

# Personalized Learning Handbook

## 2019-2020



**We Believe In You**

**Stonington Public Schools**

Updated September 16, 2019

(Adapted from Greenwich Public Schools Personalized Learning Handbook)

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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 areas. 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 demonstrates 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.

High Quality Professional Learning Plan	<ul style="list-style-type: none"> <li>▪ Describes how professional learning is developed, implemented, monitored and evaluated.</li> <li>▪ Guides professional learning for all educators to enhance practice and support growth.</li> <li>▪ May be embedded in a district strategic plan and may or may not require a separate document.</li> </ul>
Professional Development and Evaluation Committee (PDEC)	<ul style="list-style-type: none"> <li>▪ District and school-based committees composed of certified teachers, administrators and other appropriate school personnel including representatives selected by the respective bargaining units.</li> <li>▪ Responsible for the development, evaluation and updating of a local comprehensive professional learning plan and participation in the development or adoption of the district educator evaluation and support program.</li> <li>▪ Collaboratively defines a shared vision and shares responsibility for developing a high-quality professional learning plan.</li> </ul>
Connecticut Standards of Professional Learning	<ul style="list-style-type: none"> <li>▪ Essential to the design, implementation and sustainability of a professional learning system. Define the characteristics of a high-quality system of professional learning.</li> </ul>

## 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 the 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 21. 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
<b>Competencies</b> (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.
<b>Challenges</b>	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
<b>Content</b>	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.
<b>Modality*</b> (sample learning modalities are provided on Table 4)	PLC, online resource, district cohort, grade level team that allows for the teacher and colleagues to discuss and grow together.	Annenberg Institute- Teacher learning module in the use of formative assessments in middle school math.
<b>Collaborators</b>	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.
<b>Timeline</b>	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.
<b>Data, evidence, and measures</b>	Identify 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.
<b>Outcome</b>	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,

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
<b>Guiding questions:</b> <ul style="list-style-type: none"> <li>▪ What are the goals of the district and of my school?</li> <li>▪ What does my current students' achievement data indicate about their needs?</li> <li>▪ What are my students' learning needs based upon disaggregated data?</li> <li>▪ What skills, knowledge, and strategies do I need to learn or improve to support those students' needs?</li> <li>▪ What goals will I set to accelerate learning for all students?</li> </ul>		

**Table 3** Identifying 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.

<p><b>Strengths</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Content-area expertise</li> <li>• Professional Learning Preferences</li> <li>• Years of Teaching Experience</li> <li>• Specific Performance and Practice Goals with indicators and bulleted outcomes</li> <li>• Specific Instructional Strategies (Guided Reading, Workshop model, Socratic Seminar, etc.)</li> </ul> <p>Sources:</p> <ul style="list-style-type: none"> <li>• Student Performance Data</li> <li>• Teacher Evaluation Data</li> <li>• Self-Reporting</li> </ul>	<p><b>Needs</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Content or Standard Understanding</li> <li>• Professional Learning Needs</li> <li>• Years of Teaching Experiencing (overall or in a specific grade level)</li> <li>• Specific Performance and Practice Goals with indicators and bulleted outcomes.</li> <li>• Specific Instructional Strategies (Guided Reading, Workshop model, Socratic Seminar, etc.)</li> </ul> <p>Sources:</p> <ul style="list-style-type: none"> <li>• Strategic Plan</li> <li>• Building SIP</li> <li>• Student Performance Data</li> <li>• Teacher Evaluation Data</li> <li>• Self--Reporting</li> </ul>
<p><b>Interests</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Content Areas or Specific Units/Topics</li> <li>• Specific Instructional Models</li> <li>• Tools and Resources (Digital, specific curriculum, etc.)</li> <li>• Specific Learning Communities (Inside or outside of Education)</li> <li>• Educational Trends</li> </ul> <p>Sources:</p> <ul style="list-style-type: none"> <li>• Educational Transcripts (including certificates and other PL offerings)</li> <li>• Self--Reporting</li> </ul>	<p><b>Constraints</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Time Constraints (Planning time, etc.)</li> <li>• Structural Constraints (Feedback and Evaluation, PLC, Grade Level Data Team, Instructional Data Team, etc.)</li> <li>• Support Constraints (Coaching, Content, Resources, etc.)</li> </ul> <p>Sources:</p> <ul style="list-style-type: none"> <li>• Strategic Plan</li> <li>• Building SIP</li> <li>• "Initiative" Data</li> <li>• Self--Reporting</li> </ul>

