

To: Members of the School Committee

From: Margaret Adams, Assistant Superintendent for Teaching and Learning

Subject: Presentation on FY19 Professional Development Plan

Date: April 26, 2018

**Define the Issue/Question:**

- How do we support all staff in creating a rigorous, personalized curriculum using current professional development resources? How can professional development support district goals in raising student learning?
- How can professional development support school and district goals of curriculum, instruction, and assessment?
- How can we ensure the transfer of professional development to the classroom?

**Brief Overview/Background Information:**

Melrose Public Schools continues within existing resources to provide professional development offerings for staff to support the district's strategy overview. Some highlights of the year include the following:

**Elementary K-5:**

- A science study group supported development of science units in life science and revision of earth science units that aligned to the Science and Technology/Engineering Curriculum Frameworks.
- Supported new teachers at the elementary level with instructional coaching providing opportunities for peer observation and teaching. Instructional coaches provide new teacher support in the implementation of core instructional practices.
- Supported teachers in grades K-2 with the implementation of Envision 2.0 Math.

**Secondary Grades 6-12:**

- Supported secondary content facilitators in their roles by focusing on theories of teacher leadership and instructional coaching.
- Supported art teachers in their use of primary sources and mentor artists in the Visual and Performing Arts.
- Supported music teachers in building a common standards -based assessment tool and common anchor texts in the elementary grades
- Supported art, music, and global language teachers with discipline-specific pedagogy by attending NPEN professional offerings during the November PD day.
- Supported global language teachers in providing feedback for students based on proficiency standards and outcomes, documenting curriculum using a proficiency-based backward design model, and using inclusive practices through Universal Design for Learning
- Supported STEM teachers in the development and implementation of cross-curricular learning opportunities.
- Supported teachers in grades 6-8 with the implementation of Envision 2.0 Math.
- Supported teachers in grades 6-8 science with vocabulary training to support students content knowledge.
- Supported Humanities department in the inclusion of primary source documents and increased opportunities for reading non-fiction texts.

**Curriculum Development:**

- Continued second year of collaboration with Great Schools Partnership a part of district's exploration of Competency Based Education.
- "Habits of Learning" standards and scoring criteria have been developed. The purpose of articulating the "Habits of Learning" is to establish clear, common standards for the most critical behaviors and skills that contribute to being a successful learner and citizen. Having such common language and clear expectations around the skills and habits will help students to understand what they need to know and do as well as set goals in those areas. The Habits of Learning were piloted by a group of teachers in grades K-12 with additional revisions made to the documents. Habits of Learning standards and scoring criteria have been shared with teachers across grades K-12.
- All content areas have developed draft content area standards and scoring criteria as a component of the district's exploration of competency based education.
- Provided ongoing opportunities to understand culturally proficient teaching through several sessions this fall.
- Program review of Mathematics will be completed in June 2018.
- Science Program Review began the first of a two year process of the program review in the fall of 2017.

**Inclusive Practices**

- Developed online Universal Design for Learning (UDL) 15 hour courses for staff. One course focused on providing teachers an overview of UDL and a second on components of supporting multiple means of engagement. An additional module was developed focused on UDL and ELLs. The course was also used to support an additional study group at the Lincoln School.
- In collaboration with other SEEM districts, Melrose applied for and received a DESE Radar grant that will support multi-district training in UDL with the goal of increasing inclusive practices across all grades.

**Technology:**

- Continued to expand "badges" microcredentials that allow teachers to complete self-paced online professional development.
- Provided professional development that supported implementation of technology integration.
- Developed three online professional development modules on Universal Design for Learning.

**Social Emotional Learning**

- Trained guidance counselors, school adjustment counselors, and special education staff 6-12 on the implementation of restorative community circles.
- Provided overview of restorative community circles and Collaborative Problem Solving to all K-5 teachers. Additional ongoing training and professional development offered to support implementation.
- Supported school based PBIS teams with resources to deepen tier one and tier two practices.
- Supported year two of training for the Lincoln School on tier one PBIS practices.

**English Language Learners:**

- Provided ongoing professional development on issues relating to writing, Universal Design for Learning, and use of the WIDA standards.

**Other Opportunities for Professional Development:**

- Two-year teacher induction program was led by teacher leaders who continued to develop curriculum to meet needs of the group.
- A summer institute is scheduled with varied professional development offerings allowed for ongoing growth and collaboration among diverse content areas and grade levels.
- Extended opportunities for professional development through the Salem State Collaborative Project, many of which were at no cost to educators (because of the district's membership).

