

**FREETOWN-LAKEVILLE PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT PLAN
2004 – 2005 SCHOOL YEAR**

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Director of Instructional Services**

**Freetown-Lakeville Public Schools
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October, 2004

Dear Colleagues,

I hope this letter finds you settling into the new school year and adjusting to the challenges of a new group of students. With all the changes this year – including the opening of a new school, new technology, the reassignments and relocation of many staff – there have been more challenges than usual. Through it all, I have been struck by the positive tone in the school buildings and the sense of collective effort to stay focused on our students' needs through all the changes. Thank you for all your hard work making possible this very successful opening of school. Observing this, our focus for professional development – community of learners – comes at a good time, with our district's spirit of collaboration stronger than ever.

This past summer, I had the privilege to travel to China on an educators' tour with Primary Source, a partner organization of the district in professional development. The two week trip to the cities of Beijing, Xi'an, Suzhou, and Shanghai combined touring historical sites with visits to schools and meetings with Chinese education officials. Now that I have been back in the U.S. for over a month, I have had a chance to reflect on my experience. Looking back, there were two big lessons for me. The first is an appreciation of the social and economic roles of China in the world today and its strong connections with the United States. The second area concerns the Chinese educational system and how it compares to our own. In the course of my travel experiences, and in both cases, my preconceptions were challenged at every turn.

With respect to China's place in today's world, I came away from the trip stunned, really, at the pace of change in the country; China is a county on the move, growing before your very eyes. And we need to pay attention. Since around 1990 when China opened to a market economy, their economic growth has been phenomenal. This is fairly obvious to anyone who looks at the country of origin of just about any manufactured product lately – odds are it says "Made in China." And it was very obvious to me, also, as reflected in the new roads, factories and high rise office buildings that I saw. The engine for all this growth is, of course, the abundant pool of workers coming off the farms, willing to work in a factory for two or three dollars a day, and moving into the urban areas of China. I read recently that this migration – numbering some 100 million people over the past ten years – represents the largest migration in human history. And since the Chinese government plans to expand this practice, it's very clear that China will become a much more active trading partner with the United States and an even bigger factor in the world economy in the years ahead. For this reason, I am more committed than ever in finding ways to incorporate the study of China into our curriculum.

The Chinese educational system, I learned, reflects many of the basic inequities that are seen in Chinese society as a whole. Their top students in math and science compete favorably with the best students from around the world; these students attend decently equipped, if very crowded, schools – classes of 50 or more are the norm. But to many average Chinese, the tuition required at all public schools makes it very difficult to provide an education for their children without great sacrifice. Making things even more unequal is the fact that many families who move to the cities in search of work do so without official government documentation. These "migrant" families are, in effect, illegal aliens in their own country and are denied many basic social services, including education. Our tour group met with one man, Huang He, who has been working for the

past ten years to address this problem in the Beijing area, where up to ten million migrant children now live. Mr. He's incredible commitment to these most needy children – and he brought four children with him for us to meet – was intensely emotional and inspirational for me as an educator.

My visit to China left me a changed person. It also left me with a new appreciation for our work as educators and our good fortune to be in the United States. The American system, and indeed our system right here in Freetown-Lakeville, is not perfect of course. We can and will do a better job in helping all of our students meet high standards for learning. And we are moving in the right direction. But we need to bear in mind that in countries like China, while struggling to meet the needs of its vast population and rapidly changing society, the inequities seen in their society right now may be a cost of change; many of the Chinese people I met certainly seemed resigned to that. But as a country and as a school community, we have no such limitations. We have the means to make the dream of educational opportunity come true for all of our children. I urge you to make that dream flourish in every corner of the school district this year!

Respectfully,

Dr. Vince McKay
Director of Instructional Services

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I. OVERVIEW OF DISTRICT PROFESSIONAL DEVELOPMENT

Professional Development Theme for the Year: Community of Learning

Staff development that has as its goal high levels of learning for all students, teachers, and administrators requires a form of professional learning that is quite different from the workshop-driven approach. The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. These teams, often called learning communities or communities of practice, operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of school district and school goals for student learning.

National Staff Development Council

Professional development plays an essential role in improving student learning in our schools. Its function is to assist Freetown-Lakeville teachers in guiding all students to achieve standards of learning and development demanded by the 21st century economy and Massachusetts Department of Education curriculum frameworks. These goals, combined with the diverse needs and learning styles of our students, create unique demands on teachers. These demands require, in turn, that teachers develop multiple approaches to instruction, informed by continuous feedback using locally developed assessments and MCAS results.