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	<p>Online innovative professional development resource that is ideal for teachers, as well as school and district leaders.</p> <p>Examples:</p> <div data-bbox="472 1003 1408 1789" style="border: 1px solid black; padding: 5px;"> <p><b>EDX.org</b>            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.</p> <hr/> <p><a href="#">Annenberg Learner Video</a> The On Demand Series is for K-12 teachers across content areas wishing to dive deeper into their specific subject area.</p> <hr/> <p>Content Specific Webinar Series. (e.g. Jennifer Seravello Reading Strategies webinar series.  <a href="https://www.heinemann.com/pd/online/serravallo_webinars.aspx">https://www.heinemann.com/pd/online/serravallo_webinars.aspx</a></p> <hr/> <p><a href="#">Digital Promise</a> Competency-based learning for K-12 staff in a range of topics that link to school improvement plans.</p> <hr/> <p>Eureka Webinar Series</p> </div>

	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <a href="https://greatminds.org/math/digitalsuite">https://greatminds.org/math/digitalsuite</a> </div>
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-aways.
Blended Model	A mixture of methods of professional learning for example.:out of district conferences, an EdCamp, and professional readings.

PLC's are 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	8:30 – 11:30 am, Lunch 11:30 am – 12:30 pm, 12:30 – 3:30 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 11:30 am – 12:00 pm, PD 12:00 – 2:50 pm
Half-Day PD Elementary School	Lunch 12:25 – 12:55 pm, PD 12:55 pm – 3:40 pm

### [2019 - 2020 Elementary Professional Development Schedule](#)

August 27	PD Plan		TIME 8:00 - 3:00 PM
	WV	Convocation, Staff Meeting	
	DMS	Convocation, Staff Meeting	
	SMS	Convocation, Staff Meeting, Moves	
	SHS	Convocation, New School Year Staff Meeting, Annual Updates, PLC Planning and SIP Goals	
August 28	PD Plan		TIME 8:00 - 3:00 PM
	WV	Acadience, SmartBoard, and Title IX Training	
	DMS	Acadience, SmartBoard, and Title IX Training	
	SMS	Core Values, Student Engagement-R.Stein	
	SHS	EASTCONN Partnership, Student Centered Learning- Assessments Practice, Professional Learning Goals	
August 29	PD Plan		TIME 8:00 - 3:00 PM
	WV	Team Meetings & K-5 Student Centered Learning w/Embedded Techniques	
	DMS	Team Meetings & K-5 Student Centered Learning w/Embedded Techniques	
	SMS		