- The fourth year of teacher action research group will present their final projects in May.
- Completed fifth year of formal learning walk-throughs. The teams at each building were expanded to include more teachers. Teachers either visited their own building or other schools in the district.
- During the 2017-2018 year, planned for the summer of 2018 training via a second grant of the Teaching Primary Source Library of Congress grant with a focus on STEAM offerings.
- Planned for 2018-2019 with Salem State University a teacher leadership program to begin this summer in collaboration with North Reading and Wakefield.

**Recommendations:**

- Continue to focus professional development on the curriculum, instruction, and assessment needs of the district including shifts towards personalized learning. Support teachers in integrating technology, social emotional learning, Universal Design for Learning, and inclusive practices in their classroom. Professional development will also have to be flexible to respond to the ever changing state and federal directives in addition to respond to local needs.
- Support teachers through professional development in meeting the diverse range of needs in their classrooms including those of English language learners and students with disabilities. Continue to strengthen resources around the topic of social emotional learning.
- Continue to make use of technology to provide varied professional development offerings, including developing additional “badges” on the topic of technology integration. Additional online book study groups around specific professional texts can be offered and extended to content area professional development needs. Explore other options for online professional development offerings.
- Continue to provide embedded professional development supports for teachers to ensure best practices carry over to the classroom setting including the use of the elementary instructional coaches, the secondary academic facilitator, content facilitators, and the secondary content area directors.
- Analyze student, teacher, school, and district data to inform the development of professional development offerings.
- Assess the need for professional development and resources following each content area program review.

**Budget Implications:**

- Continue to use available district budget and personnel resources to develop ongoing professional development.
- Seek out grant opportunities and partnerships that provide further opportunities for professional development.
- Implementation of action plans for curriculum reviews as feasible within current budgets.

**Statement of Impact:**

Professional development has a direct impact on student performance and a direct connection to quality teaching and learning. We are committed to providing a variety of quality offerings that directly impact the district’s core mission of raising student achievement. When the district provides teachers access to quality professional development, curriculum, and assessment, instruction and student achievement improve.

The Professional Development Committee reviews the evaluation of offerings through use of an exit evaluation at the end of each session. An annual teacher survey provides feedback on their needs and is the most important data source reviewed by the committee. Principal and district walk-throughs provide an opportunity to engage in dialogue on the effectiveness of professional development. The review of data by the committee is an ongoing process.

**Identify Potential Policy Implications:**

- The implementation of the new Curriculum Frameworks and changes to existing standards present the challenge of ensuring appropriate alignment of the district's curriculum, assessment and instruction, while doing so within current budget and personnel resources. The district is currently completing the process of creating new units to align to the Science and Technology/Engineering Curriculum Frameworks. Digital Literacy and Computer Science Curriculum Frameworks were adopted this year. Within existing resources, a district Technology Committee developed draft student benchmarks based on the frameworks. Last year, the state also approved changes to the Mathematics and English Language Arts Curriculum Frameworks originally adopted in 2011. This coming June, it is expected that the Massachusetts DESE will approve new History and Social Science Curriculum Frameworks. The DESE is also beginning the process of revision of the Arts Curriculum Frameworks.
- The district continues its process of curriculum reviews. Currently, many of the needs for updated materials will not be met because of lack of funding.
- Opportunities for embedded professional development have the most direct impact on academic achievement. Use of instructional coaches, content area facilitators, and the academic facilitators will support long-term and sustained teacher growth.

## **Professional Development Mission Statement**

The mission of professional development in the Melrose Public Schools is to provide all staff with quality learning opportunities that support student learning and foster teaching excellence.

## **Guiding Beliefs for Professional Development**

We believe ...

- Professional development has a direct impact on student performance.
- Online learning is an effective way to deliver a variety of professional development opportunities and activities.
- Professional development addresses the individual and collective needs of a diverse staff.
- Professional development supports the accomplishment of curriculum goals.
- Collaborative approaches are effective in designing and implementing professional development.
- Staff can be excellent providers of professional development opportunities and activities.
- Partnerships with outside agencies can enhance district professional development.
- A balance among individual, school, and district needs is critical to a quality professional development program.

## **Professional Development Vision Statement**

In order to have the greatest impact on student performance we provide all staff with numerous opportunities that promote educational excellence. These opportunities address the individual and collective needs of our diverse learning community. Professional development is a key connection to quality teaching and learning and we are committed to providing a quality professional development program.