The Community of Learning theme for this year is intended to highlight the importance of our day to day interactions as educators. As the National Staff Development Council guideline (above) indicates, collaboration and mutual support among teachers and administrators is the real engine for change in school improvement, not the “sit and get” workshops that most teachers associate with professional development. This year will see an increased emphasis on this type of team work in all of the schools. Workshop learning will always have an important place in our professional development program and will continue to be supported as well.

Professional Development Goals

The Freetown-Lakeville Professional Development Plan focuses on teachers as central to student learning, yet includes all other members of the school community. The Plan focuses on individual as well as and organizational improvement and is designed to respect and nurture the intellectual and leadership capacity of teachers, principals, and others in the school community. Our goal is to make it reflect the best available research and practice in teaching, learning, and leadership. Professional development activities are planned collaboratively with input through the district Professional Development Committee, who will assist in maintaining a coherent long term plan.

The Freetown-Lakeville Public School’s Professional Development Plan complies with Department of Education requirements and provides a source for educators to meet recertification requirements.

Individual Professional Development Plan Documents and Application for In-service Credit are included in this document.

The annual goals for system-wide professional development are listed below. These goals are directly linked to the District Improvement Plan with the aim of improving student academic achievement at all grade levels. The goals are listed below with specific objectives:

District Professional Development Goals for 2004-2004

1. Make decisions on updates to local curriculum as prioritized by student performance data and expand range of assessment and teaching strategies.

- Make recommendation for new mathematics curriculum, K-4. Begin study of Middle School mathematics curriculum.
- Make ongoing curriculum revisions, in all content areas, based on student performance data, including MCAS results.
- Expand use of district-developed assessments for providing more frequent (quarterly) performance data and grade level expectations.
- Support efforts to expand teachers' range of instructional strategies for teaching diverse learners, as appropriate for grade level.

2. Articulate and align local curricula with State Frameworks.

- Revise Social Studies/History curriculum to state frameworks at elementary level.
- Provide support for K-4 teachers in the refinement of the K-4 Mathematics Grade Level Expectations. Also support the expansion of common assessments for quarterly feedback on student performance.
- Provide support through ELA curriculum group and principals to develop grade level expectations, writing guides and benchmarks using state frameworks in English / Language Arts K-8.
- Extend development of grade level expectations to include all subject areas K-4.
- Use student performance data to improve curriculum alignment.
- Support Assawompset School's technology-enhanced curriculum revision/mapping process.

3. Respect the professionalism of teachers while providing support for the recruitment, selection and retention of highly qualified staff.

- Provide time and support for staff to grow professionally in a variety of ways.
- Continue to make available programs such as the Studying Skillful Teaching course, with priority given to pre-professional status teachers.
- Provide training for administrators to strengthen their evaluation skills.
- Improve and refine the orientation and mentoring programs for new staff.
- Proactively recruit new teaching, administrative and support staff while supporting the interest of teachers aspiring to administrative roles.
- Recognize exemplary programs and staff.

4. Provide no-cost recertification professional development opportunities.

- Allow time and designate other resources, whenever feasible, to meet teacher's individual interests that are tied to school-based improvement plans and system-wide goals.
- Provide opportunities for staff to collaborate in grade level teams and discipline teams to meet professional development goals and to earn PDPs towards recertification.

District Professional Development Goals for 2004-2004

5. Equity and communication

- Develop programmatic strategies for addressing the underperformance of student groups identified in AYP reports.
- Increase opportunities for communication across each grade level and between school levels to increase collaboration on student performance.
- Provide time for teachers to share and discuss student work and successful practices.
- Assure that professional development resources reach all groups.
- Anticipate new demands for administrative training that emphasizes student learning in the supervision and evaluation process.
- Create enhanced opportunities for parents to become aware of grade level learning expectations and standards-based learning and grade reporting.
- Invite faculty to participate in decision-making and leadership roles.

This Plan attempts to present a unified approach to meeting the Freetown-Lakeville Public Schools' professional development goals. This document lists the many opportunities for professional development scheduled during the 2004-2005 school year and is supplemented by the *Primary Source* program book and district Professional Development catalog sent out to staff several times per year. A number of the sessions and special programs listed have limited capacity and require advance enrollment (e.g., Primary Source programs, district-supported workshops including technology courses that require that you enroll). For these special programs, please use the attached enrollment form. After completion of a workshop or seminar, you will also be asked to evaluate programs. [See the Workshop Evaluation Form.]

II. SCHOOL-BASED PROFESSIONAL DEVELOPMENT

Apponequet Regional High School

Professional Development for the 2004-2005 school year will be implemented during staff meetings, half curriculum days, full professional days, plus attendance at workshops and conferences. Generally, professional development will reflect the broader school goals as identified on Individual Professional Development Plans.