	SHS										
September 9 Monthly Meeting	PD Plan	<table border="1"> <tr> <td>WV</td> <td>Acadience &amp; Moby Max Training</td> </tr> <tr> <td>DMS</td> <td>Acadience &amp; Moby Max Training</td> </tr> <tr> <td>SMS</td> <td>MS Staff Meeting</td> </tr> <tr> <td>SHS</td> <td>Department Level Meeting Data</td> </tr> </table>	WV	Acadience & Moby Max Training	DMS	Acadience & Moby Max Training	SMS	MS Staff Meeting	SHS	Department Level Meeting Data	TIME Elementary - 3:40 - 5:40 PM (2 hours)  MS 3:15- -4:00  HS 2:15-3:15
WV	Acadience & Moby Max Training										
DMS	Acadience & Moby Max Training										
SMS	MS Staff Meeting										
SHS	Department Level Meeting Data										
Sept 25	PD Plan	<table border="1"> <tr> <td>WV</td> <td>SIP &amp; Goals</td> </tr> <tr> <td>DMS</td> <td>SIP &amp; Goals</td> </tr> <tr> <td>SMS</td> <td>Student Engagement/Student-Centered Learning</td> </tr> <tr> <td>SHS</td> <td>Building Level Staff Meeting</td> </tr> </table>	WV	SIP & Goals	DMS	SIP & Goals	SMS	Student Engagement/Student-Centered Learning	SHS	Building Level Staff Meeting	TIME Elementary - 12:40 - 3:40 PM  MS: 12-2:50 (2 hr 50 min)  HS 2:15-3:15
WV	SIP & Goals										
DMS	SIP & Goals										
SMS	Student Engagement/Student-Centered Learning										
SHS	Building Level Staff Meeting										
October 7 Monthly Meeting	PD Plan	<table border="1"> <tr> <td>WV</td> <td>Personalized Learning &amp; Bullying Training</td> </tr> <tr> <td>DMS</td> <td>Personalized Learning &amp; Bullying Training</td> </tr> <tr> <td>SMS</td> <td>Student Engagement/Student-Centered Learning</td> </tr> <tr> <td>SHS</td> <td>Building Level Staff Meeting</td> </tr> </table>	WV	Personalized Learning & Bullying Training	DMS	Personalized Learning & Bullying Training	SMS	Student Engagement/Student-Centered Learning	SHS	Building Level Staff Meeting	TIME Elementary - 3:40 - 5:40 PM (2 hours)  MS: 3-5 (2 hours)  HS 2:15-3:15
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October 23	<p>PD Plan</p> <table border="1" data-bbox="337 149 1146 352"> <tr> <td data-bbox="337 149 522 216">WV</td> <td data-bbox="522 149 1146 216">Grades K-5 Parent Teacher Conferences</td> </tr> <tr> <td data-bbox="337 216 522 283">DMS</td> <td data-bbox="522 216 1146 283">Grades K- 5 Parent Teacher Conferences</td> </tr> <tr> <td data-bbox="337 283 522 352">SMS</td> <td data-bbox="522 283 1146 352">Grades 6-8 Parent Teacher Conferences</td> </tr> </table>	WV	Grades K-5 Parent Teacher Conferences	DMS	Grades K- 5 Parent Teacher Conferences	SMS	Grades 6-8 Parent Teacher Conferences	<p>TIME</p> <p>Elementary - 12:40 - 3:40 PM</p>		
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DMS	Grades K- 5 Parent Teacher Conferences									
SMS	Grades 6-8 Parent Teacher Conferences									
October 24	<p>PD Plan</p> <table border="1" data-bbox="337 506 1146 783"> <tr> <td data-bbox="337 506 522 611">WV</td> <td data-bbox="522 506 1146 611">Grades K-5 Parent Teacher Conferences w/Evening Appointments (until 5:45 PM)</td> </tr> <tr> <td data-bbox="337 611 522 716">DMS</td> <td data-bbox="522 611 1146 716">Grades K- 5 Parent Teacher Conferences w/Evening Appointments (until 5:45 PM)</td> </tr> <tr> <td data-bbox="337 716 522 783">SMS</td> <td data-bbox="522 716 1146 783">Grades 6-8 Parent Teacher Conferences</td> </tr> </table>	WV	Grades K-5 Parent Teacher Conferences w/Evening Appointments (until 5:45 PM)	DMS	Grades K- 5 Parent Teacher Conferences w/Evening Appointments (until 5:45 PM)	SMS	Grades 6-8 Parent Teacher Conferences	<p>TIME</p> <p>Elementary - 12:40 - 5:45 PM</p>		