## **Members of the Professional Development Committee**

Dr. Margaret Adams, Assistant Superintendent for Teaching and Learning  
Dr. Mary Ellen Cobbs, Principal Horace Mann  
Stephanie Dembro, Grade 3 Teacher Roosevelt  
Susie Douyotas, Educational Team Facilitator MVMMS  
Sue Fogarty, Wellness Teacher/Content Facilitator MHS  
Ashley Nelson, Special Education Teacher Lincoln  
Jamie Parsons, Assistant Principal MVMMS  
Laura Redman, Special Education Teacher Roosevelt  
Kim Talbot, Global Languages Arts Music Director  
Carol Weldin, Principal Hoover School  
Tami White, Special Education Teacher Roosevelt  
Jamie Wicklund, Educational Team Facilitator, Lincoln

**MELROSE PUBLIC SCHOOLS**  
**PROFESSIONAL DEVELOPMENT PLAN**  
**2018-2019**

**INTRODUCTION**

Professional development is a critical and essential component of supporting our educators. Research shows it has a direct correlation to and positive impact on student achievement. This plan is based on district goals as well as analysis of district and state assessment data. The plan is developed collaboratively with input from the district leadership team and the Professional Development Committee.

The Melrose Public School faculty are committed to ongoing learning, self-reflection, and improving teaching and learning for all students PreK through Grade 12. This professional development plan only addresses the additional in house trainings we have developed for the coming school year. The plan does not include the faculty and department meetings at which staff engage in professional development addressing content and/or best instructional practices. It also does not include the grade level and cross grade meetings that occur during the year in which staff develop and align curriculum. It does not include the range of conferences and trainings provided by our partners, grant funders, and state agencies. Nor does it include the myriad of courses that educators receive tuition reimbursement in accordance with the contract. Lastly, it does not include “spontaneous” professional development that we may add during the year in response to an identified need.

The following professional development plan was created to:

- Respond to data collected from the evaluation of professional development offerings and feedback from staff on their needs.
- Implement research based instructional practices and support alignment of curriculum with the Massachusetts English Language Arts, Mathematics, Science and Engineering/Technology Curriculum Frameworks, History/Social Science and Digital Literacy/Computer Science Curriculum Frameworks.
- Enhance the curriculum with the use of technology as a tool for student learning and collaboration.
- Promote student achievement for all students through the use of inclusive practices.
- Ensure compliance with the Massachusetts Department of Elementary and Secondary Education (DESE) regarding professional development opportunities for staff including requirements for offerings in the topics of English language learners and students with disabilities.
- Continue to strengthen the cultural awareness and responsiveness of all staff.
- Develop the understanding of the staff to support the social emotional learning needs of all students.

**FOCUS**

The focus of the professional development centers on the district’s strategic goals including:

- Pilot and implement elements of Competency Based Education in collaboration with Great Schools Partnership with funding from Barr Foundation. Support piloting of scoring criteria next year in identified content areas. In addition, begin to align assessment and curriculum to content area standards and scoring criteria.
- Create opportunities for authentic personalized learning within the curriculum that also are enhanced with the use of technology.
- Implement professional development resources to support implementation of the Massachusetts History and Social Science Curriculum Frameworks.
- Support opportunities for teachers to meet the required allocation of 15 PDPs in the instruction of English Language Learners and students with disabilities.

- Implement professional development to support teachers' repertoire of skills to meet the needs of students with disabilities including those with social and emotional needs through application of inclusive practices.
- Support vertical alignment of best practices, instruction, and assessment across the grades spans, PreK-12, and across all content areas including non-core subjects that meet the needs of a variety of learners.
- Develop curriculum units that support the inclusion of culturally responsive teaching and topics.

## **IMPLEMENTATION**

*For the 2018-2019 school year, professional development centers on the following activities.*

### **Humanities**

The following activities in grades PreK-12 support the implementation of the Massachusetts English Language Arts and History/Social Science Curriculum Frameworks:

- Support new teachers in the implementation of the identified core instructional practices and implementation of their literacy block using existing curriculum materials.
- Continue to strengthen professional learning communities in buildings but also across the district that analyze student data and discuss best practices using Looking at Student Work Protocols, learning walk-throughs, lesson study, and processes for data analysis.
- Support the alignment of the K-12 social studies curriculum to the new Massachusetts History and Social Sciences Curriculum Framework to be adopted this spring.