Technology

Periodic training for the new student management software, Rediker, is essential this school year. Technology training will continue with software and hardware to maximize the use of the technology in the high school. Computer generated progress reports and report cards, including the comment choices, will be reviewed and modified as needed. Use of technology in the classroom will be a component of all evaluations.

NEASC Follow-up Report

Staff and the follow-up committee will complete the March 2005 report. This is our 5-year update. Half curriculum days, faculty meetings and committees will be used to address the seven recommendations and the seven concerns identified in the May 6, 2004 correspondence from NEASC.

Special Education and Regular Education

Special education and regular education staff will work together to develop strategies for increasing collaboration in teaching all students. Professional development time will be allocated for this purpose.

Curriculum Alignment

Alignment to state frameworks will remain the focus of the social studies, math, science, foreign language and English departments.

The Teaching American History grant will continue to be a source of professional development for the social studies department.

Other Initiatives and On-going Programs

The mentoring program includes voluntary meetings with veteran staff members and the eleven new staff.

Curriculum development will focus on several new areas including planning for new courses in programming and MCAS Prep, and for utilizing the new Cable TV studio.

Student self-assessment, through reflection and the use of portfolios, will be an added area of concentration. The process to create common final exams will continue.

Freetown-Lakeville Middle School

The 2004-2005 Freetown-Lakeville Middle School Professional Development Plan is designed to reflect the following sources of critical data generated via school-based and MCAS assessments, 2003-2004 Staff, Parent, and Student Focus Groups, and New England Association of Schools and Colleges (NEASC) recommendations.

FLMS staff will continue to expand our well-received 2003-2004 Inquiry-based Learning and Experiential Education Professional Development Initiatives aligned with Project 2061-American Association for the Advancement of Science and facilitated with the Discovery Museums of Acton, Massachusetts.

Three areas have been identified for focused growth:

A. Mathematics:

“...to become good problem solvers, students need many opportunities to formulate questions, model problem situations in a variety of ways, generalize mathematical relationships, and solve problems in both mathematical and everyday contexts.”

FLMS mathematics teachers will focus their professional development work on utilizing data to identify achievement gaps, especially for our AYP Needs Improvement Subgroup. Mathematics teachers will identify the students who aren't performing to the required standard, will examine why they are not performing and then what steps that can be taken to improve the performance of all of our students, including all of the subgroups.

B. English/Language Arts:

“The Learning Standards in the Composition Strand set the expectation that students will learn to write with clarity, coherence, and personal engagement.”

Building on the 2003-2004 Writing Rubric developed by Grade 5 staff, FLMS English Teachers will focus their professional development work on the following Grade 5-8 Standard within the Composition Strand: “Use prescribed criteria from a scoring rubric to evaluate their own and others' compositions. . .”

C. Heterogeneous Grouping in Grades 7 and 8:

Consistent with the NEASC Recommendations noted in the Accreditation Report of the Visiting Committee, September 2000, and the documentation required in our April 1, 2006 Five Year Summary Report, FLMS faculty and administration will engage in the following professional development activities:

- Review the commonly held assumptions regarding the benefits of ability grouping
- Review the literature and data regarding the net effect of ability grouping on student performance including the cumulative effect on the achievement and knowledge gap between groups of students
- Explore alternatives to the current use of widespread rigid ability grouping in Grades 7 and 8

Additional Professional Development:

1. Refresher Workshops: LINKS Metacognitive Strategies (Reading-Thinking Writing Across the Curriculum), differentiated instruction (teaching all students high level content including those with diverse learning needs in the general education classroom) and strategies for multi-level instruction and assessment; guided reading; guided writing.

2. Inquiry-based Learning: model inquiry-based lessons to be shared at FLMS.

3. Technology, including training on use of the new student management software (grading software and computerized grade reporting) and the expansion of Computer Construction elective Grade 8, and the development of the FLMS TV Production program.

George R. Austin Intermediate School

The Intermediate School's Professional Development plans will be incorporated into the other schools' plans in the following manner:

Grade 4 – Assawompset School

Grade 5 – Freetown Lakeville Middle School

Assawompset School (includes Intermediate School 4th Grade)

Assawompset's Professional Development Plan will be integrated into the time available through a number of opportunities which include

- a. Staff meetings
- b. Early release afternoons
- c. Fully curriculum day
- d. Grade level meetings
- e. Cross grade level meetings
- f. Outside workshops
- g. In house training and speakers

Our professional development efforts are a result of our curricular needs.