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November 5	<p><b>PD Plan</b></p> <table border="1" data-bbox="337 892 1146 1274"> <tr> <td data-bbox="337 892 522 959">WV</td> <td data-bbox="522 892 1146 959">Gr. K - 5 Professional Learning</td> </tr> <tr> <td data-bbox="337 959 522 1102">DMS</td> <td data-bbox="522 959 1146 1102">AM - Gr. K - 5 Professional Learning PM - Gr. K-2 Professional Learning/ Gr. 3 - 5 Parent Teacher Conferences</td> </tr> <tr> <td data-bbox="337 1102 522 1169">SMS</td> <td data-bbox="522 1102 1146 1169"></td> </tr> <tr> <td data-bbox="337 1169 522 1274">SHS</td> <td data-bbox="522 1169 1146 1274">Student Centered Learning Power Hour Professional Learning Goal</td> </tr> </table>	WV	Gr. K - 5 Professional Learning	DMS	AM - Gr. K - 5 Professional Learning PM - Gr. K-2 Professional Learning/ Gr. 3 - 5 Parent Teacher Conferences	SMS		SHS	Student Centered Learning Power Hour Professional Learning Goal	<p>TIME</p> <p>Elementary - 8:30 - 3:30 PM</p> <p>MS 12-4:00</p> <p>HS 11:30-2:15</p>
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November 11 Monthly Meeting	<p>PD Plan</p> <p>* No Elementary Monthly Meeting * No Middle School Meeting</p> <table border="1" data-bbox="337 1457 1146 1524"> <tr> <td data-bbox="337 1457 522 1524">SHS</td> <td data-bbox="522 1457 1146 1524">Department Level Meeting</td> </tr> </table>	SHS	Department Level Meeting	<p>TIME</p> <p>HS 2:15-3:15</p>						
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January 13 Monthly Meeting	<p>PD Plan</p> <table border="1"> <tr> <td>WV</td> <td>Building Related Topics &amp; Personalized Learning (1 hr)</td> </tr> <tr> <td>DMS</td> <td>Building Related Topics &amp; Personalized Learning (1 hr)</td> </tr> <tr> <td>SMS</td> <td>Midyear Goals &amp; Personalized learning</td> </tr> <tr> <td>SHS</td> <td>Department Staff Meetings: Mid-Term Alignment</td> </tr> </table>	WV	Building Related Topics & Personalized Learning (1 hr)	DMS	Building Related Topics & Personalized Learning (1 hr)	SMS	Midyear Goals & Personalized learning	SHS	Department Staff Meetings: Mid-Term Alignment	<p>TIME Elementary- 3:45 - 5:45 PM (2 hours)</p> <p>MS 3:00-4:00</p> <p>HS 2:15-3:15</p>
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SMS	Midyear Goals & Personalized learning									
SHS	Department Staff Meetings: Mid-Term Alignment									
February 5	<p><b>PD Plan District-wide Early Release</b></p> <table border="1"> <tr> <td>WV/WB</td> <td>2 hr Content Specific PD &amp; 1 hr. Personalized Learning</td> </tr> <tr> <td>DMS</td> <td>2 hr Content Specific PD &amp; 1 hr. Personalized Learning</td> </tr> <tr> <td>SMS</td> <td></td> </tr> <tr> <td>SHS</td> <td></td> </tr> </table>	WV/WB	2 hr Content Specific PD & 1 hr. Personalized Learning	DMS	2 hr Content Specific PD & 1 hr. Personalized Learning	SMS		SHS		<p>TIME Elementary - 12:30 - 3:40 PM</p> <p>MS 12:30-3:30</p> <p>HS 2:15-3:15</p>
WV/WB	2 hr Content Specific PD & 1 hr. Personalized Learning									
DMS	2 hr Content Specific PD & 1 hr. Personalized Learning									
SMS										
SHS										
February 10 Monthly Meeting	<p>PD Plan *No elementary Meeting</p> <table border="1"> <tr> <td>SMS</td> <td>Building Related Topics &amp; Personalized learning</td> </tr> <tr> <td>SHS</td> <td>Building Level Staff Meeting</td> </tr> </table>	SMS	Building Related Topics & Personalized learning	SHS	Building Level Staff Meeting	<p>TIME</p> <p>MS 3:00-4:00</p> <p>HS 2:15-3:15</p>				
SMS	Building Related Topics & Personalized learning									
SHS	Building Level Staff Meeting									
March 9 Monthly Meeting	<p>PD Plan *No elementary Meeting</p> <table border="1"> <tr> <td>SMS</td> <td>Building Related Topics &amp; Personalized learning</td> </tr> </table>	SMS	Building Related Topics & Personalized learning	<p>TIME</p> <p>MS 3:00-4:00</p>						
SMS	Building Related Topics & Personalized learning									

