



School District of Marshfield

PROFESSIONAL DEVELOPMENT PROGRAM

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson

Overview and Rationale

The purpose of the School District of Marshfield Professional Development Program is to improve outcomes for all students. Highly effective teachers possess a deep repertoire of skills, advanced knowledge of content and learning processes and demonstrate positive dispositions toward students. They are reflective and collaborative. Dedicated job-embedded learning elevates the importance of continuous, career long learning as a professional responsibility of all educators and aligns the focus of their learning to the identified needs of students they serve.

Key Ideas

- Effective teaching and learning results in higher rates of learning for all students.
- Educators seek practical and effective methods, techniques, and knowledge to advance student learning; academically and behaviorally.
- Motivation to innovate is both internally and externally driven.
- Collaborative instructional efforts are more powerful than individual efforts.
- Leadership is developed over time, over settings and through opportunities that directly support the District's priorities.
- Coaching, mentoring, and team participation improve professional competence.
- Evidence and accountability result from an investment in professional development.
- Professional learning embedded into educators' workdays increases the opportunity for all educators to receive individual, team, or school-based support within the work setting to promote continuous improvement.

Goals

The three goals of professional development are:

1. Improve student outcomes.
2. Provide a relevant and responsive educational environment.
3. Develop a culture of continuous improvement.

Structure

Job-Embedded Professional Development

Job-embedded professional development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance instructional practices with the intent to improve student learning. Job-embedded professional development focuses on quality instruction and student achievement.

Professional staff who choose to participate in the district professional development program will commit to the work equivalent to 5 units and compensation of \$50.00 per unit per school year. The 5 units and compensation encompass all activities required to earn satisfactory completion resulting in compensation. These required activities include:

1. Commitment to all meeting times required of professional development offering. During these meeting times, professional staff will learn, participate, receive theory, demonstrate, model and practice in a group setting led by a highly qualified instructor.
2. Develop a Professional Learning Plan or comparable as a guide of implementation. The Professional Learning Plan will explicitly describe your action steps to improve the academic, behavior, and social learning of our students by improving classroom and school practices. The plan will describe elements of the specific PD strand embedded into time spent with learners. Participants will also describe ways to measure progression in the implementation plan.
3. All plans will be submitted to, and reviewed by, the Director of Teaching and Learning. Other reviewers may include professional development strand facilitators and/or members of the administrative team such as principals and the superintendent. Participants will be given guidance with activity rubrics found on the professional development page of the district website.

Program Procedures

- District approved Professional Development events will be emailed and posted on the district website.
- Staff can register for multiple Professional Development strands, however, will only be allowed to submit a plan for one strand totaling 5 units and \$250.00 in supplemental pay. Staff who have reached maximum allowable units will be compensated \$250.00 in supplemental pay.
- Each district offering consists of multiple meetings and accepting coaching/leading activities throughout the school year.

Eligibility for Participation

- All School District of Marshfield professional staff.

For More Information

- Contact Kim Ziembo, Director of Teaching and Learning
ziembo@marshfieldschools.com
(715) 387-1101 X1115

2025-2026 Professional Development Program Offerings

REPEATED OFFERING: SCIENCE OF READING- LEXIA LETRS (LANGUAGE ESSENTIALS FOR TEACHERS OF READING AND SPELLING) VOLUME 1 TRAINING

District Priority Area: Continuous Improvement and Innovation in Teaching & Learning

Audience: 4-8 ELA/Literacy Classroom Educators, 7-12 Special Education & Intervention Educators, K-12 Speech and Language Pathologists, K-12 School Psychologists, English Language Learner (ELL) Instructor/Coaches

Presenter(s): Melissa Christenson, School District of Marshfield Literacy Specialist

Capacity: 40 participants

Course Description

The Lexia LETRS Suite is a comprehensive professional learning course grounded in the **science of reading** and designed to equip educators, specialists, and leadership with deep knowledge and practical skills for effective literacy instruction. This research-based course focuses on the **how, what, and why** of literacy acquisition, ensuring that educators understand the cognitive processes behind learning to read and how to apply evidence-based strategies in their classrooms and during targeted literacy intervention.

LETRS Volume 1 explores the **foundational components of literacy**, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Educators will gain a deeper understanding of the structure of language and how to deliver **explicit, systematic instruction** that meets the needs of all learners. By developing a strong grasp of literacy development, educators can effectively diagnose language and reading difficulties, implement appropriate interventions, and foster long-term student success.