Math

This year, a great deal of our time will be spent in using curriculum mapping software. The staff will enter the skills they have covered for each month. We will then be able to analyze that data, looking for holes, etc. In addition, we plan to have further training on math manipulatives in order to increase their use in the classroom. Discussion of The Problem Solver series will also be a part of our programming. District-wide exploration of a new textbook will be a priority.

Language Arts

Our largest focus in reading will be on the integration of our new reading series. Representatives from the publisher will visit us twice during the year. We will analyze the benefits of the new series at the end of this school year.

Assessment

We continue to reflect on assessment tools and strategies especially in terms of measuring children's progress in math and language arts. By developing common assessment tools on specific skills, teachers will be able to determine the level of a child's mastery or areas of weakness during and throughout their instruction. By recording these results, our programming will be systematic and structured. The staff will be creating these tools in the area of math as we continue our work on mapping in order to gauge our effectiveness.

Social Studies

With the change in state frameworks, changes to our curriculum will be made it consistent. These changes will most impact grades 3 and 4. Our work will be to determine the changes and then to create plans and collect appropriate material.

Technology

Technology will continue to be a part of professional development time. Given the way in which we hope to integrate it into our instruction, it is important that teachers continue to build their skills and develop plans around its use.

Freetown Elementary School

Freetown Elementary School's Professional Plan for 2004-2005 will be implemented during Freetown Elementary's full and half curriculum days scheduled during the current school year, staff meetings, use of the seven hours (prior to the beginning of the current school year), grade level meetings and attendance at workshops and conferences by the staff.

ENGLISH LANGUAGE ARTS

Teachers in grades one through four, along with Special Needs, Chapter 1 staff and other support personnel will continue with the implementation of our new reading series. A number of presentations by the reading consultant have been scheduled (September 3, 2004 for 4 hrs.). Additionally, the ½ curriculum days will be used to facilitate this goal. Common planning time will be used to assess the reading program's effectiveness during the current school year as well as afford additional opportunities for the staff to share information and strategies. MCAS scores will be reviewed by all staff to determine additional areas of emphasis.

MATH

MCAS math scores will continue to be reviewed by all staff with particular emphasis on measurement and number sense. Staff ½ curriculum days and common planning time will be used to develop strategies to address all areas that MCAS math scores have indicated additional emphasis is warranted.

ASSESSMENT

Staff will continue their work in developing and refining effective rubrics for student performance assessment. Student progress reports—both quarterly and mid-term—reflect the refinements the staff felt were needed after working with the documents the past two years. This year, grades 1-4 will be working with the new standards based progress report. Portfolios will continue to be a key element for assessment.

SECOND STEP

The staff will be participating in *Second Step* training presented by three trained staff members prior to the opening of school during the full curriculum day. *Second Step* is a national program that teaches students the social and emotional skills needed for violence prevention. Additional ½ curriculum days will be used to assess the effectiveness of the program. The Second Step/Discipline Committee will be placed on the monthly staff agenda and apprise the staff on program integration.

TECHNOLOGY

With the assistance of our technology specialist, librarian, and SCANTEK Science Lab technician, the staff will continue its growth in integrating technology into all aspects of their teaching strategies. Additionally, continued development and refinement of staff web pages will be emphasized and encouraged.

NEW STAFF

New staff members' successful transition will be school-wide priority during the 2004-2005 school year. New staff members have been assigned a mentor to assist them in this transition. Each new staff member and their mentor will maintain a log of their meetings.

III. KEY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Studying Skillful Teaching

Studying Skillful Teaching is a three credit graduate course which is offered in-district in conjunction with Research for Better Teaching and Fitchburg State College. In 2004, the course met for four full days in late June and six afternoon sessions in the fall. Enrollment for this course is limited to 30 District teachers with preference given to those in their first three years.

The Skillful Teaching course addresses a number of key questions, such as: What characterizes schools that make a significant impact on student achievement? How do we help students exert effective effort to meet demanding performance standards? What do communities of skillful teachers do to help students acquire essential skills and knowledge? The instructor will use current research, case studies, collaborative inquiry and problem solving, video clips, and ongoing reflection about our experiments and data to construct powerful understandings about what makes a difference for our own students in our own classrooms.

Project ERR

Project ERR has the largest school district membership of any educational collaborative in the state and services Southeastern Massachusetts school districts with high quality programs. For over 30 years it has been offering professional development for educators including on-site in-service training, full day workshops and conferences and graduate courses. For the last 15 years they have collaborated with Fitchburg State College to offer 14 degree and certificate programs including the M.Ed. in Elementary and Secondary Education with a concentration in Educational Technology, a one year Certificate Program in Educational Technology and currently, the M.Ed./GAGS in Educational Leadership and Management (a 7th cohort group should be ready to start this Fall).