	<table border="1"> <tr> <td>SHS</td> <td>Building Level Staff Meeting</td> </tr> </table>	SHS	Building Level Staff Meeting	HS 2:15-3:15						
SHS	Building Level Staff Meeting									
March 13	<p>PD Plan <b>Plan District-wide Full Day</b></p> <table border="1"> <tr> <td>WV</td> <td>Building Specific &amp; Content Specific PD &amp; 2 hrs Personalized Learning</td> </tr> <tr> <td>DMS</td> <td>Building Specific &amp; Content Specific PD &amp; 2 hrs Personalized Learning</td> </tr> <tr> <td>SMS</td> <td>Personalized Learning &amp; Professional Learning Goal  Student-Led Conferences</td> </tr> <tr> <td>SHS</td> <td>Personalized Learning Power Hour Professional Learning Goal</td> </tr> </table>	WV	Building Specific & Content Specific PD & 2 hrs Personalized Learning	DMS	Building Specific & Content Specific PD & 2 hrs Personalized Learning	SMS	Personalized Learning & Professional Learning Goal  Student-Led Conferences	SHS	Personalized Learning Power Hour Professional Learning Goal	<p>TIME Elementary - 8:00 - 3:00 PM</p> <p>MS 12:00 -3:00</p> <p>HS 11:30-2:15</p>
WV	Building Specific & Content Specific PD & 2 hrs Personalized Learning									
DMS	Building Specific & Content Specific PD & 2 hrs Personalized Learning									
SMS	Personalized Learning & Professional Learning Goal  Student-Led Conferences									
SHS	Personalized Learning Power Hour Professional Learning Goal									
April 13 Monthly Meeting	<p>PD Plan *No Elementary Monthly Meeting</p> <table border="1"> <tr> <td>SMS</td> <td>Personalized Learning and EoY reflection</td> </tr> <tr> <td>SHS</td> <td>Department Level Staff Meeting</td> </tr> </table>	SMS	Personalized Learning and EoY reflection	SHS	Department Level Staff Meeting	<p>MS 3-4</p> <p>HS 12:30-2:15</p>				
SMS	Personalized Learning and EoY reflection									
SHS	Department Level Staff Meeting									
May 11 Monthly Meeting	<p>PD Plan</p> <table border="1"> <tr> <td>WV</td> <td>Student Placement &amp; Building Specific Topics</td> </tr> <tr> <td>DMS</td> <td>Student Placement &amp; Building Specific Topics</td> </tr> <tr> <td>PMS/MMS</td> <td>Consolidation Planning</td> </tr> <tr> <td>SHS</td> <td>Building Level Staff Meeting</td> </tr> </table>	WV	Student Placement & Building Specific Topics	DMS	Student Placement & Building Specific Topics	PMS/MMS	Consolidation Planning	SHS	Building Level Staff Meeting	<p>Elementary - 3:40 - 5:40 PM (2 hours)</p> <p>MS 3:00-5:00</p> <p>HS 2:15-3:15</p>
WV	Student Placement & Building Specific Topics									
DMS	Student Placement & Building Specific Topics									
PMS/MMS	Consolidation Planning									
SHS	Building Level Staff Meeting									
May 20	<p>PD Plan- Districtwide Early Release</p> <table border="1"> <tr> <td>WV</td> <td>2 hr. Building &amp; Content Specific Topics &amp; 1 hr.</td> </tr> </table>	WV	2 hr. Building & Content Specific Topics & 1 hr.	Elementary - 3:40 - 5:40 PM						
WV	2 hr. Building & Content Specific Topics & 1 hr.									