Dates and Times:

Wednesday, July 16, 2025

9:00am-3:00pm

and

Thursday, July 17, 2025

9:00am-3:00pm

and

Wednesday, July 23, 2025

9:00am-3:00pm

and

Thursday, July 24, 2025

9:00am-3:00pm

This course includes both **in-person sessions and online modules**. While the in-person component will be completed during the summer, participants will have until **May 15, 2026**, to finish the online modules in order to successfully complete this professional development opportunity. Additionally, the online component will serve as a substitute for the **Personal Learning Plan (PLP)** requirement.

[CLICK HERE TO ENROLL IN LEXIA LETRS VOLUME 1 TRAINING](#)

DEEPENING LITERACY INSTRUCTION: BUILDING ON LETRS VOLUME 1 & ACT 20

District Priority Area: Continuous Improvement and Innovation in Teaching & Learning- Continuous Curriculum Review

Audience: K-3 Classroom, K-6 Special Education, and K-6 Intervention Educators

Prerequisite: Successful Completion of LETRS Volume 1 Training

Presenter: Melissa Christenson, School District of Marshfield Literacy Specialist

Capacity: 40 participants

Course Description

This professional development opportunity is designed for educators ready to take their literacy instruction to the next level. Building on the foundation of Lexia LETRS training and Year 1 of Act 20 implementation, participants will dive deeper into essential components of effective literacy practices. Activities will focus on deepening your understanding of the aimswebPlus screener, leveraging diagnostic assessments to pinpoint student needs, and implementing targeted interventions. Educators will also explore how to maximize the impact of the core resource, **Into Reading**, through science-based instructional strategies. Additionally, participants will analyze their daily academic schedule and collaborate to design intervention time that drives student success.

Dates and Times:

Tuesday, July 29, 2025

9:00am-3:30pm

and

Tuesday, August 5, 2025

9:00am-3:30pm

and

Tuesday, September 16, 2025

3:30pm-5:30pm

and

Tuesday, October 21, 2025

3:30pm-5:30pm

and

Tuesday, November 11, 2025

3:30pm-5:30pm

and

Tuesday, December 9, 2025

3:30pm-5:30pm

and

Tuesday, January 13, 2026

3:30pm-5:30pm

[CLICK HERE TO ENROLL IN DEEPENING LITERACY INSTRUCTION](#)

BEYOND THE TEST: CREATIVE AND CHALLENGING ASSESSMENTS FOR DEEPER LEARNING

District Priority Area: Continuous Improvement and Innovation in Teaching & Learning

Audience: 4K-12 Educators (any/all subjects)

Presenter: John Graf, CESA 6

Course Description

This exciting workshop for K-12 teachers will explore innovative and often overlooked methods for assessing student learning beyond traditional paper-and-pencil tests. Teachers will engage in hands-on activities to discover creative, effective assessment strategies such as project-based assessments, portfolios, peer reviews, performance tasks, multimedia presentations, digital storytelling, self-assessments, and real-world problem-solving tasks. These assessments will be designed to target higher Depth of Knowledge (DOK) levels, challenging students to think critically, analyze complex problems, and apply knowledge in meaningful ways. The workshop will emphasize the importance of assessing students' creativity, collaboration, and ability to engage in higher-order thinking. Participants will actively collaborate to design their own alternative assessments, creating customized scoring guides and rubrics tailored to their classrooms and subjects. This interactive, working session will empower teachers to leave with practical tools and strategies they can immediately implement, allowing them to better capture the full range of their students' learning and foster a more dynamic, inclusive assessment environment throughout the school year.

