



26/27

Professional Development Plan

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Old Rochester Regional School District
MA Superintendency Union # 55

2025/2026 Professional Development Plan

Date/Title	Topics
August 26, 2025 Full Day PD	Support Systems: District-wide: Executive Functioning Training with Sarah Ward (PreK-12) Teaching and Learning Elementary: New Curriculum Implementation (Envisions Math, OSE, Literacy, Investigating History-IH) Teaching and Learning Secondary: Understanding by Design (UbD)/Universal Design for Learning (UDL) (District-Wide)
September 24, 2025 Half PD Day	Teaching and Learning Elementary: New Curriculum Planning (Envisions Math, OSE, Literacy, IH) Teaching and Learning, Support Systems Secondary: Common Assessment development using UbD/UDL (District-Wide)
November 10, 2025 Full Day PD	Support Systems; Climate and Culture Elementary and ORRJHS: SEL Teaching and Learning, Support Systems Secondary: Executive Functioning by department, Common Assessment development using UbD/UDL (District-Wide)
January 28, 2026 Half Day PD	Teaching and Learning Elementary: New Curriculum Planning (Envisions Math, OSE, Literacy, IH) Teaching and Learning, Support Systems Secondary: Common Assessment development using UbD/UDL (Building Based)
March 4, 2026 Half Day PD	Teaching and Learning, Support Systems, Climate and Culture: Portrait of the Graduate vertical alignment (Building Based)
May 27, 2026 Half Day PD	Placement and Transitions (Building Based)



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Additional 2025/2026 Professional Development

- Sarah Ward - Executive Functioning Skills and Strategies Seminar
- Envisions Math and Elementary School
- Common Assessment Training with Solution Tree
- Fly Five (Responsive Classroom)
- Equity Sub-Committee
- Math Modeling with Sue Looney
- Instructional Council
- Learning Walks
- Mentor Program
- New Teacher Orientation
- Art of Education
- Project 351 Playbook Initiative
- Investigating History
- ALICE Training
- Vision of the Graduate (VOG)



How the 2026/2027 PD Plan Was Developed?

- Instructional Council Team Collaboration
 - *Instructional Council Professional Development Subcommittee*
 - [Professional Development Planning Process](#)
- Educator Survey Feedback
- Parent/Guardian Survey Feedback
- Administrator Feedback
- Vision 2028 Strategic Plan
- Review of 2025/2026 Professional Development

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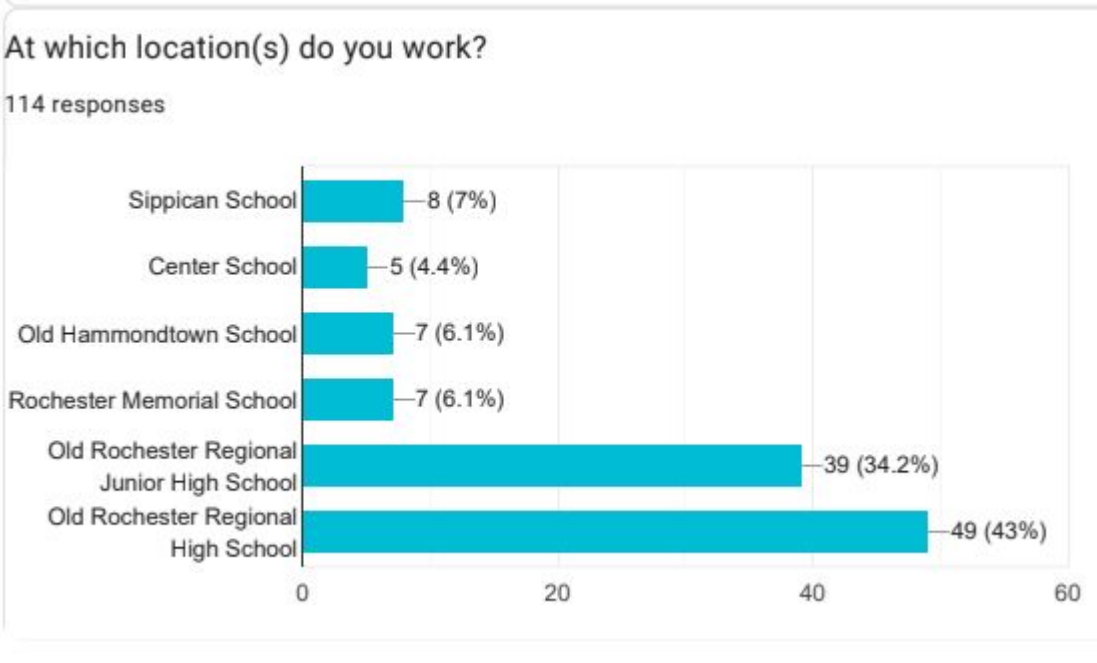
26/27 Professional Development
Planning Process Plan

"Inspire all students to think, to learn, and to care."