	<table border="1"> <tr> <td data-bbox="324 90 519 178"></td> <td data-bbox="519 90 1201 178">Personalized Learning</td> </tr> <tr> <td data-bbox="324 178 519 283">DMS</td> <td data-bbox="519 178 1201 283">2 hr. Building &amp; Content Specific Topics &amp; 1 hr. Personalized Learning</td> </tr> <tr> <td data-bbox="324 283 519 346">PMS/MMS</td> <td data-bbox="519 283 1201 346">Consolidation Planning</td> </tr> <tr> <td data-bbox="324 346 519 472">SHS</td> <td data-bbox="519 346 1201 472">Building Level Staff Meeting</td> </tr> </table>		Personalized Learning	DMS	2 hr. Building & Content Specific Topics & 1 hr. Personalized Learning	PMS/MMS	Consolidation Planning	SHS	Building Level Staff Meeting	<p>(2 hours)</p> <p>MS 3:00-5:00</p> <p>HS 2:15-3:15</p>
	Personalized Learning									
DMS	2 hr. Building & Content Specific Topics & 1 hr. Personalized Learning									
PMS/MMS	Consolidation Planning									
SHS	Building Level Staff Meeting									
<p>June 8 Monthly Meeting</p>	<p>PD Plan</p> <p>*No MS Monthly Meeting</p> <table border="1"> <tr> <td data-bbox="324 640 519 745">WV</td> <td data-bbox="519 640 1201 745">2 hr Building Related Topics (Transition &amp; Vertical Team Meetings)</td> </tr> <tr> <td data-bbox="324 745 519 850">DMS</td> <td data-bbox="519 745 1201 850">2 hr Building Related Topics (Transition &amp; Vertical Team Meetings)</td> </tr> <tr> <td data-bbox="324 850 519 972">SHS</td> <td data-bbox="519 850 1201 972">PLC Gallery Walk- Staff Celebration</td> </tr> </table>	WV	2 hr Building Related Topics (Transition & Vertical Team Meetings)	DMS	2 hr Building Related Topics (Transition & Vertical Team Meetings)	SHS	PLC Gallery Walk- Staff Celebration	<p>Elementary - 3:40 - 5:40 PM (2 hours)</p> <p>HS 2:15-3:15</p>		
WV	2 hr Building Related Topics (Transition & Vertical Team Meetings)									
DMS	2 hr Building Related Topics (Transition & Vertical Team Meetings)									
SHS	PLC Gallery Walk- Staff Celebration									