### **Science, Technology, Engineering, and Mathematics**

The following activities in grades PreK-12 support the implementation of the 2011 Massachusetts Mathematics, Science and Engineering, and Digital Literacy Curriculum Frameworks:

- The Math Program Review will indicate that teachers make use of the mathematical practice standards in their lessons and instruction. However, explicit identification of the mathematical practice standards in the classroom was not always observed. Professional development will focus on supporting the integration of the mathematical practice standards within classrooms.
- Support the implementation of Envision 2.0 in grades 6-8.
- Support implementation of life science units in grades K-5. Support the revision of all units in grades K-5.
- Support the continued use of inquiry based approaches to science and social studies in grades K-12.
- Support the continued development of the Digital Literacy and Computer Science Curriculum Frameworks across grades K-12. In addition, support staff in the integration of technology into the classroom through continued professional development.

### **Global Language**

The following activities support the improvement of the program based on the 2014 Program Review and include:

- Continue to support teachers in the 6 ACTFL Core Practices with a focus of teaching grammar as a concept.
- Continue to revise proficiency-based rubrics in interpretive and interpersonal tasks.

### **Visual and Performing Arts**

- Documentation of common curriculum units and assessments embedded in content area competencies.

### **English Language Learners**

The following activities will support the implementation of the curriculum framework for English Language Learners, the World-Class Instructional Design and Assessment:

- Support the inclusion of ELL strategies into existing curriculum through the use of Universal Design for Learning framework.
- Continue professional development opportunities to support staff in meeting the needs of English Language Learners and to support understanding cultural diversity in their classroom.

### **Curriculum Development**

The following activities will support the implementation of the curriculum development:

- Pilot elements of Competency Based Education in collaboration with Great Schools Partnership with funding from Barr Foundation. Pilot content area standards and scoring criteria. Align curriculum and assessments to content area standards and scoring criteria.
- Continue to increase teachers' knowledge of the use of technology integration to enhance the curriculum and instruction.
- Support staff in the inclusion of diverse groups and perspectives represented in our community within the curriculum.

### **Students with Disabilities**

The following activities will support the needs of educators who work with students with disabilities:

- Develop professional development for general education teachers including specialists to support the needs of students with disabilities in their classroom and to provide access to a standards based curriculum through the use of inclusive practices.
- Support the continued professional development of paraprofessionals in the district through the early release day schedule.
- Increase knowledge of staff on the principles of Universal Design for Learning (UDL), a curriculum framework that addresses learner variability by providing multiple means for expression, representation, and engagement. Create opportunities for embedding UDL principles into existing curriculum. Use resources and supports from DESE Rader grant to support implementation of the principles of UDL.

### **Social Emotional Learning**

The following activities will support the needs of educators who work with students with social and emotional needs:

- Implement core instructional practices that support social emotional learning and provide professional development that supports their implementation in grades K-12.
- Support school based PBIS teams in strengthening tiered social emotional supports for students across tier one, two and three.

### **Leadership**

The following activities will develop leaderships of teachers and administrators.

- In collaboration with Salem State University, the first cohort of an onsite, one year Teacher Leadership certificate with four courses will begin in the fall of 2018.
- Continue professional development that supports the development of the skills and knowledge of the content facilitators to serve as teacher leaders of their departments.

## CONNECTIONS TO MELROSE PUBLIC SCHOOL'S STRATEGY OVERVIEW

This plan supports the following strategic priorities contained in the Melrose Public Schools Strategy Overview.

### **Strategic Objective:**

**Curriculum, Planning, and Assessment:** Develop and plan high quality curriculum and systems of assessment that enhance student centered, personalized, and self-directed learning.

- Continue to support opportunities for the use of technology to enhance the curriculum and classroom instruction through continued professional development.
- Support inclusive practices and the use of principles of Universal Design for Learning (UDL), a curriculum framework to support learner variability in the classroom by providing multiple means for expression, representation, and engagement.
- Pilot elements of Competency Based Education in collaboration with Great Schools Partnership with funding from Barr Foundation. Pilot content area standards and scoring criteria. Align curriculum and assessments to content area standards and scoring criteria.

### **Strategic Objective:**

**Teaching All Students:** Employ instructional practices that expect high expectations for content and performance, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of proficiency.

- Create opportunities for the use of technology to enhance the curriculum and classroom instruction through continued professional development.
- Support and strengthen the use of use of inclusive practices and the use of the principles of Universal Design for Learning (UDL) into existing curriculum.
- Support the professional development of teachers in the instruction of English Language Learners and students with disabilities.
- Implement core instructional practices that support social emotional learning and provide professional development that supports their implementation in grades K-12.
- Support school based PBIS teams in strengthening tiered social emotional supports for students.