Freetown-Lakeville staff participate in the ERR Professional Development oversight committee which plans their programs.

A full listing of Project ERR offerings is found in the Out of District offerings section of the Plan.

Partnership with Primary Source

Now in its second year, Freetown-Lakeville has joined number of school districts partnering with Primary Source. This program provides an exciting opportunity for staff to learn about and experience more diverse world history, a more inclusive approach to U.S. history and broader consideration of literature and the arts than traditionally applied in schools. Primary Source's mission is to promote inclusion of peoples whose voices are not adequately represented in the existing curriculum.

Access to seminars has been reserved for Primary Source partnership districts: Bangor, ME, Bedford, Belmont, Brockton, Brookline, Burlington, Canton, Concord-Carlisle, Dover-Sherborn, Framingham, Lexington, Milton, Needham, Newton, Pembroke, Quincy, Shrewsbury, Wellesley, Westborough and Winchester. To register, teachers in these fourteen partnership districts contact their respective program administrator. Course descriptions for Primary Source programs are included in a brochure that was distributed to each school in early September.

The purpose of each seminar is to explore new content with the ultimate aim of developing curriculum at appropriate grade levels. Professional Development Points are awarded for participation in a series of five seminars from Primary Source. Primary Source seeks opportunities to collaborate closely with teachers, media specialists, and administrators who have taken these seminars, working with them to incorporate content like China and African American history into their teaching.

The seminars are generally, held at the Primary Source library in Watertown and begin promptly at 9:00 a.m. and end at 3:00 p.m. A detailed listing describing all seminars offered by Primary Source is available in September of the new school year or at primarysource.org.

IV. ADDITIONAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES

A number seminars or workshops will be offered during the 2004-2005 school year. Most occur after school, although some are scheduled during the school day or on Saturday. Those falling outside the school day are on a voluntary basis and, in most instances, require registration in advance as space may be limited. Administrative leave forms where appropriate should be submitted as soon as possible and at least 2 weeks in advance.

Seminars explicitly address needs, faculty interest, and identified system-wide or individual school plans. These sessions provide additional time and resources to reflect on best practice, assess lesson study and student work, and improve teaching and learning. As time and resources allow, additional topics may be added throughout the year. If individual teachers have suggestions for sessions, those should be forwarded to the Instructional Services Office. Unless otherwise designated, please remember all of these sessions require pre-registration.

Additional offerings will be released in the coming months as the Professional Development Committee meets and makes recommendations for programs.

1. In-District Offerings

Mini-Course Offerings in Technology -- Winter 2005

All courses meet five times, after school, for two hours. 10 PDPs awarded for each mini-course.

Introduction to the Classroom Computer (K-4)

Dates: Mondays – March 2, 9, 16, 23 and 30

Time: 3:30 – 4:30pm

Place: Freetown Elementary School

The objective of this course is to offer the elementary school teacher ideas and methods for effectively using their classroom computers to enhance their students' learning. It will also offer basics of File Management of files, email messages and software. It will involve both Apple and Windows based computers.

The course is designed to be predominantly hands-on use of the computer with sample lessons, templates and ideas reviewed and demonstrated. The course will be presented using both the Apple/Mac and Windows/PC computers. Each participant will be given a packet containing "Basics of File Management," a list of lesson ideas, and sample lessons to be developed at the conclusion of the program.

Powerpoint for Educators (5-12)

Dates: Mondays – March 1, 8, 15, 21 and 28

Time: 3:00 – 5:00pm

Place: Computer Lab at the Freetown-Lakeville Middle School

A ten-hour workshop that introduces Powerpoint presentation software. This workshop is a hands-on workshop on how to create a PowerPoint slide show that you will use in your classroom. Each teacher will be able to create slides, insert clipart and images, create a hyperlink to a web site, and other skills to create a professional slide show that's linked to your curriculum.

Creating Online Instructional Resources

Dates: Wednesdays – January 12, 19, 26 and February 2 and 9

Time: 3:30 – 5:30pm

Place: Computer Lab at the Freetown-Lakeville Middle School

This workshop will assist teachers in making an instructional unit or any learning activity available to students online! Teachers could adapt an existing unit or activity or create an entirely new one. Another option would be to make available a teacher's collection of links to online learning resources. The learning activity could focus on the acquisition of knowledge or the development of a skill. The focus of the workshop will be to assist the teacher in creating materials that meet his or her student's needs. The teacher provides the topic and receives assistance in placing it online.

Microsoft Office for Educators

Dates: Mondays – March 1, 8, 15, 21 and 28

Time: 4:00-6:00pm

Place: Computer Lab at the Freetown-Lakeville Middle School

This is an entry-level course. This course is designed to give educators an extended experience in the educational applications of Word, PowerPoint and Excel. All participants will spend class time to use the three software packages for direct classroom applications.