## Leadership Team Meetings/Topics

Date	Content	Location	Facilitator/Attendees
9/11/19	Operations	WV	Riley/Butler
9/18/19	Data-student engagement metric/growth scores/trend visit sign ups/SBAC	DM	Butler/Friese/Smith
9/25/19	Professional Learning <b>Guest: Nick Grello</b>	SMS	Dawe/Butler
10/2/19	Data	SHS	Butler/Smith
10/9/19	Operations	WV	Riley/Butler
10/16/19	Evaluation/Instruction	DM	McCurdy/Friese
10/23/19	Professional Learning	SMS	Friese/Butler
10/30/19	Operations	SHS	Riley/Butler
11/6/19	Title IX follow-up and takeaways	WV	All
11/13/19	Operations	DM	Riley/Butler
11/20/19	SIP updates (budget implications) and Grade 9/10 data, Super 8's, D/F's Trend Data	SMS	Dawe, Friese McCurdy, Smith
12/4/19	Professional Learning	SHS	McCurdy/Butler
12/11/19	Operations	WV	Riley/Butler
1/8/20	Evaluation/Instruction-Mid Year Check ins	DM	McCurdy/Friese

1/15/20	Professional learning	SMS	Smith/Butler
1/22/20	Data-STAR K-8	SHS	Smith/Butler
1/29/20	Operations	WV	Riley/Butler
2/5/20	Data Grade 9 and 10,- Super 8's, D's and F's, SHS Trend Data	DM	Friese/Crowley
2/12/20	Evaluation/Instruction	SMS	McCurdy/Friese
2/19/20	Professional Learning	SHS	Crowley and Curland
2/26/20	Operations	WV	Riley/Butler
3/4/20	Data-Trend visit data	DM	Smith/Butler
3/11/20	Evaluation/Instruction	SMS	McCurdy/Friese
3/18/20	Professional Learning	SHS	Sullivan and Brucoli
3/25/20	Operations	WV	Riley/Butler
4/1/20	<b>No meeting-April Fool's</b>		
4/8/20	SHS and (SMS) Data Grade 9 and 10,- Super 8's, D's and F's, Trend Data	DM	Friese/Crowley
4/15/20	Spring Break		
4/29/20	SIP check in (implications for changes to next year's plan)	SMS	Dawe, Friese, McCurdy, Smith
5/6/20	Professional Learning	SHS	Bousquet, Irvine
5/13/20	Evaluation-End of Year	WV	McCurdy/Friese
5/20/20		DM	
5/27/20		SMS	
6/3/20		SHS	

## 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.

**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.	<input type="checkbox"/> In District Presentation <input type="checkbox"/> Independent Study/Research Project <input type="checkbox"/> Lesson Study <input type="checkbox"/> Coaching <input type="checkbox"/> Delivering Professional Development <input type="checkbox"/> Professional Learning Community <input type="checkbox"/> Online Learning <input type="checkbox"/> Ed Camp <input type="checkbox"/> 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 Personalized Learning Plan Form

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.	<input type="checkbox"/> In District Presentation <input type="checkbox"/> Independent Study/Research Project <input type="checkbox"/> Lesson Study <input checked="" type="checkbox"/> Coaching <input type="checkbox"/> Delivering Professional Development <input checked="" type="checkbox"/> Professional Learning Community <input type="checkbox"/> Online Learning <input type="checkbox"/> Ed Camp <input checked="" type="checkbox"/> 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: <ul style="list-style-type: none"> <li>● 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.)</li> <li>● 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.)</li> <li>● 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)</li> <li>● PLC work with grade level content teachers and math specialists to review student work, adjust formative assessment practices as needed, monitor student performance.</li> <li>● Visit mathematics classes noted for outstanding use of formative assessment practices.(December 12, 2018 with support from building administrators for coverage.)</li> <li>● 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.</li> <li>● Implementation of most effective strategies for the duration of the school year with end of year</li> </ul>	



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 Personalized Learning Plan Form

<b>Plan Title:</b> EdX Online Course on Classroom Strategies for Inquiry Based Learning	
<b>Alignment to the School Improvement Plan:</b> Improve Student Centered Learning strategies in class	
Check all Modalities that apply to your model.	<p>please indicate):In District Presentation</p> <ul style="list-style-type: none"> <li>✓ Independent Study/Research Project</li> <li>Lesson Study</li> <li>Coaching</li> <li>Delivering Professional Development</li> <li>✓ Professional Learning Community</li> <li>✓ Online Learning</li> <li>Ed Camp</li> <li>Other:</li> </ul>
<b>Collaborators (if any):</b> Content area Grade 9 Biology teachers	
<p><b>Needs Addressed:</b></p> <p>Based upon trend visit, NEASC report, District Improvement Goals to create learning environments that are student-centered.</p> <p>Delivery of newly approved curriculum in a student-centered modality.</p> <p>Increase student engagement in the classroom.</p>	
<p><b>Timeline and topics:</b></p> <p>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)</p>	
<b>Anticipated Evidence or Artifacts Per Session:</b>	

- 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 Personalized Learning Plan Form

