dear Colleagues:

Stonington Public Schools is committed to the delivery of student-centered learning as a way to accelerate student achievement and academic growth for all students. The Stonington Public Schools Curriculum Handbook defines student-centered learning as an approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators. As the district moves away from the one size fits all model of content delivery in our PreK-12 classrooms and allows for more student choice and voice in our classrooms, it makes sense to have a parallel model for the adult learners within the district.

All educators across the district have, at one time or another, been subjected to a professional development session that does not meet their needs or improve their practice in a meaningful way. In a small district like Stonington this can be especially challenging based upon the limited number of educators in a specialized content area or a related-service area. To that end, in order to provide a coherent vision of what it means to be "a learner" in Stonington Public Schools, we will begin to transition to a personalized professional development model.

The new model affords all educators a choice in setting his/her professional practice goals without sacrificing alignment to district and school priorities. All goals will be based upon data and address the needs of educators across the career continuum. The desired outcome of implementation of the new model is to improve the teaching and learning through relevant individualized Professional Learning Plans with consistent expectations/outputs for learning plans across the district.

This handbook is designed to provide an outline of professional learning opportunities for the 2018-2019 academic year and the corresponding procedural requirements. It describes the variety of learning opportunities available including: professional learning communities, distance learning modules, consultant facilitated sessions, and EdCamps. As with any transition there will be speed bumps and challenges along the way, but these will inform the Professional Development and Evaluation Committee on how to improve the process to better serve our professional development needs. Every effort will be made to balance the healthy tension between district needs and school-based needs as professional learning opportunities are identified by teachers in collaboration with building administrators.

Best regards,

Mary Anne Butler
Assistant Superintendent

Guidance from the Connecticut State Department of Education

Connecticut's Definition of Professional Learning: High-quality professional learning is a process that ensures all educators* have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.
*Applies to all certified employees and can extend to all school and district staff.

Connecticut Standards for Professional Learning
The Connecticut Standards for Professional Learning were designed to support excellence in teaching and learning through high-quality professional learning for educators. More than three decades of research in the professional learning field served as the foundation of the Connecticut Standards for Professional Learning. The research-base includes the Standards for Professional Learning originally developed in 1995. Learning Forward convened a broadly representative stakeholder group to develop these standards to reflect successful practices and define high-quality professional learning. The eight Connecticut Standards for Professional Learning are important to the design, implementation and sustainability of a professional learning system. They define the characteristics of a high-quality system of professional learning and can be used by Professional Development and Evaluation Committees (PDECs), district and/or school administrators, educators and stakeholders to ensure high-quality professional learning.

1. **Cultural Competence:** Professional learning that enhances both educator practice and outcomes for each and every student facilitates educators' self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally-responsive strategies to enrich the educational experiences for all students.

2. **Learning Communities:** Professional learning that enhances both educator practice and outcomes for each and every student occurs within learning communities committed to continuous growth, collective responsibility, family and community engagement and alignment of district and school vision and goals.

3. **Leadership:** Professional learning that enhances both educator practice and outcomes for each and every student requires and develops leadership capacity at all levels to advocate for and create systems for professional learning.

4. **Resources:** Professional learning that enhances both educator practice and outcomes for each and every student requires purposeful planning for the identification, coordination, monitoring, evaluation, and equitable use and allocation of resources to support educator learning.

5. **Data:** Professional learning that enhances both educator practice and outcomes for each and every student requires the use of both quantitative and qualitative student, educator and system data to plan, implement, monitor and assess professional learning.

6. **Learning Designs:** Professional learning that enhances both educator practice and outcomes for each and every student integrates research on effective adult learning and uses flexible learning designs to achieve intended outcomes.

7. **Implementation:** Professional learning that enhances both educator practice and outcomes for each and every student applies change research and uses tools to identify and support the developmental stages of change and ensures the fidelity of implementation.

8. **Outcomes:** Professional learning that enhances both educator practice and outcomes for each and every student is aligned with district/school goals, relevant Connecticut standards, and other agreed-upon standards for educator practice and student growth.

Learning Forward. (2011). Standards for Professional Learning. Oxford, OH: Author

District Professional Learning Goals

Stonington Public Schools is committed to accelerating learning for all students and staff through research-based and results driven personalized, professional learning opportunities, aligned to the district improvement goals and school improvement goals. Learning opportunities may be varied in modality, but all will be standards-based, relevant, and job-embedded.