Dates and Times:

Monday, July 7, 2025

12:30pm-4:30pm

and

Tuesday, July 8, 2025

12:30pm-4:30pm

and

Thursday, July 10, 2025

12:30pm-4:30pm

and

Thursday, July 17, 2025

12:30pm-4:30pm

and

Wednesday, September 10, 2025

3:30pm-5:00pm

and

Wednesday, October 22, 2025

3:30pm-5:00pm

and

Wednesday, December 3, 2025

3:30pm-5:00pm

and

Wednesday, January 7, 2026

3:30pm-5:00pm

[CLICK HERE TO ENROLL IN BEYOND THE TEST](#)

REPEATED OFFERING: BUILDING AN UNDERSTANDING OF ARTIFICIAL INTELLIGENCE (AI) IN EDUCATION

District Priority Area: Continuous Improvement and Innovation in Teaching & Learning

Audience: 5-12 Educators and Specialists who were not enrolled in the 2024-2025 PD Strand

Presenter/Facilitator: Shawn Trudeau, Technology Integration Specialist

Course Description

Strengthen your understanding of Artificial Intelligence (AI), a rapidly evolving tool being explored by both educators and students. This professional development offers hands-on opportunities to explore generative AI tools and strategies that support instructional efficiency, effectiveness, and student engagement. Start with foundational knowledge to build a clear understanding of what AI is, how it works, and the different types of AI tools available. Develop classroom practices and expectations for AI use through a Universal Design for Learning (UDL) lens. Rethink assessment design and instructional planning with AI integration in mind. The course includes whole-group learning sessions, as well as discipline-specific breakouts that provide targeted exploration of AI tools and applications relevant to your content area and grade level.

Dates and Times:

Thursday, August 14, 2025

8:00am-2:00pm

and

Wednesday, September 17, 2025

3:30pm-5:30pm

and

Wednesday, October 22, 2025

3:30pm-5:30pm

and

Wednesday, November 19, 2025

3:30pm-5:30pm

and

Wednesday, January 14, 2026

3:30pm-5:30pm

and

Wednesday, February 11, 2026

3:30pm-5:30pm

and

Wednesday, March 11, 2026

3:30pm-5:30pm

and

Wednesday, April 15, 2026

3:30pm-5:30pm

[CLICK HERE TO ENROLL IN BUILDING AN UNDERSTANDING OF AI IN EDUCATION](#)

SING, MOVE, & PLAY: FIRST STEPS IN MUSIC & CONVERSATIONAL SOLFEGE

District Priority Area: Continuous Improvement and Innovation in Teaching & Learning- Continuous Curriculum Review

Audience: 4K-12 music and physical education educators, EC/4K-3^d grade classroom teachers, and any grade level or department educators passionate about music and movement.

Presenter: Brittney Yadon, K-6 General Music Teacher

Course Description

Join us for an engaging and interactive professional development session exploring *First Steps in Music* and *Conversational Solfege*—two powerful approaches to fostering musical literacy through an "ear-first" approach. Designed for PK-12 music and physical education educators, as well as recommended for 4K-1st grade teachers and anyone passionate about music, this session will provide practical strategies to nurture children's musical development in both the general education and physical education settings.

Participants will explore how young learners develop tuneful, beatful, and artful skills, laying a strong foundation for musical literacy. Through folk dancing, singing, and hands-on activities, educators will discover how to integrate movement and play into their teaching to support musical growth. This session will emphasize the importance of an aural-first approach, ensuring that students develop deep musical understanding before transitioning to notation and symbolic literacy.

Whether you're a music educator looking to enhance your instruction, a PE teacher interested in incorporating music into movement, or a classroom teacher eager to bring more music into your daily routine, this workshop will equip you with research-based techniques to support children's musical journey. Come ready to move, sing, and experience the joy of music.

Dates and Times:

Monday, July 21, 2025

12:15pm-4:15pm

and

Tuesday, July 22, 2025

12:15pm-4:15pm

and

Wednesday, July 23, 2025

12:15pm-4:15pm

and

Thursday, July 24, 2025

12:15pm-4:15pm

and

Friday, July 25, 2025

12:15pm-4:15pm

[CLICK HERE TO ENROLL IN SING, MOVE, & PLAY](#)

SOLUTION-FOCUSED COUNSELING: STRENGTH-BASED STRATEGIES FOR STUDENT SUCCESS

District Priority Area: Social-Emotional Well-Being of All Students & Continuous Improvement and Innovation in Teaching & Learning

Audience: K-12 School Counselors, Social Workers, and School Psychologists

Presenter: Dr. Mark Gillen, PhD. Counseling and School Psychologist Department at University of Wisconsin River Falls

Course Description

Solution-focused counseling is a strengths-based therapeutic model widely used by school counselors to support students' social-emotional well-being. This approach emphasizes collaboration between mental health professionals and students to identify resources, set goals, and develop practical solutions.