Plan Title: Best Practices in Foundation Skills Instruction	
Alignment to the School Improvement Plan:	
Check all Modalities that apply to your model.	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> In District Presentation</li><li><input type="checkbox"/> Independent Study/Research Project</li><li><input type="checkbox"/> Lesson Study</li><li><input checked="" type="checkbox"/> Coaching</li><li><input type="checkbox"/> Delivering Professional Development</li><li><input checked="" type="checkbox"/> Professional Learning Community</li><li><input type="checkbox"/> Online Learning</li><li><input type="checkbox"/> Ed Camp</li><li><input checked="" type="checkbox"/> Other (please indicate): Professional Readings</li></ul>
Collaborators (if any): K-1 teachers of reading and Saint Joseph University Professors	
<b>Needs Addressed:</b> Increased teacher awareness of research-based practices in foundation skill instruction and implementation of selected practices to improve student achievement and growth in reading at the primary level.	
<b>Timeline and topics:</b> I will use the allocated PD timeframes to complete the topics identified by the Saint Joseph University Professors and the reading specialists. <ul style="list-style-type: none"><li>● Initial meeting with the Saint Joseph University Professors and reading specialists to determine specific needs centered around foundational skills.</li><li>● Professional Learning with consultants, SJU and explicitly identified curriculum/instructional adjustments with implementation timelines and student outputs. (by November 6)</li><li>● Data review and instructional adjustments centered around foundational skills (on November 6, 2018)</li><li>● Deliberate and purposeful use of daily formative assessments within Wonders 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.)</li><li>● Book study on Teaching Reading (Foundational Skills focus) with identified strategies to implement (on going in team time)</li></ul>	

- Collaboration with reading 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 reading specialist beginning September 2018.)
- Attend coaching sessions on an ongoing basis with the Saint Joseph University Professors and the reading specialists. Complete any readings/ webinars/ observations that they share as a resource or suggest to attend.
- PLC work with grade level content teachers and reading specialists to review student work, adjust formative assessment practices as needed, monitor student performance.
- Visit reading classes noted for outstanding practices centered around foundational skills.(December 12, 2018 with support from building administrators for coverage.)
- 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 work with the Saint Joseph University Professors and reading specialists. (November 6, 2018)
- Notes from collaboration with coach including student formative assessment, diagnostic assessments as detailed in the assessment calendar, and Wonders unit assessments. ( Mid-year check-in.)
- Identification and rationale of new strategies to incorporate in the classroom
- 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:** 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

Stonington Public Schools Personalized Learning Plan Form

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

**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

- In District Presentation  
Independent Study/Research Project
- Lesson Study
- Coaching  
Delivering Professional Development
- Professional Learning Community
- Online Learning
- Ed Camp
- 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 Foundations 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:**

[November 15](#)

- [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](#)

### Mid-Year

- 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

### End of year conference

- 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

## Stonington Public Schools Personalized Learning Plan Form

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

<b>Plan Title:</b> <a href="#">Promoting A Growth Mindset Through Literacy Activities</a>	
<b>Alignment to the School Improvement Plan:</b> <a href="#">Improve Student Centered Learning strategies in class.</a>	
<p>Check all Modalities that apply to your model.</p> <p>Independent Study/Research Provide PD on the tool to colleagues</p>	<p><input type="checkbox"/> In District Presentation Independent Study/Research Project</p> <p><input type="checkbox"/> Lesson Study</p> <p><input type="checkbox"/> Coaching Delivering Professional Development</p> <p><input checked="" type="checkbox"/> Professional Learning Community</p> <p><input type="checkbox"/> Online Learning</p> <p><input type="checkbox"/> Ed Camp</p> <p><input type="checkbox"/> Other (please indicate):</p>
<b>Collaborators (if any):</b> Department or grade level team members	
<b>Needs Addressed:</b>	
<p>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.</p>	
<b>Timeline and topics:</b>	
<u>November 15</u>	
<ul style="list-style-type: none"> <li>• Work with technology department to utilize Google Classroom</li> <li>• Full understanding of Google Classroom and its interface with the PLC.</li> <li>• Demonstrate the ability to share lesson plans and student work via this technology tool</li> </ul>	
<u>Mid-Year</u>	
<ul style="list-style-type: none"> <li>• 3 examples of lesson plans developed</li> <li>• 3 student work samples that promote a growth mindset</li> <li>• Notes or reflections from monthly PLC meetings</li> </ul>	
<u>End of year conference</u>	
<ul style="list-style-type: none"> <li>• Reflection upon the impact of promoting a growth mindset through literacy activities</li> </ul>	



- 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