Special thank you to:

- Instructional Council
- Instructional Council Professional Development Subcommittee

Educator Responses to the 2026 Professional Development Needs Assessment Survey



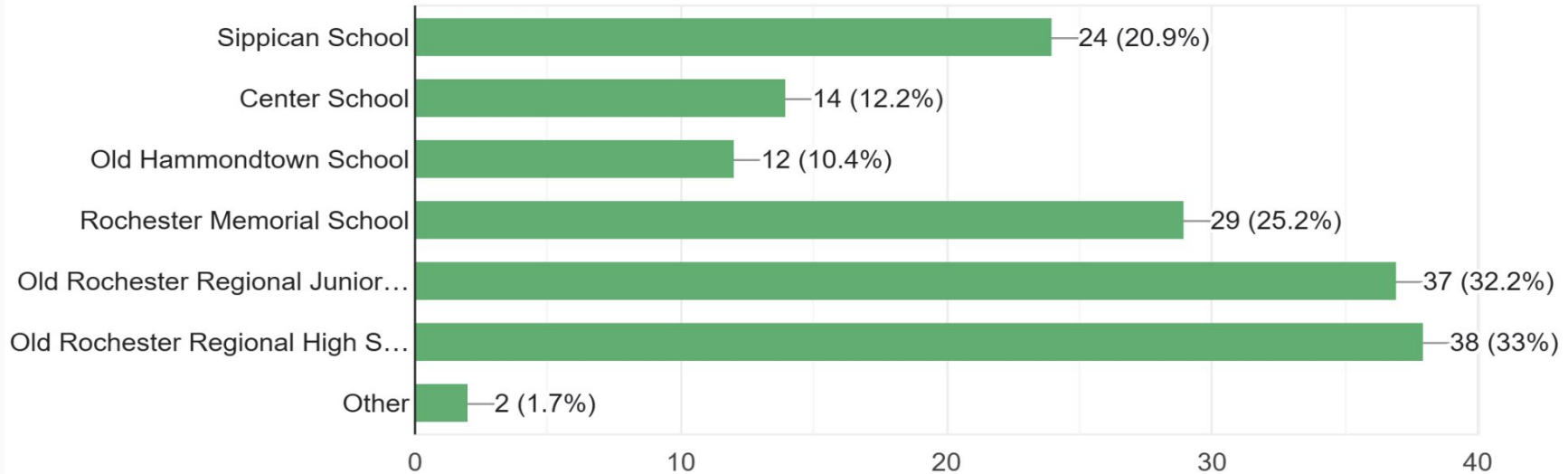
Top Professional Development Priorities - Educators

	Educators Topic (Votes)
Priority One	Content Area Pedagogy and Strategies
Priority Two	Common Assessment Alignments
Priority Three	Technology Integration

Parent/Guardian Responses to the Professional Development Survey

Which school(s) does your student(s) attend? Select all that apply.

115 responses



Parent/Guardian Priorities by Topic

Priority	Topic
Priority One	Teaching Strategies
Priority Two	Teaching Strategies
Priority Three	Technology Integration

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Date	Elementary (ES)	JrHS	High School (HS)
Sept 1 Full Day 8-2:30	Collaborative Problem Solving: PreK-12 (2 hrs) * <i>(Supports 4.1 / 4.5: evidence-based behavior and discipline practices)</i> AI Instruction (2 hrs) * <i>(Supports 2.3 / 1.5: curriculum writing and integration of instructional technology)</i> TBD: (1.5 hrs)- Curriculum Based* • Math Scope and Sequence, math assessment plan • ELA Assessments • mClass Math/IXL ELA & Math <i>(Supports 1.4 / 3.3: common assessments and data-informed systems of support)</i> Preschool: Math or Literacy	Collaborative Problem Solving: PreK-12 (2 hrs) * <i>(Supports 4.1 / 4.5: evidence-based behavior and discipline practices)</i> AI Instruction (2 hrs)* <i>(Supports 2.3 / 1.5: curriculum writing and integration of instructional technology)</i> Departmental Curriculum Work: Education Plan Review (1.5 hrs) <i>(Supports 1.4 / 3.3 / 3.5: data use for intervention and student transitions)</i>	Collaborative Problem Solving: PreK-12 (2 hrs) * <i>(Supports 4.1 / 4.5: evidence-based behavior and discipline practices)</i> AI Instruction (2 hrs)* <i>(Supports 2.3 / 1.5: curriculum writing and integration of instructional technology)</i> Departmental Curriculum Work: Education Plan Review (1.5 hrs) <i>(Supports 2.2 / 1.3 / 1.5: curriculum leadership and system coherence)</i>
Sept 23: Half Day	Writing (2 hrs) - All educators (including paraprofessionals, specialists, SPED)* <i>(Supports 1.2 / 1.5 / 2.3: Literacy Action Plan and writing instruction)</i>	MTSS/UDL Lesson Design (2 hrs)* <i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i>	MTSS/UDL Lesson Design (2 hrs) * <i>(Supports 2.3 / 3.2 / 4.1)</i>