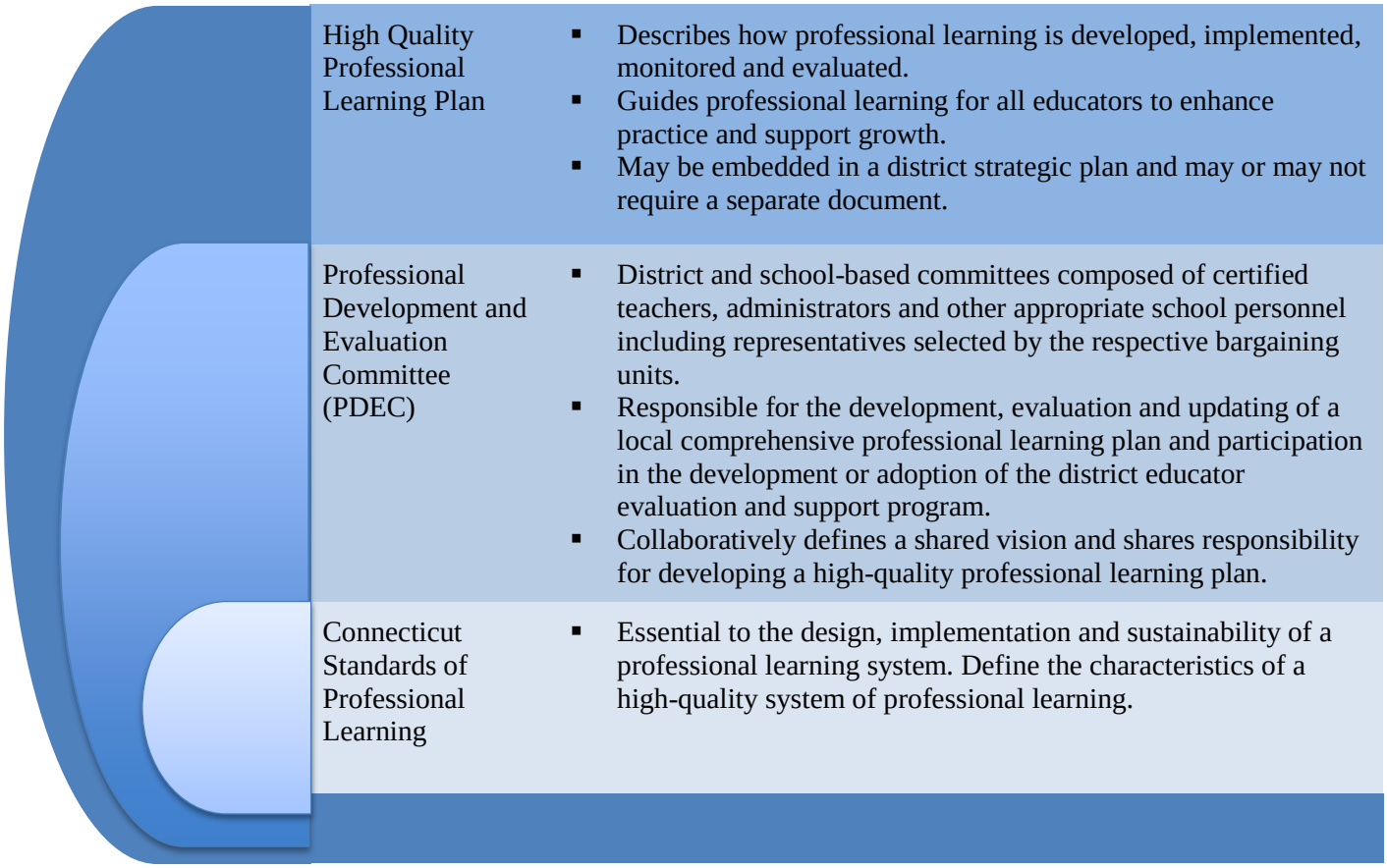
The primary goals for professional learning for the school year 2018-2019 are:

- Provide choice for staff to align professional learning with their Professional Growth Goal.
- Provide all staff collaborative support in the design of a personalized learning plan through the use of data, access to a standards-based curriculum, and self-reflection.
- Provide a coherent focus of professional learning around the key tenets of student-centered learning
    - Academic discourse
    - Differentiation
    - Questioning
    - Critical thinking and Problem-Solving
    - Assessment of student learning
    - Effective feedback
    - Content organization and delivery with student voice/choice
    - Effective use of educational technology

- Provide technical support to staff members in the use of virtual learning tools and resources ensuring all staff have the skills to operate in a blended learning environment.

A High-Quality Professional Learning System

This graphic demonstrate how a sustainable system for professional learning integrates three interdependent elements. High-quality professional learning systems are designed using a set of standards as the foundation. Professional Development and Evaluation Committees (PDECs) use these standards to define and expand upon a shared vision and share the responsibility for designing a comprehensive professional learning plan. The high-quality professional learning plan describes the opportunities for educators to engage in meaningful learning that improves and/or enhances practice.



Professional Learning Plans Articulate with the District and School Improvement Plans

Professional Learning Plans will align with the goals of the District Improvement Plan as well as appropriate School Improvement Plan. School Improvement plans, like the District Plan, are driven by student achievement data, classroom instructional trend data, subject area expertise, graduation rates, family engagement, and school climate surveys. The Professional Learning Plan will be approved by the building principal to ensure careful design, proper alignment to school improvement goals, the incorporation of measurable outcomes, and professional growth for all educators. All learning activities will be based on the educator's professional learning goals tied to specific learning outcomes for students in their classroom.

Stonington District Improvement Goals 2018-2021

Goal 1: Continue the development and implementation (with fidelity) of robust and comprehensive K-12 curricula

Goal 2: Delivery of Student-Centered Instruction* at all Tiers of Instruction, for All Students

Goal 3: Develop and fund a plan to support physical IT/infrastructure replacement to support the district mission.

*Student-centered learning is defined in the Stonington Public Schools Curriculum Handbook as an approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators.

School Based Roles in Professional Learning

Building Administrators

Administrators are responsible for development of a school improvement plan that aligns with the district improvement plan and professional learning goals. Each administrator is responsible for monitoring the Personalized Professional Learning Plans (PPLPs) for instructional personnel; approving individual professional learning opportunities, and monitoring the implementation of new knowledge and skills by staff after completing professional learning. Administrators initiate and manage the implementation and monitoring of the School Improvement Plan (SIP), which guides determination of student and teacher needs and organizes teachers into Professional Learning Communities based on student and teacher needs. Administrators manage school-based professional learning funding allocations and any contracts with consultants serving the individual school.

Participants

Certified educators will analyze personal, school, and student data to inform an identified professional practice goal. Upon analysis, each will develop a personalized professional learning plan (PPLP) aligned to the identified goals, the district strategic plan and school improvement plan. All teachers are responsible for implementing the PPLP with mutually agreed upon check-ins with their primary evaluator. Teachers are responsible for successfully completing all requirements of attended courses to improve professional practice, along with implementing new learning, monitoring and maintaining individual professional learning hours to meet certification requirements as outlined in state policy. Teachers are responsible for completing the Personalized Learning Plan Form found under the Professional Learning/Teacher Performance and Practice Goal rationale in EdReflect. Refer to the sample Professional Learning Plan template on page 20. Your plan should include: training, research, research-based strategies and resources/support you will use to accomplish this goal and to achieve the desired outcomes, including specific dates, topics, follow up actions, and implementation. Identify data/evidence to validate the efficacy of your actions and the appropriateness of your plan and the attainment of the goal, including specific dates, benchmarks, observation reports and evaluator feedback from EdReflect. Any relevant documentation not included in the form may be submitted as an attachment.

Planning for Personalized Professional Learning

Professional learning plans should be based upon actual data and align with district and school improvement goals. Learning plans may be developed individually or with a team of teachers for example a grade level team or a professional learning community. Administrators will review plans collaboratively with individual teachers or teacher teams to ensure plans are aligned with school goals and action steps as well as outcomes are realistic. The plan should include check points for progress monitoring the action steps/outputs and also allow for modifications to the plan as needed.