Other In-District Programs: On-Line Courses

Harvard Graduate School of Education - WIDE World Online Professional Development

Six Session Courses -- Winter/Spring 2005 courses are listed below. Credits will be available through Bridgewater State. For full catalog listings, go to: <http://www.wideworld.pz.harvard.edu/catalog/six/>

1. Teaching Algebraic Reasoning in High School
2. Teaching Algebraic Reasoning in Middle School
3. Teaching Math Fundamentals on the Way to Algebraic Thinking in Elementary School
4. Differentiating Instruction: Strategies for Effective Classroom Practice
5. Differentiating Instruction: Strategies for Teaching English Language Learners
6. Engaging Your Students in Deeper Learning
7. Reading in the Content Areas: Strategies for Middle and High School Teachers
8. Using Multiple Intelligences as a Tool to Help Students Learn
9. Writing in the Content Areas: Strategies for Middle and High School Teachers

Technology Integration:

1. Teaching to Standards with New Technologies
2. Practical Strategies for Integrating Technology to Improve Learning

These courses are being offered to District teachers for the first time this year. Priority will be given to school-based teams of 3 – 4 teachers taking a course together. Principals will be providing information to teachers regarding this program.

Job-Alike Groups

Within the school system there are several “job-alike” groups that will meet on a regular basis. These meetings are important to the coordination of planning between the schools. Collaborative efforts facilitate good communication and the adoption of best practices across schools. Where applicable, PDPs are available for time in these groups and for the leadership/presentations among the group members. Groups that are being considered for meeting include Reading/Writing Specialists and Library/Media and Technology Specialists.

Curriculum Committees

Freetown-Lakeville’s curriculum reflects years of collaboration and the commitment of dedicated teachers and administrators to an ongoing process of evaluation and renewal. The articulation process strives to develop commonly held expectations so that students in any class or school are expected to reach similar grade level expectations. In 2004-2005 concentrated efforts continue in English Language Arts, Mathematics, and with new emphasis on Social Studies. Clarifying student expectations and identifying and sharing the best strategies for teaching and learning is central to our work in this area.

Curriculum Committee Meetings for 2004-2005 are half-day meetings:

| | |
|--------------------------------------|---|
| Math/Science: | October 7, December 7, February 8, April 5 and June 7 |
| Language Arts/Social Studies: | October 7, December 9, February 10, April 12 and June 9 |
| Art/Music: | November 2, January 11, March 8 and May 3 |
| Health-PE/Foreign Language: | November 4, January 13, March 1 and May 5 |
| Business/Technology: | Oct. 19, December 14, March 1, March 16 and April 26 |

Half Curriculum Days

All of this year’s Half Curriculum Days will feature in-school professional development planned by principals, the curriculum teams and the district professional development groups.

2 . Out of District Options

What follows are the out-of-district workshops that may be of interest to staff seeking expanded options for professional development. These offerings are briefly described and locations and dates are included. If anyone wants a more detailed description, more contact information or registration forms, please feel free to call Dr. Vincent McKay at (508) 923-2000 and an expanded explanation will be provided. It is also recommended that you speak with your curriculum resource person and/or principal before pursuing these options.

Project ERR

Additional information can be obtained from the ERR website, errinc.com. The following workshops are available for the fall:

- **October 20** - *“Taking Control of Your Classroom: Understanding and Responding to Challenging Behavior in the Classroom, Grades K-12”**

- Charlie Appelstein** Holiday Inn, Mansfield, MA
- **October 20** - “*Math for the MCAS: Preparing Children to Meet Mathematics MCAS Expectations, Grades PreK-4*”
Susan T. Cote Holiday Inn, Mansfield, MA
- **October 29** - “Maximizing Learning Through Differentiated Instruction: Strategies for Diverse Classrooms, Grades 2-12”*
Dr. Christine Lyons **Holiday Inn, Taunton, MA**
- **October 29** - “*Developing Math Proficiency: Content, Pedagogy and Technology, Grades 7-10*”
Paula M. Sennett Holiday Inn, Taunton, MA
- **November 3** - “Balanced Approach to Reading Success, Effective Language-Based Methods for Inclusive and Regular Ed. Classrooms, Grades PreK-3”
Karen Bullock and Barbara Landon **Holiday Inn, Taunton, MA**
- **November 3** - “*Assessing Disabilities and Developing Intervention Plans*”
Dr. Gina Hurley, Eric Bruinooge and Pat Dooley **Holiday Inn, Taunton, MA**
- **November 19** - “*Classroom Strategies for Working w/ Students w/ Autism Spectrum Disorder, Grades K-12*”
Janet McTarnaghan and Barbara Domingue Holiday Inn, Mansfield, MA
- **November 19** - “*Developing Science Proficiency: Using Essential Questions as A Science Instructional Strategy, Grades 5-8*”
Susan T. Cote Holiday Inn, Mansfield, MA

Teaching American History

In collaboration with Bristol Community College.