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Oct 9: Half Day	MCAS/DIBELS/IXL/OA -All educators (including paraprofessionals, specialists, SPED) Data Analysis and small group prep and resources (2 hrs) <i>(Supports 1.4 / 3.4 / 3.3: assessment systems and intervention planning)</i>	MCAS/IXL/OA Data Analysis (2 hrs) -All educators (including paraprofessionals, specialists, SPED) Data Analysis and small group prep and resources (2 hrs) <i>(Supports 1.4 / 3.4 / 3.3)</i>	1) MCAS Data Analysis and small group prep and resources; review of questions related to the framework (1 hr) * 2) Common Assessment Development for Midterms (add to 2025-2026)* <i>(Supports 2.2 / 1.3 / 4.2: curriculum leadership and school coherence)</i>
Nov 3 Full Day 8-2:30	Writing (2 hrs) (Supports 1.2 / 1.5 / 2.5: Literacy Action Plan implementation) Sarah Ward (2 hrs) (Supports 2.3 / 3.2 / 4.1) Applied Practice & Lesson Design Studio: From Learning to Practice (1.5 hrs) - TWR Planning (45 minutes) - Sarah Ward lesson planning (45 minutes) OR DayofAI for student instruction (grade 6) Submit lessons in a shared folder <i>(Supports 2.3 / 1.4 / 2.2: curriculum, assessment, and leadership development)</i>	Sarah Ward (2 hrs) (Supports 2.3 / 3.2 / 4.1) DayofAI for student instruction (2 hrs) (Supports 2.3 / 1.5: curriculum writing and integration of instructional technology) Applied Practice & Lesson Design Studio: From Learning to Practice (1.5 hrs) - Sarah Ward lesson planning (45 minutes) - AI Practice Planning (45 minutes) Submit lessons in a shared folder <i>(Supports 2.3 / 1.4 / 2.2: curriculum, assessment, and leadership development)</i>	Sarah Ward (2 hrs) (Supports 2.3 / 3.2 / 4.1) DayofAI for student instruction (2 hrs) (Supports 2.3 / 1.5: curriculum writing and integration of instructional technology) Applied Practice & Lesson Design Studio: From Learning to Practice (1.5 hrs) - Sarah Ward lesson planning (45 minutes) - AI Practice Planning (45 minutes) Submit lessons in a shared folder <i>(Supports 2.3 / 1.4 / 2.2: curriculum, assessment, and leadership development)</i>
Jan 27: Half Day	Student Writing Prompt and Rubric Create a prompt and rubrics for writing samples (TWR) to bring student work to share at March 17 half PD day	MTSS/UDL Lesson Design (2 hr)	Common Assessment Midterm Analysis Review (1 hr)* MTSS/UDL Lesson Design (1 hr)*

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	<i>(Supports 1.2 / 2.5 implementation of LAP and ongoing PD)</i>	<i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i>	<i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i>
March 17: Half Day	Vision of the Graduate Vertical Alignment (1/2 hr) • Collaborative grade level alignment <i>(Supports 1.1 / 1.3 / 2.4: Portrait of the Graduate alignment and curriculum coherence)</i> TWR collaboratively grade student writing samples by grade level w/rubric (1.5 hrs) <i>(Supports 1.2 / 2.5 implementation of LAP and ongoing PD)</i> Paraprofessional MCAS Training*	Vision of the Graduate Vertical Alignment (1/2 hr) • Collaborative grade level alignment <i>(Supports 1.1 / 1.3 / 2.4: Portrait of the Graduate alignment and curriculum coherence)</i> MTSS/UDL Lesson Design (1.5 hrs) <i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i>	Vision of the Graduate Vertical Alignment (1/2 hr) • Collaborative grade level alignment <i>(Supports 1.1 / 1.3 / 2.4: Portrait of the Graduate alignment and curriculum coherence)</i> MTSS/UDL Lesson Design (1.5 hrs) <i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i>
May 26: Half Day	Transition and Placement Planning (2 hrs) <i>(Supports 3.5 / 4.1 / 4.4: student transitions, climate, and engagement)</i>	Transition and Placement Planning (2 hrs) <i>(Supports 3.5 / 4.1 / 4.4: student transitions, climate, and engagement)</i>	1. Common Assessments for Finals (1 hr) 2. MTSS/UDL Lesson Design (1 hr) <i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i>



Questions?