Table 1- Components of the Plan

Components of the Plan	Definitions/examples	What it looks like in practice
Competencies (Identify a target area to focus your learning goal by using Table 3)	Specific behaviors, outcomes or standards that are defined and committed to by year and teachers and/or leaders.	I want to focus on addressing students' misconceptions and implementing formative assessment to adjust instruction in a timely fashion.
Challenges	Specific area of focus, problem or question of practice with actions steps that you believe will bring about the targeted change in you classroom/school.	I will address this competency by using Socrative to develop frequent formative assessments and adjust instruction according to the results.
Content	Specific professional learning experiences and resources aligned to the competencies and fulfillment of the challenge-chosen by the teacher/teachers/leader.	The content I need to investigate to reach my goal: research-based common misunderstandings in middle school math content and best practices in designing effective formative assessments.
Modality* (sample learning modalities are provide on Table 4)	PLC, online resource, district cohort, grade level team that allows for the teacher and colleagues to discuss and grow together.	Anneburg Institute- Teacher learning module in the use of formative assessments in middle school math.
Collaborators	Mentors, coaches, consultants and/or other non-evaluative resources to support professional growth.	I need the principal and math interventionist/coach to support me in my goal.
Timeline	Outline the calendar of events for the area of focus and dates for "progress check ins"	Plan will commence Oct. 15, 2018 and include a Dec. and Feb. check in with the principal and bi-weekly meetings with the coach.
Data, evidence, and measures	**I**dentify the data and evidence that will be collected throughout the plan and the process by which it will inform the professional learning	Socrative data will be collected to track student performance and the effectiveness of my instructional adjustments to address misconceptions.
Outcome	Identify the outcome of the professional learning	Increased use of digital tools to gather immediate data about student misconceptions and adjust instruction. (as evidenced by data collected via an app, program, gallery walk with colleagues, SLICE protocol)

* See Table 3 for detailed information on each modality.

Table 2- The Process of Developing the Plan

Developing the Plan		
1.	Analyze student data and learning needs	-Benchmark scores -SBAC/NGSS -Performance tasks -Course failures
2.	Review district and school improvement plans	-Review district goals, -Examine trend data
3.	Identify professional learning modality and develop learning/teacher performance and practice goal based on 1 and 2.	-Use research-based practices
4.	Review available resources within the district or outside the district to support the professional learning	-Identify specific learning supports/resources to support the goals of the plan
5.	Create plan with action steps	-Identify evidence of learning and impact on student achievement -Set calendar of learning targets and check- points
6.	Implement, evaluate, and sustain the plan	-Implement action steps -Modify plan based upon reflection/need -Evaluate effectiveness based on change in practice/student outcomes -Reflect on implications for next year or learning cycle

Guiding questions:

- What are the goals of the district and of my school?
- What does my current students' achievement data indicate about their needs?
- What are my students' learning needs based upon disaggregated data?
- What skills, knowledge, and strategies do I need to learn or improve to support those students' needs?
- What goals will I set to accelerate learning for all students?

Table 3- Identify Areas of Focus

What are your strengths, needs, interests and constraints? When developing a personalized professional learning plan it is important to consider, just as we do for our students, how you learn best. As part of your planning process, consider your strengths, needs, interests, and constraints. An annotated template is provided below.

Strengths Examples: • Content-area expertise • Professional Learning Preferences • Years of Teaching Experience • Specific TEPL indicators and bullets • Specific Instructional Strategies (Guided Reading, Workshop model, Socratic Seminar, etc.) Sources: • Student Performance Data • Teacher Evaluation Data • Self-Reporting	**Needs** Examples: • Content or Standard Understanding • Professional Learning Needs • Years of Teaching Experiencing (overall or in a specific grade level) • Specific Performance and Practice Goals with indicators and bulleted outcomes. • Specific Instructional Strategies (Guided Reading, Workshop model, Socratic Seminar, etc.) Sources: • Strategic Plan • Building SIP • Student Performance Data • Teacher Evaluation Data • Self-Reporting
Interests Examples: • Content Areas or Specific Units/Topics • Specific Instructional Models • Tools and Resources (Digital, specific curriculum, etc.) • Specific Learning Communities (Inside or outside of Education) • Educational Trends Sources: • Educational Transcripts (including certificates and other PL offerings) • Self-Reporting	**Constraints** Examples: • Time Constraints (Planning time, etc.) • Structural Constraints (Feedback and Evaluation, PLC, Grade Level Data Team, Instructional Data Team, etc.) • Support Constraints (Coaching, Content, Resources, etc.) Sources: • Strategic Plan • Building SIP • "Initiative" Data • Self-Reporting

After identifying your Strengths, Needs, and Interests and considering the Constraints, identify your professional learning goal for the year.

Table 4- Professional Learning Modalities

Learning Activity	Definition
Coaching	Two or more colleagues working together in partnership to reflect on Instructional practice.
Lesson Study Group	Group of teachers planning a lesson, observing one present the lesson to students and then reflecting on it afterwards.
Instructional Team or PLC*	A group of educators working collaboratively using research-based, data-driven best practices and incorporating them into the classroom. Each Instructional Team is organized into teams or cluster groups, which meet regularly to focus on student learning. The teams work to achieve a common goal (increasing student performance) for which the group is held accountable.
Online Content/Pedagogy Course work	Online innovative professional development resource that is ideal for teachers, as well as school and district leaders. Examples: EDX.org Founded by Harvard University and MIT in 2012, edX is an online learning destination and MOOC provider, offering high-quality courses from the world's best universities and institutions to learners everywhere. With more than 130 global partners, we are proud to count the world's leading universities, nonprofits, and institutions as our members. EdX university members top the QS World University Rankings® with our founders receiving the top honors, and edX partner institutions ranking highly on the full list. Anneberg Learner Video The On Demand Series is for K-12 teachers across content areas wishing to dive deeper into their specific subject area. Content Specific Webinar Series (e.g. Jennifer Seravello Reading Strategies webinar series. https://www.heinemann.com/pd/online/serravallo_webinars.aspx Digital Promise Competency-based learning for K-12 staff in a range of topics that link to school improvement plans. Eureka Webinar Series https://greatminds.org/math/digitalsuite
EdCamp	Self-identified topics of shared learning and discussion—may be part of a blended professional learning model.
Book Study	Groups of teachers select a professional reading or series of readings linked to the School Improvement Plan for discussion and implementation of take-away.
Blended Model	A mixture of methods of professional learning, for example: out of district conferences, an EdCamp, and professional readings.