This professional development opportunity is designed for mental health professionals in the Marshfield School District to deepen their understanding of solution-focused counseling. Participants will explore foundational principles and apply strategies through case studies, video experiences, and collaborative discussions. The August training will provide an immersive experience, enhancing participants' ability to apply solution-focused techniques in real-world scenarios. Additionally, monthly meetings will offer continued professional development, emphasizing leadership, collaboration, and advocacy to strengthen student well-being and learning outcomes.

Dates and Times:

Wednesday, August 6, 2025

8:30am-4:30pm

and

Monday, September 22, 2025

3:30pm-5:00pm

and

Monday, October 20, 2025

3:30pm-5:00pm

and

Monday, November 17, 2025

3:30pm-5:00pm

and

Monday, December 15, 2025

3:30pm-5:00pm

and

Monday, January 12, 2026

3:30pm-5:00pm

and

Monday, February 23, 2026

3:30pm-5:00pm

and

Monday, March 23, 2026

3:30pm-5:00pm

and

Monday, April 20, 2026

3:30pm-5:00pm

and

Monday, May 18, 2026

3:30pm-5:00pm

[CLICK HERE TO ENROLL IN SOLUTION-FOCUSED COUNSELING](#)

ENHANCING COMMUNICATION AND COLLABORATION: A SPECIALIZED PD EXPERIENCE

Audience: K-12 Speech and Language Pathologists

Presenter: Various Presenters & Specialists

Course Description

This dynamic professional development opportunity is designed for speech-language pathologists and will explore strategies for disrupting and dismantling communication barriers, fostering effective team collaboration in special education, and designing impactful communication approaches. Topics may include, but are not limited to, syntax strategies for speech and language development, the power of figurative language, and skills in independent phonological assessment and analysis. Participants will gain practical tools and insights to enhance communication and learning outcomes for all students!

Dates and Times:

July Dates TBD

12:00pm-4:30pm

and

July Date TBD

12:00pm-4:30pm

and

July Date TBD

12:00pm-3:00pm

and

January/February TBD

3:30pm-5:30pm

and

January/February TBD

3:30pm-5:30pm

and

January/February TBD

3:30pm-5:30pm

and

January/February TBD

3:30pm-5:30pm

and

January/February TBD

3:30pm-5:30pm

[CLICK HERE TO ENROLL IN ENHANCING COMMUNICATION AND COLLABORATION](#)

ADVANCED PLACEMENT (AP) SUMMER INSTITUTE

District Priority Area: Continuous Improvement and Innovation in Teaching & Learning- Continuous Curriculum Review Model

Audience: 9-12 Advanced Placement Teachers

Presenter: College Board

Capacity: 4 participants

Course Description

The College Board is a mission-driven organization that connects students to college success and opportunity. Each year, the College Board helps millions of students prepare for a successful transition to college through programs and services in college readiness and college success. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

This professional learning opportunity offers a unique learning experience for teachers interested in expanding their knowledge of AP course content, structure, and methodology. Learn from experienced AP consultants who are dedicated to improving student achievement by providing teachers with valuable tools and strategies for their classrooms.

[CLICK HERE TO ENROLL IN AP SUMMER INSTITUTE](#)

COMMUNITY OUTREACH

Audience: 4K-12 Professional Staff

Facilitator: Kim Ziembo, Director of Teaching & Learning

Presenter: You (see below)

Capacity: 20 participants

Join us as we flip the script on traditional professional development! This opportunity is intended to empower our talented educators and specialists to take the lead in sharing their knowledge and skills with the wider community. Rather than the typical model where educators attend professional development to learn, this approach invites our 4K-12 professional staff to step into the role of leading learning for adults and offering valuable learning experiences to members of our community. It is a chance for our staff to showcase their strengths and passions while making a meaningful contribution to appreciative members of our community.

Our staff may cover a diverse range of topics, spanning from practical skills like computer and technology proficiency, artistry, nutrition, welding, home maintenance, mental health topics, etc. The list could go on and on. The possibilities are endless.

Those interested in this option as their professional development of choice should enroll below. An informational meeting will be held in May to review guidelines and processes. You always have the option to learn more and then decide. Enrolling below does not commit to you. Instead, it shows you would like to know more information.

[CLICK HERE TO ENROLL IN COMMUNITY OUTREACH](#)