1) **History Goes Hollywood: The Outcasts**

Led by Professor Maureen Sowa, Bristol Community College History Department

Hollywood has only reluctantly shown us images of minority America – not only racial minorities, but political and social minorities as well. But the films of John Sayles, Spike Lee and Wayne Wang have changed what people know and see of the other America. Studies show that your students get a significant share of their historical knowledge and misconceptions from the movies. Find out how to work with what they already know. (16 PDPs)

Applicable Standards: USII.5, USII.10, USII.22, USII.25, USII.26, USII.27, USII.30

Tuesday, 3:30-6:30

October 26, November 2, November 9, November 16

2) **Law and Order**

Led by lawyer/teachers Stanley Mosczeni, Seekonk Middle School History Faculty, and Ray MacDonald, Somerset High School History Faculty

Your students watch crime dramas on TV, but do they know how much of our history took place in the courtroom? The fight over the Amistad, the Dred Scott decision, Eugene Debs’ imprisonment for advocating peace, the Supreme Court Sanction of the premise of “separate but equal” and its reversal 80 years later, the trial of Sacco and Vanzetti, and the extension of the right to privacy into reproduction – all of these flashpoint social dramas took place in a court in front of a judge. Let’s use them to turn your class into must-see American history. (16 PDPs)

Applicable Standards: USI.28, USI.30, USI.35, USI.40, USII.5, USII.6, USII.9, USII.10, USII.25, USII.27

Mondays, 3:30-6:30
November 1, November 8, November 15, November 29

3) Historical Thinking

Led by Andrew Hoffman, Bristol Community College

Mostly, we say we teach history, but what we really want our students to know is how to think historically: how to read a primary document; how to construct a meaningful time-line of the American past; how to relate individuals, policies and events into a historical narrative; and how to explain our present through an understanding of the past. Using recent research into human cognition and studies of how historians think, this colloquia can take your focus off of covering the standards and put it on the skills your students need to understand them. (16 PDPs)

Applicable Standards: all

Wednesday, 3:30-6:30, Bristol Community College
November 10, November 17, December 1, December 8

4) Field Trips for Teachers

Led by Tom Jundt, Brown University

Once each month, usually on the third Thursday, a bus will leave Bristol Community College for an historic site in our area. Experts at the site will conduct tours of the facilities and run teacher workshops for the participants. Though we have not settled on the complete line-up of sites to visit, we have decided on the first five field trips. They are:

| | |
|--------------------------|--|
| October 21, 2004 | Salem and the Peabody Essex Museum |
| November 18, 2004 | Adams National Historic Site, Quincy, MA |
| December 9, 2004 | Mashantucket Pequot Museum, Ledyard, CT |
| January 20, 2005 | Kennedy Library, Boston |

For these programs, we will provide transportation, lunch, books and money for a substitute in your classroom. There will be **no stipends** issued for participants in these field trips, and we will issue Professional Development Points only upon the completion of a lesson plan based on the contents of the field trip.

Thursday, 8:30 am – 4:30 pm, meet at Bristol Community College
April 8, April 15, April 29, May 6

5) Key Primary Documents: Drop-in Colloquia

Led by various Bristol Community College faculty and others

Every other week, we will hold a two-hour drop-in colloquium on key American documents cited in the Massachusetts History and Social Science Curriculum Framework. These sessions will spend part of time rereading the document together and part of time exploring ways to bring the document into focus. The schedule of drop-in sessions, the documents to be discussed and the colloquium leaders are listed below. An asterisk indicates the document is required in the Framework.

| | |
|--------------------------|---|
| October 28, 2004 | Declaration of Independence* |
| November 4, 2004 | The United States Constitution* |
| November 18, 2004 | The Northwest Ordinance* |
| December 2, 2004 | Federalist Paper no. 10* |
| December 16, 2004 | The Bill of Rights* |
| January 13, 2005 | President Washington's Farewell Address |
| January 27, 2005 | DeTocqueville's Democracy in America |
| February 3, 2005 | Seneca Falls Declaration of Sentiments* |
| February 17, 2005 | Frederick Douglass Independence Day Speech* |
| March 10, 2005 | Lincoln's Gettysburg Address* |
| March 24, 2005 | Lincoln's Second Inaugural Address* |

| | |
|-----------------------|---|
| April 7, 2005 | Emma Lazarus, "The New Colossus" |
| April 28, 2005 | FDR's "Four Freedoms" Speech* |
| May 12, 2005 | Martin Luther King's "Letter from a Birmingham Jail"* |
| May 26, 2005 | Martin Luther King's "I Have a Dream" Speech* |

In order to earn a \$100 stipend and 11 Professional Development Points for this colloquium, participants must attend four sessions in the course of the academic year (September through May). You may earn a separate stipend and separate PDPs for each four sessions you attend, upon the completion of a separate lesson plan for each.