* PLC's are the Professional Learning Communities meeting to fulfill the Performance and Practice Goals and not part of a scheduled day

Early Release Professional Development Times

District Full Day PD	8:00 – 11:30 am, Lunch 11:30 am – 12:30 pm, 12:30 – 3:00 pm
Half-Day PD High School	Lunch 11:00 – 11:30 am, PD 11:30 am – 2:15 pm
Half-Day PD Middle School	Lunch 11:40 am – 12:10 pm, PD 12:10 – 2:55 pm
Half-Day PD Elementary School	Lunch 12:25 – 12:55 pm, PD 12:55 pm – 3:40 pm

2018-2019 District Professional Development Calendar

<table>
<tr>
<td>August 29</td>
<td>PD Plan
<table>
<tr><td>WV/WB</td><td>Convocation, Staff Meeting, Orientation to New Building</td></tr>
<tr><td>DMS</td><td>Convocation, Staff Meeting, Orientation to New Building</td></tr>
<tr><td>PMS/MMS</td><td>Convocation, Staff Meeting, Content-area Collaboration</td></tr>
<tr><td>SHS</td><td>Convocation, New School Year Staff Meeting, Annual Updates, PLC Planning and SIP Goals</td></tr>
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<td>TIME

8:00 – 3:00 PM</td>
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<tr>
<td>August 30</td>
<td>PD Plan
<table>
<tr><td>WV/WB</td><td>District Crisis Updates, Building Evacuation Plans & Emergency Response Training</td></tr>
<tr><td>DMS</td><td>District Crisis Updates, Building Evacuation Plans & Benchmark Assessment Training</td></tr>
<tr><td>PMS/MMS</td><td>Grade 5 Student Orientation, Advisory, Software Support</td></tr>
<tr><td>SHS</td><td>EASTCONN Partnership, Student Centered Learning- Assessments Practice, Professional Learning Goals</td></tr>
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<td>TIME

8:00 – 3:00 PM</td>
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<table>
<tr>
<td>September 10
Monthly Meeting</td>
<td>PD Plan
<table><tr><td>WV/WB</td><td>Diagnostic Assessment Training</td></tr><tr><td>DMS</td><td>Diagnostic Assessment Training</td></tr><tr><td>PMS/MMS</td><td>MS Staff Meeting</td></tr><tr><td>SHS</td><td>Department Level Meeting Data</td></tr></table></td>
<td>TIME
Elementary 3:40 – 5:40 PM (2 hours)

MS
3:15 – 4:00 PM

HS
2:15 – 3:15 PM</td>
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<tr>
<td>October 15
Monthly Meeting</td>
<td>PD Plan
<table><tr><td>WV/WB</td><td>SIPS & Goals</td></tr><tr><td>DMS</td><td>SIPS & Goals</td></tr><tr><td>PMS/MMS</td><td>Restorative Practices</td></tr><tr><td>SHS</td><td>Building Level Staff Meeting</td></tr></table></td>
<td>TIME
Elementary 3:40 – 5:40 PM (2 hours)

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3:00 – 5:00 PM (2 hours)

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2:15 – 3:15 PM</td>
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<td>October 26</td>
<td>PD Plan
<table><tr><td>WV/WB</td><td>Grades 3 & 4 - Parent Teacher Conferences & Grades K - 2 Foundational Literacy Skills</td></tr><tr><td>DMS</td><td>Grades 3 & 4 - Parent Teacher Conferences & Grades K - 2 Foundational Literacy Skills</td></tr><tr><td>PMS/MMS</td><td>Grades 5 - 8 Parent Teacher Conferences</td></tr></table></td>
<td>TIME
Elementary
12:40 – 3:40PM</td>
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<tr>
<td>November 6</td>
<td>PD Plan– District-wide Early Release
<table><tr><td>WV/WB</td><td>Content Specific Work & Personalized Learning (1 hr)</td></tr><tr><td>DMS</td><td>Content Specific Work & Personalized Learning (1 hr)</td></tr><tr><td>PMS/MMS</td><td>Restorative Practices & ALL MS Staff Meeting (Growth Scores & content area collaboration)</td></tr><tr><td>SHS</td><td>Student Centered Learning Power Hour Professional Learning Goal</td></tr></table></td>
<td>TIME
Elementary
12:40 – 3:40PM

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12:00 – 4:00PM

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<table>
<tr>
<td>November 19
Monthly Meeting</td>
<td>PD Plan

* No Elementary Monthly Meeting
* No Middle School Monthly Meeting

<table><tr><td>SHS</td><td>Department Level Meeting</td></tr></table></td>
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HS
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<td>December 10
Monthly Meeting</td>
<td>PD Plan

*No Elementary Monthly Meeting

<table><tr><td>PMS/MMS</td><td>Building Level Meeting</td></tr><tr><td>SHS</td><td>Building Level Meeting</td></tr></table></td>
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<tr>
<td>January 14
Monthly Meeting</td>
<td>PD Plan

<table><tr><td>WV/WB</td><td>Building Related Topics & Personalized Learning (1 hr)</td></tr><tr><td>DMS</td><td>Building Related Topics & Personalized Learning (1 hr)</td></tr><tr><td>PMS/MMS</td><td>Midyear Goals & Personalized Learning</td></tr><tr><td>SHS</td><td>Department Staff Meetings: Mid-Term Alignment</td></tr></table></td>
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Elementary 3:45 – 5:45 PM (2 hours)

MS
3:00 – 4:00 PM

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2:15 – 3:15 PM</td>
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<td>February 11
Monthly Meeting</td>
<td>PD Plan

<table><tr><td>WV/WB</td><td>Building Related Topics & Personalized Learning (1 hr)</td></tr><tr><td>DMS</td><td>Building Related Topics & Personalized Learning (1 hr)</td></tr><tr><td>PMS/MMS</td><td>Building related topics & Personalized Learning</td></tr><tr><td>SHS</td><td>Building Level Staff Meeting</td></tr></table></td>
<td>TIME
Elementary 3:45 – 5:45 PM (2 hours)

