



**BOARD OF EDUCATION
September 20, 2022
Professional Learning Update**

Professional Learning Priorities

- Increase teacher voice, choice and agency in the content and form of professional learning
- Provide learning opportunities that are:
 - Practical
 - Aligned to expressed need
 - Focused on increasing student engagement
 - Aligned to district Mission, Vision ,Values
 - Supportive of achievement of SMART goals

Stakeholder Engagement

Opportunity	Faculty (Teachers & Administrators)	Teaching Assistants/ Aides	Staff (Clericals, Monitors, Bus Drivers, Food Service, etc..)	Students	Parents
Leadership Summit					
Curriculum Work					
Tusker University: Faculty Focus					
Tusker University: Student Focus					
In-Service Groups					
Professional Learning Days					
Tusker University: Family Focus					

Summer Leadership Summit



Objectives

Day 1: Full-District

Leaders will be familiar with new structure/members of the Learning Office

Leaders will reflect on their leadership strength and styles, and will connect to the 4 frames of leadership and leadership dimensions

Leaders will reflect on leadership traits in their teams, and plan to leverage strengths through the year's work.

Leaders will engage with stakeholder needs and aspirations for the upcoming school year

Leaders will create individualized goals for their leadership based on the needs and feedback of their teams

Leaders will align their goals vertically and will agree on how to support each other

•Agenda

Day 2: Building-Based

Leadership teams will create and review success plans and related activities

Leadership teams will create and plan for implementation of specific SMART goals that are aligned to building and district-level success plans.



Participation

82 Participants - Administrators and Teacher leaders including: Grade-Level leaders, Curriculum area leaders, Team Leaders, and Teachers on Special Assignment.



Feedback

[Feedback Summary](#)

Summer Curriculum Work

[Click to view our public Curriculum Maps:](#)



Objectives

Teams or individuals' work on adapting, creating, or aligning curriculum, instruction, and assessment to appropriately reflect intended student experiences in the classroom.



Participation

91 Approved proposals representing all 4 buildings **(85% of faculty)**

1789 hours of work completed.

All disciplines and supports for students represented.



Examples

New course materials: Math, Science 21, Social Studies/ELA, Advisory, Fountas & Pinnell, World Language at SIS, Curriculum-based literacy instruction during WIN, Coding at SHS, Embedded Honors in Chemistry, Technology in Music Education, Seal of Biliteracy, Astronomy.

Tusker U – Faculty Focus



Objectives

To engage teachers and teaching assistants/aides in learning experiences facilitated by peers that reflect professional interests and align to district goals.



Participation

91 total teacher and teaching assistant participants

18 sessions offered
All grade levels represented



Impact

[Schedule](#)

[Impact](#)

Tusker U – Student Focus



Objectives

To engage students in summer learning activities that maintain the home-school connection and provide meaningful opportunities for developmentally appropriate learning and collaboration.



Participation

17 courses offered by 13 faculty members

29 registered students

Parent engagement at Kindergarten



Impact

[Schedule](#)

In-Service Groups

- Internal collaborative learning by teacher teams.
- Facilitated by SCSD faculty or external partners.
- 7.5 - or 15-hour courses.



Evidence-Based Grading

- **Participants: 19**
- **Grade Levels: 9-12**

OBJECTIVES	FEEDBACK
• Learn about the EBG framework through varied resources • Deepen our understanding of the EBG framework and how it might effectively be implemented within our current grading system at Somers High School. • Develop a team mission statement. • Identify essential course skills and articulate standards and proficiency levels for each skill for each EBG course. • Identify learner attributes and frequency scales for assessment • Develop a conversational rubric template and one sample rubric for each course. • Explore Schoology capabilities for proficiency-based feedback. • Determine how to translate a body of proficiency scores into a numerical grade. • Produce student-facing and parent-facing informational materials.	• <i>Based on team comments, our building is SO ready for this work.</i> • <i>There is a diverse group of educators in SHS from many different roles that have identified the weaknesses of our current system and are motivated to change. It feels as though there is finally some positive momentum on this highly important topic.</i> • <i>This culture shift is going to be hard work but worth it. It was nice to feel so supported by how many educators share the same ideas and values as I do.</i> • <i>My aha moment is realizing how well this connects to MYP/IB learner profile.</i> • <i>The idea that students will value the process of learning rather than the end outcome of their grade.</i> • <i>I'm excited to work on building a system that accurately captures and conveys student achievements, growth, and next steps.</i> • <i>Tara is so passionate about this work. Has been so helpful and truly has led us in such a positive way.</i>

MYP Implementation Team

- **Participants: 17**
- **Grade Levels: 6-10**

OBJECTIVES	FEEDBACK
• Provide mini-choice breakout sessions modelling MYPs Approaches to Teaching and Learning for the faculty during Professional Learning Days. Topics included: Formative Assessment, Unpacking the Statement of Inquiry and Inquiry Questions, and Rubrics. • Finalize the four required MYP building policies which align practices for SMS and post on website. This was completed for: Assessment, Academic Integrity and Honesty; Inclusion and Diversity and Language. • Create the “consistent non-negotiables” of what they expectations should be for this current school year. • Revise the SMS Mission Statement to align to the MYP framework, approaches to teaching and what we aim to be as a school.	<i>I felt the overall staff grasped the MYP framework better (Statement of Inquiry, MYP Assessments, Rubrics, etc...). Understanding the framework better has allowed us to implement the MYP unit with ease. This began the first day of school with the presenter who attended SMS.</i> <i>Being able to share our trainings and sitting with colleagues to discuss unit planning.</i> <i>I like the opportunity to work with all members during our meetings. Each meeting group seemed to be thoughtfully placed so we can listen to other ideas and perspectives.</i> <i>I feel like one of our biggest successes as a team was the break-out sessions we prepped for and presented on a professional learning day. I also think our conversation about the non-negotiables for next year was an important discussion.</i>



Upcoming In-Service Courses for 2022-2023 School Year



Executive Functioning:

- **Purpose:** To develop and scale essential tools teachers need to address executive function needs of students.
- **Grade Levels:** K-12

Science of Reading:

- **Purpose:** To develop and scale essential tools teachers need to address executive function needs of students.
 - **Grade Levels:** K-12
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Ways to Engage

- **Tusker University Family Focus**
 - **Community Conversation**
 - TBD - 5:30-7:00 P.M. in-person, SMS Library
 - **Wellness Summit**
 - October Date TBD in-person, location TBD
 - **Academic Information Night**
 - 3/14/22 6:00-7:30 P.M. in-person, SMS Library