Applicable Standards: USI.2, USI.3, USI.4, USI.6, USI.7, USI.8, USI.9, USI.23, USI.28, USI.32, USI.37, USII.15, USII.25

Thursday, 3:30-5:30

10) History Book Club

Led by various scholars and educators

Each month, we will sponsor a book group at Café Arpeggio in downtown Fall River; the café is in the same building at the Umass-Dartmouth Fall River campus and Baker Books. The group will consider recently published award-winning works on American history in a convivial and relaxing atmosphere. This book club is open to anyone interested in American history, but teachers of history at any grade-level are especially encouraged to come. Because we will supply books for participants, we will need to know well in advance of your interest in participating in each session. The planned dates are:

| | |
|--------------------------|--|
| October 19, 2004 | One Drop of Blood: The American Misadventure of Race Scott L. Malcomson |
| November 16, 2004 | Founding Brothers: The Revolutionary Generation Joseph J. Ellis |
| December 14, 2004 | The Name of War Jill Lepore |
| January 18, 2005 | John Adams David McCullough |
| February 15, 2005 | Slave Counterpoint Philip D. Morgan |
| March 15, 2005 | Affairs of Honor: National Politics in the New Republic Joanne Freeman |
| April 12, 2005 | Captain Ahab Had a Wife Lisa Norling |
| May 10, 2005 | The Unredeemed Captive John Demos |

Teachers looking to earn a \$100 stipend and 11 Professional Development Points must attend three sessions and complete a lesson plan based on at least one of the books read.

Tuesday, 3:30-6:30, Café Arpeggio, 139 South Main St., Fall River

V. MENTOR PROGRAM

The Freetown-Lakeville Mentoring Program is one piece of a comprehensive program of support for new staff. It is our belief that mentoring is critical to the success and retention of educators as they arrive in our schools. Over the past several years, a corps of mentors were trained in the district through Bridgewater State College. The Program continues to grow and strengthen through the planning efforts of the mentor leaders and district administrators.

As each new staff member is hired, the school principal assigns an appropriate mentor for the new teacher. Many factors, including content area and grade assignment are considered in selecting the pairing. Over the course of the year, the new teacher and mentor meet on a regular schedule to determine what support resources are needed. Additionally, the mentors meet with their building's mentor leader on a regular basis and discuss what resources or additional support each may need for their new teacher. It should be noted that mentors and coordinators never take part in the formal evaluation process connected with supervision. Mentors do, however, conduct peer observations throughout the year as a basis for collaboration and support between mentor and the new teacher. In addition, the new teacher will observe a number of classes taught by the mentor or by another experienced teacher in the same content area. In this way, models are provided for new teachers especially in instructional strategies and class management.

Many teachers have volunteered to participate in the Mentoring Program since its inception. These educators completed at least sixteen hours of training. Training opportunities are provided on an ongoing basis. Mentors are paid a stipend of \$500 per year or may receive two In-Service credits. Mentors also receive 30 PDPs according to DOE guidelines.

IV. Individual Professional Development Plan Recertification Requirements

The section that follows has been provided by the Massachusetts Department of Education.

Please note that this section applies only to teachers with Professional Licenses.

All teachers in possession of an Initial License meet their professional development goals by making progress towards their Professional License in the time allotted by the State.

Appendix B

FREETOWN-LAKEVILLE PUBLIC SCHOOLS

WORKSHOP EVALUATION FORM

Workshop Title: _____

Instructor: _____

Date: _____

| | Low | | | | High |
|---|------------|---|---|---|-------------|
| A. Quality of content of workshop: | 1 | 2 | 3 | 4 | 5 |
| B. Quality of instructor's presentation: | 1 | 2 | 3 | 4 | 5 |
| C. Method(s) used to present material(s): | 1 | 2 | 3 | 4 | 5 |

D. Did this workshop meet your needs? Explain why or why not.

E. How did this workshop extend your thinking? Give examples. (If it didn't, give reasons.)

F. How do you rate this workshop in relation to your learning?

Fair _____

Good _____

Excellent _____