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3:00 – 4:00 PM

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<tr>
<td>February 19</td>
<td>PD Plan– District-wide Early Release
<table><tr><td>WV/WB</td><td>Content Specific PD</td></tr><tr><td>DMS</td><td>Content Specific PD</td></tr><tr><td>PMS/MMS</td><td>Restorative Practices</td></tr><tr><td>SHS</td><td></td></tr></table></td>
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12:30 – 3:30PM

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<tr>
<td>March 8</td>
<td>PD Plan– District-wide Early Release
<table><tr><td>WV/WB</td><td>Midyear Goals & Personalized learning (1 hr)</td></tr><tr><td>DMS</td><td>Midyear Goals & Personalized learning (1 hr)</td></tr><tr><td>PMS/MMS</td><td>Personalized Learning & Professional Learning Goal
Student-led Conferences</td></tr><tr><td>SHS</td><td>Personalized Learning Power Hour
Professional Learning Goal</td></tr></table></td>
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12:00 – 3:00PM

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<td>March 22</td>
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Grades K – 2 Foundational Literacy Skills</td></tr><tr><td>DMS</td><td>Grades 3 & 4 Parent Teacher Conferences &
Grades K – 2 Foundational Literacy Skills</td></tr><tr><td>PMS/MMS</td><td>Parent Teacher Conference</td></tr></table></td>
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Elementary
12:30 – 3:40PM</td>
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<tr>
<td>March 27
(High School SAT Day)</td>
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HS
12:30 – 2:15PM</td>
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<td>April 8
Monthly Meeting</td>
<td>PD Plan

*No Elementary Monthly Meeting
<table><tr><td>PMS/MMS</td><td>Personalized Learning & EoY Reflection</td></tr></table></td>
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12:30 – 2:15PM</td></tr>
<tr><td>May 13
Monthly Meeting</td><td>PD Plan<table><tr><td>WV/WB</td><td>Student Transition Planning & Personalized learning (1 hr)</td></tr><tr><td>DMS</td><td>Student Transition Planning & Personalized learning (1 hr)</td></tr><tr><td>PMS/MMS</td><td>Consolidation Planning</td></tr><tr><td>SHS</td><td>Building Level Staff Meeting</td></tr></table></td><td>TIME
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(2 hrs)

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3:00 – 5:00 PM

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2:15 – 3:15 PM</td></tr>
<tr><td>June 10
Monthly Meeting</td><td>PD Plan

* No Elementary Monthly Meeting
* No Middle School Monthly Meeting<table><tr><td>SHS</td><td>PLC Gallery Walk- Staff Celebration</td></tr></table></td><td>TIME

HS
2:15 – 3:15 PM</td></tr>
<tr><td>June 19</td><td>PD Plan<table><tr><td>WV/WB</td><td>Orientation to Building & Moving</td></tr><tr><td>DMS</td><td>Orientation to Building & Moving</td></tr><tr><td>PMS/MMS</td><td>Packing/Room Cleanup - Consolidation</td></tr><tr><td>SHS</td><td>Data Analysis (PSAT, SAT),
Course/department teams- vertical articulation for students success/ Evaluate course curricular needs</td></tr></table></td><td>TIME

8:00 – 3:00 PM</td></tr>
<tr><td>June 20</td><td>PD Plan<table><tr><td>WV/WB</td><td>Orientation to Building & Moving</td></tr><tr><td>DMS</td><td>Orientation to Building & Moving</td></tr><tr><td>PMS/MMS</td><td>Consolidation Matters</td></tr><tr><td>SHS</td><td>Student Centered Learning- Update/Inform Curriculum
Professional Learning Goal- Needs</td></tr></table></td><td>TIME

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<tr><td></td><td>Assessment to inform goal that will be explored in 19/20 School year</td></tr>
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<td>June 21</td>
<td>PD Plan
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<tr><td>DMS</td><td>Orientation to Building & Moving</td></tr>
<tr><td>PMS/MMS</td><td>Consolidation Matters</td></tr>
<tr><td>SHS</td><td>Student Centered Learning- Update/Inform Curriculum
Professional Learning Goal- Develop goal to be explored in 19/20 School year</td></tr>
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2018-2019 Elementary Professional Development Schedule

Leadership Team Meetings/Topics

August		
Aug 22/23 o Final edits to DIP-M. Butler o PLC- How does our team go from good to great? PLC Calibration? N. Curland/M. Butler o Book Talk: Facilitating Teacher Teams & Authentic PLCs o Review of Personalized Learning Handbook/Slideshow o Applitrack Q & A o Policy Subcommittee Roles		

September	**Meeting Structure**	**BOE Presentations**
Sep 12	Operations-Cabinet and Principals 8:30 – 10:00 am @ SHS	Mark & Mary Anne- Community Partnerships
Sep 19	Data-AP Reports 8:30 – 10:00 am @ SHS	
Sep 26	Evaluation: SLO/Professional Goals 8:30 – 10:00 am @ SHS	

October	**Meeting Structure**	
Oct 3	Operations-Cabinet and Principals 8:30 – 10:00 am @ SHS	
Oct 10	PLC: Design Thinking, Pages 1-61 3:00 – 4:15 pm @ DMS	
Oct 17	Data 8:30 – 10:00 am @ SHS	
Oct 24	“Coaching Away from a Plan”	
Oct 31	No meeting	

November	**Meeting Structure**	
Nov 7	Operations-Cabinet and Principals 8:30 – 10:00 am @ SHS	
Nov 14	PLC: Design Thinking, Pages 62-87 3:00 – 4:15 pm @ WVSS	
Nov 21	Trend data/STAR SHS D’s and F’s	

	8:30 – 10:00 am @ SHS	
Nov 28	No meeting, Thanksgiving	

December	**Meeting Structure**	
Dec 5	Operations- Cabinet and Principals 8:30 – 10:00 am @ SHS	
Dec 12	PLC Design Thinking: Pages 88-113 3:00 – 4:15 pm @ DMS	
Dec 19	Evaluation 8:30 – 10:00 am @ SHS	
Dec 26	No meeting, Christmas Break	

January	**Meeting Structure**	
Jan 9	Operations-Cabinet and Principals 8:30 – 10:00 am @ SHS	
Jan 16	PLC Design Thinking: Pages 114-134 3:00 – 4:15 pm @ WVSS	
Jan 23	Data 8:30 – 10:00 am @ SHS	
Jan 30	Evaluation-mid-year and calibration 8:30 – 10:00 am @ SHS	

February	**Meeting Structure**	
Feb 6	Operations-Cabinet and Principals 8:30 – 10:00 am @ SHS	
Feb 13	PLC Design Thinking: Pages 135-184 3:00 – 4:15 pm @ DMS	
Feb 20	Trend data/STAR SHS D's and F's 8:30 – 10:00 am @ SHS	
Feb 27	Evaluation 8:30 – 10:00 am @ SHS	

March	**Meeting Structure**	
Mar 6	Operations-Cabinet and Principals 8:30 – 10:00 am @ SHS	
Mar 13	PLC Accountability Report 3:00 – 4:15 pm @ WVSS	
Mar 20	Data 8:30 – 10:00 am @ SHS	
March 27	Evaluation 8:30 – 10:00 am @ SHS	

April	**Meeting Structure**	
April 3	Operations-Cabinet and Principals 8:30 – 10:00 am @ SHS	
April 10	SHS D's and F's 8:30 – 10:00 am @ SHS	
April 17	No meeting	
April 24	Evaluation 8:30 – 10:00 am @ SHS	

May	**Meeting Structure**	
May 1	No meeting	
May 8	Operations-Cabinet and Principals 8:30 – 10:00 am @ SHS	
May 15	PLC- The Slice, Looking at Student Work 3:00 – 4:15 pm @ DMS	
May 22	SAT/PSAT data PLC and Trend data 8:30 – 10:00 am @ SHS	
May 29	Evaluation/DIP/PD for 2019-2020 8:30 – 10:00 am @ SHS	

June	**Meeting Structure**	
June 5	Professional development calendar	
June 12	District Improvement Plan edits 2019-20	
June 19		
Retreat ideas	Failures at MS/SHS Chronic Attendance SSP at MS/SHS Policy goals-regs (Staff/bullying) Student-centered learning-focus areas for readings	

Stonington Public Schools Personalized Learning Plan Form
CCT- Domain 4

This form is found in EdReflect under the Practice and Performance section. It must be reviewed with and approved by your evaluator by October 15, 2018.

Plan Title:	
Alignment to the School Improvement Plan:	
Check all Modalities that apply to your model.	o In District Presentation o Independent Study/Research Project o Lesson Study o Coaching o Delivering Professional Development o Professional Learning Community o Online Learning o Ed Camp o Other (please indicate):
Collaborators (if any):	
Needs Addressed:	
Timeline and topics:	
Anticipated Evidence or Artifacts Per Session:	
Learning outcomes:	
Anticipated resources/needs:	

Sample Plan 1– Middle School Mathematics

Plan Title: Using Formative Assessment to Improve Student Outcome	
Alignment to the School Improvement Plan: Formative Assessment strategies and results will be used to inform small group instruction to meet student needs in the following instructional block and will include learning targets and criteria for success. (Student-centered instruction.)	
Check all Modalities that apply to your model.	o In District Presentation o Independent Study/Research Project o Lesson Study ✓ Coaching o Delivering Professional Development ✓ Professional Learning Community o Online Learning o Ed Camp ✓ Other (please indicate): Independent professional readings and webinars
Collaborators (if any): Grade level colleagues who teach mathematics and the math specialist.	
Needs Addressed: School Improvement Plan goal to improve student achievement and growth scores in mathematics grades 5-8.	

Timeline and topics:

- Deliberate and purposeful use of daily formative assessments within Eureka to inform differentiation and student-centered learning the subsequent day. Assessments should link to clear learning targets and criteria for success. (Beginning in September 2018.)
- Collaboration with math specialist on a weekly basis to review student data, plan for use of formative assessment results/research-based instructional strategies, and track student achievement. (Weekly check-ins with math specialist beginning September 2018.)
- Professional readings/webinars on effective use of formative assessment strategies to embed within each lesson with corresponding explicit feedback NCTM webinars or publications. Review of current student work using a protocol (the Consultancy) to inform formative assessment practices. November 9, 2018 early release day)
- PLC work with grade level content teachers and math specialists to review student work, adjust formative assessment practices as needed, monitor student performance.
- Visit mathematics classes noted for outstanding use of formative assessment practices. (December 12, 2018 with support from building administrators for coverage.)
- Continued professional readings from formative assessment books with text-based protocol (Key Word Notes) on February 19, 2019 to facilitate a conversation among collaborators. Identification of further formative assessment strategies for use and follow up review on March 8, 2019.
- Implementation of most effective strategies for the duration of the school year with end of year findings, including STAR data and student grade level performance status. Implications for next year's instruction and professional growth. (June 1, 2019)

Anticipated Evidence or Artifacts Per Session:

- Examples of student work from formative assessments and differentiated plans based upon it as a baseline data point.(October 15, 2018)
- Identification of new strategies learned based upon the webinar or readings and notes from the Consultancy reflecting actions steps for implementation of formative assessment in the classroom. (November 6, 2018)
- Notes from collaboration with coach including student formative assessment, unit assessment, and benchmark assessment data from October -February. (Mid-year check-in.)
- Identification and rationale of new strategies to have
- Notes from use of a Keyword Note protocol showing new learning from professional reading. Identification of formative assessment strategies to implement third trimester. February 19, 2019)
- Check in notes and instructional adjustments with supporting data. (March 20, 2019)
- Implementation of most effective strategies for the duration of the school year with end of year findings, including STAR data and student grade level performance status. Implications for next year's instruction and professional growth. (June 1, 2019)

Learning outcomes: Students will increase their growth and performance in mathematics through the effective use of formative assessment, set learning targets, and with having clear criteria for success.

Anticipated resources/needs:
ASCD or NCTM access to webinars.
Permission to make classroom visits or visits to other schools.
The Formative Five-Everyday Assessment Techniques for Every Math Classroom, K-8 by Francis Fennell, Beth Kobett, Jonathan Wray
A Fresh Look at Formative Assessment in Math Teaching by Edward Silver and Valerie Mills
Principles to Actions: Ensuring Mathematical Success for All, NCTM

Sample Plan 2 – High School Biology

Plan Title: EdX Online Course on Classroom Strategies for Inquiry Based Learning	
Alignment to the School Improvement Plan: Improve Student Centered Learning strategies in class	
Check all Modalities that apply to your model.	o In District Presentation ✓ Independent Study/Research Project o Lesson Study o Coaching o Delivering Professional Development o Professional Learning Community ✓ Online Learning o Ed Camp o Other (please indicate):
Collaborators (if any): Content area Grade 9 Biology teachers	
Needs Addressed: • Based upon trend visit, NEASC report, District Improvement Goals to create learning environments that are student-centered. • Delivery of newly approved curriculum in a student-centered modality. • Increase student engagement in the classroom.	
Timeline and topics: I will use the allocated PD timeframes to complete the topics identified in the course syllabus on the 5 E Inquiry Model (Engagement, Exploration, Explanation, Elaboration, Evaluation)	
Anticipated Evidence or Artifacts Per Session: • Completion of 4 week course entitled Classroom Strategies for Inquiry-Based Learning and 5 quizzes (70% or better) from EdX.org. • One artifact from each of the 5 E components (Engagement, Exploration, Explanation, Elaboration, Evaluation) demonstrating theory to practice of the component in the classroom environment. • Evidence of teacher learning or student success based on use of the 5E Inquiry Model. • Plan/Proposal of how I will incorporate the 5E model in my classes next year 2019-2020.	
Learning outcomes: By the end of the course, I will be able to: • identify different elements of inquiry learning, • describe each “E” in the 5E Inquiry Model, • create ideas for implementing inquiry-based learning strategies	
Anticipated resources/needs: • Access to online content at Edx.org • Newly identified phenomenon/manipulatives/lab resources identified by the mid-year check in. • 5 E Model and NGSS	

Sample Plan 3 – Reading Specialist/Coach

Plan Title: Best Practices in Foundation Skills Instruction	
Alignment to the School Improvement Plan: Decrease in K & Gr. 1 students in need of supplemental instruction in Foundational Skills.	
Check all Modalities that apply to your model.	✓ In District Presentation o Independent Study/Research Project o Lesson Study ✓ Coaching o Delivering Professional Development ✓ Professional Learning Community o Online Learning o Ed Camp ✓ Other (please indicate): Professional Readings
Collaborators (if any): K-1 teachers of reading and Saint Joseph University Professors	
Needs Addressed: Increased teacher awareness of research-based practices in Foundational Skills instruction and implementation of selected practices to improve student achievement and growth in reading at the primary level.	
Timeline and Topics: • Review of current resources, practices, and historical data on instruction in foundational skills K-2. (October 2018) • Observations and professional learning with reading consultants. (October-December 2018) • Actions steps for adjustments to instruction. (October 2018) • Professional Readings, data review, adjustments to instruction. (November 2018-May 2019) • Additional technical support from consultants as needed.	
Anticipated Evidence or Artifacts Per Session: • Professional Learning with consultants, SJU and explicitly identified curriculum/instructional adjustments with implementation timelines and student outputs. (by November 6) • Data review and instructional adjustments (on November 6, 2018) • Book study on Teaching Reading (Foundational Skills focus) with identified strategies to implement-on going in team time • Written modifications to curriculum for foundational skills as needed (October 2018) • Agendas and exit tickets from professional learning sessions with consultants. • Written action steps for adjustments in instruction. (October 2018 , February 11, 2019, May 13, 2019) • Student outcomes-Dibels (November 2018, February 2019, May 2019) • Team notes from professional readings and specific implications for practice(October 2018-May 2019)	
Learning outcomes: Increase K-1 teachers' efficacy in the delivery of instruction in foundational skills with improved student outcomes and decreased numbers of students in need of Tier 2 and 3 interventions in this area.	

Anticipated resources/needs:
Teaching Reading Sourcebook, Honig, Diamond and Gutlohn
Teaching Reading Sourcebook Companion
Building the Foundation, Center on Instruction
In person professional learning with Sharon Ware and Ashley Oldham, SJU

Sample Plan 4 – Special Education

Plan Title: Online Wilson Academy Intensive Instruction Course

Alignment to the School Improvement Plan: Improve Student Centered Learning strategies in class.

Check all Modalities that apply to your model. Independent Study/Research Provide PD on the tool to colleagues	o In District Presentation o Independent Study/Research Project o Lesson Study o Coaching o Delivering Professional Development o Professional Learning Community ✓ Online Learning o Ed Camp o Other (please indicate):

Collaborators (if any): Department or grade level team members

Needs Addressed:
Improving students' reading skills (decoding, encoding, and fluency) and the use of the techniques and materials in the Wilson training to implement the Fundations and Wilson Fluency Basic programs supports the school goal of providing students access to extra academic help when needed by providing a student centered learning environment.

Timeline and topics:
<u>November 15</u>

- Work with technology department to utilize the Online Wilson Academy Intensive Instruction Course
- Demonstrate the ability to create lesson plans and student work via this online course
- Baseline student data

<u>Mid-Year</u>

- 3 examples of lesson plans developed
- 3 student work samples that demonstrate independent student reading strategies
- Notes or reflections from online course work
- Student data

<u>End of year conference</u>

- Reflection upon the impact of promoting independent reading strategies (decoding, encoding, and fluency) and the use of the techniques and materials in the Wilson training
- Evidence of students strategies so that they can increase their independence
- End of year student data

Anticipated Evidence or Artifacts Per Session:

- Lesson plans that show active reflection for how to address students' needs in subsequent lessons based on previous performance.
- A classroom environment that is Student Centered so that students feel comfortable pushing themselves

to achieve reading goals.

- Provide students strategies so that they can become more independent learners
- * Students will use Wilson reading strategies while working and they will apply these strategies when in their regular education classrooms.
- Fulfill all requirements set forth as part of the Wilson Reading System Intensive online course and practicum.

Learning outcomes: By the end of the course, I will be able to:

- Improving students' reading skills (decoding, encoding, and fluency) and the use of the techniques and materials in the Wilson training
- Develop and implement lesson plans promoting independent reading strategies
- Share learning with colleagues
- Demonstrate an increase of student reading achievement

Anticipated resources/needs:

- Time to research and plan
- Technology assistance to utilize the Online Wilson Academy Intensive Instruction course
- Funds to purchase classroom books and materials

Sample Plan 5—Elementary

Plan Title: Promoting A Growth Mindset Through Literacy Activities

Alignment to the School Improvement Plan: Improve Student Centered Learning strategies in class.

Check all Modalities that apply to your model. Independent Study/Research Provide PD on the tool to colleagues	o In District Presentation o Independent Study/Research Project o Lesson Study o Coaching o Delivering Professional Development ✓ Professional Learning Community o Online Learning o Ed Camp o Other (please indicate):

Collaborators (if any): Department or grade level team members

Needs Addressed:
By developing an understanding of what a growth mindset is supports the school goal of providing students access to extra academic help when needed by providing a student centered learning environment.

Timeline and topics:
<u>November 15</u>
- Work with technology department to utilize Google Classroom
- Full understanding of Google Classroom and its interface with the PLC.
- Demonstrate the ability to share lesson plans and student work via this technology tool

<u>Mid-Year</u>
- 3 examples of lesson plans developed
- 3 student work samples that promote a growth mindset
- Notes or reflections from monthly PLC meetings

<u>End of year conference</u>
- Reflection upon the impact of promoting a growth mindset through literacy activities
- Exit survey(s) completed by PLC members

Anticipated Evidence or Artifacts Per Session:
- Evidence of the creation and use of Google classroom for the PLC
- Notes or reflections from monthly PLC meetings
- Google Classroom discussions/activities
- 3 examples of lesson plans developed
- 3 student work samples that promote a growth mindset
- Exit survey(s) completed by PLC members after each meeting

Learning outcomes: **By the end of the course, I will be able to:**

- Understand how to promote a growth mindset through literacy activities
- Develop and implement lesson plans promoting student centered learning
- Share my learning with colleagues
- Provide increased student-centered learning opportunities through the use of literacy activities
- Demonstrate the positive impact of promoting a growth mindset on student performance/growth

Anticipated resources/needs:

- Time to research and plan
- Technology assistance to utilize Google Classroom
- Funds to purchase classroom books

Resources for Student-Centered Learning

Academic Conversations by Jeff Zwiers and Marie Crawford.
Portland, ME, Stenhouse Publications, 2011.

Classroom Instruction that Works by Robert Marzano, Debra Pickering, and Jane Pollack.
Alexandria, VA, ASCD, 2001.

How to Give Effective Feedback to Your Students by Susan Brookhart.
Alexandria, VA, ASCD, 2008.

Make Just One Change by Dan Rothstein and Luz Santana.
Cambridge, MA, Harvard Press, 2011.

Making Thinking Visible by Ron Ritchart, Mark Church, and Karin Morrison.
San Francisco, CA, Jossey-Bass, 2011.

Spider Web Discussions, the Best Class You Never Taught by Alexis Wiggins.
Alexandria, VA, ASCD, 2017

The Restorative Practices Handbook by Bob Costello, Joshua Wachtel, and Ted Wachtel.
Bethlehem, PA, International Institute for Restorative Practices, 2009.

Total Participation Techniques by Persida and William Himmele.
Alexandria, VA, ASCD, 2011.

Individual Cognitive Rigor & Depth of Knowledge Resources

Tool #1: Close Reading CRM

Tool #2: Math & Science CRM

Tool #3: Written & Oral Communication CRM

Tool #4: Social Studies & Humanities CRM

Tool #5A: Fine Arts CRM

Tool #5B: Health & Physical Education CRM

Tool #5C: World Languages CRM

Tool #5D: Career & Technical Education CRM

http://www.karin-hess.com/cognitive-rigor-and-dok

Attributes of Student-Centered Learning

- [ ] Student work is visible in the classroom and school community (online, community service, hallway, published, performance, presentation, classroom, newsletters)
- [ ] Students' prior knowledge and experiences are considered and assessed.
- [ ] Students use a variety of technology to interact with, produce, and consume information when applicable.
- [ ] Blend of individual, collaborative team, and large group work
- [ ] Students have opportunity to explore their own interests within the unit of study.

- [ ] Students receive ongoing targeted feedback.
- [ ] Students can communicate what they are learning and why.
- [ ] Students have the opportunity to self-monitor, reflect, and revise their demonstration of learning.
- [ ] Student discourse uses depth of knowledge; the majority of academic discourse is student to student.
- [ ] Students are doing the bulk of the work.
- [ ] Essential question and lesson outcomes (target, objective, "I can" statement) are visibly apparent.
- [ ] Students are encouraged to take intellectual risks and respectfully question or challenge ideas by others.
- [ ] Student learning is supported by the physical environment, which includes flexible grouping and seating.

Evidence Generally Collected Through
In-Class Observations

Domain 1 — Classroom Environment, Student Engagement & Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
1c. Maximizing instructional time by effectively managing routines and transitions.

Domain 3 — Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a. Implementing instructional content for learning.
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
3c. Assessing student learning, providing feedback to students and adjusting instruction.

Evidence Generally Collected Through
Non-Classroom/Reviews of Practice

Domain 2 — Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
2b. Planning instruction to cognitively engage students in the content.
2c. Selecting appropriate assessment strategies to monitor student progress.

Domain 4 — Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration, and leadership by:

4a. Engaging in continuous professional learning to impact instruction and student learning.
4b. Collaborating to develop and sustain a professional learning environment to support student learning.
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Student Centered Learning Resources

Total Participation Techniques: Making Every Students an Active Learner by Persida Himmele and William Himmele, ASCD, Alexandria, VA (2011).

Make Just One Change, Teaching Students to Ask Their Own Questions by Dan Rothenstein and Luz Santana, Harvard Press, Cambridge, MA (2011).

The Best Class You Never Taught, Spider Web Discussions by Alexis Wiggins, ASCD, Alexandria, VA (2017).

Academic Conversations, Classroom Talk that Fosters Critical Thinking and Content Understanding by Jeff Zwiers and Marie Crawford, Stenhouse Press, Portland, ME (2011).

The Reading Strategies Book by Jennifer Serravallo, Heinemann Press, Portsmouth, NH (2015).

Making Thinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners by Ron Ritchhart, Mark Church, and Karin Morrison, Jossey-Bass, San Francisco, CA (2011).

Visible Learning for Teachers by John Hattie, Routeledge, New York, NY (2012).

*Differentiated Instructional Management, Work Smarter, Not Harde*r by Carolyn Chapman and Rita King, Corwin Press, Thousand Oaks, CA (2008).

Mindsets and Moves by Gravity Goldberg, Corwin Press, Thousand Oaks, CA (2016).

The Writing Strategies Book by Jennifer Serravallo, Heinemann Press, Portsmouth, NH (2017).