### **Strategic Objective:**

**Responsive and Inclusive Environment:** Create safe, supportive, and welcoming schools in which all students, staff and members of the community can thrive.

- Implement core instructional practices that support social emotional learning and provide professional development that supports their implementation in grades K-12. Continue to increase the implementation of restorative practices and collaborative problem solving at all building levels.
- Support school based PBIS teams in strengthening tiered social emotional supports for students.
- Support staff in the inclusion of diverse groups represented in our community.
- Support the inclusion of the principles of Universal Design for Learning (UDL) into existing curriculum including the use of resources and supports from the DESE Radar grant.

### **Strategic Objective:**

**Professional Culture and Community Engagement:** Create a professional learning community that is invested in ongoing personal and collaborative growth and that partners with its stakeholders to support teaching and learning.

- Continue to strengthen professional learning communities in buildings but also across the district that analyze student data and discuss best practices using Looking at Student Work Protocols, learning walkthroughs, lesson study, and processes for data analysis.
- Continue data meeting structures for teachers to analyze and discuss district and classroom data. Expand protocols and forms for the data meetings. Continue to develop staff's knowledge of Looking at Student Work protocols.

- Develop professional learning communities that support the implementation of personalized learning.
- Develop teacher leadership skills of staff including supporting the content facilitators in grades 6-12 and the instructional coaches in grades K-5.

### **EVALUATION OF PROFESSIONAL DEVELOPMENT**

All activities are evaluated using surveys to identify the best practices of the activities. Administrators also observe and analyze the impact of professional development activities on teacher effectiveness and student achievement through both formal and informal walkthroughs as well as data analysis. This observation and analysis guide subsequent professional development efforts and individual professional development plan activities. The Professional Development Committee uses the data collected to evaluate effectiveness of current offerings and plan appropriately.

## **Program Evaluation of Professional Development**

Several instruments were used by the Professional Development Committee to provide information on the effectiveness and quality of the professional development opportunities provided by the district. The data sources were used to evaluate the district's progress towards meeting the standards for high quality of professional development from the Massachusetts Department for Elementary and Secondary Education. Professional development was also evaluated in its effectiveness in supporting the implementation of district core instructional practices.

### **Survey of Administrators**

Twelve administrators responded to a district survey. Administrators were asked to rate current professional development offerings in relation to the qualities of effective professional development as outlined by the Massachusetts Department of Elementary and Secondary Education. For all indicators, the majority of respondents agree or strongly agree that current offerings meet the indicators of quality professional development. For one question, i.e. if the district has sufficient resources, one respondent disagreed. Finding time for professional development is an area of need as well as resources for training on social emotional learning.

In many ways, the administrators indicate that they observe the transfer of professional development to the classroom. Professional development focused in arts in education and health/wellness are reported less observed in classrooms by the administrators. Administrators reported that the professional development with the most in impact on classroom instruction was writing, project based learning, and integrating technology in the classroom. For areas related to social emotional learning, administrators reported that the professional development having the most impact were those focused on PBIS implementation, inclusive practices, and growth mindset. The greatest most pressing needs were UDL, SEL, and supporting special education students.

Specific professional development targeted towards administrators that had the greatest impact on their practice was cultural proficiency, collaborative problem solving, PBIS, restorative justice, and teacher evaluation calibration. Administrators felt they could use more training on special education law and competency based education.

### **Staff Professional Development Survey**

At grades PreK-12, 134 teachers and staff responded to the professional development survey. A survey specific to PreK-5 was used as well as a second focused on grades 6-12. A majority of staff indicates they agree or strongly agree that the indicators for quality professional development are being met.

At the PreK-5 grade span, respondents indicated a desire for future professional development associated with social emotional learning and Positive Behavior Intervention Systems. Teachers prefer after school, summer, or Wednesday early release time for offerings. Specialist indicate they do not have their needs met specifically referring to OT/PT and speech and language pathologists. The opportunity to attend NPEN was appreciated. Online and Wednesday early release time were preferred as ways to receive content. Social emotional learning and the meeting the needs of students with challenging behavior are needs. Thirty people interested indicated interest in learning more about Google Classroom.

At the grade 6-12 level, respondents indicated that more content area professional development is a desire. Common planning time is a preferred method for professional development allowing for time to discuss/collaborate with other peers about common topics. Opportunities for choice in the offerings were appreciated.

Across all the grade spans, there was a desire for more information on supporting the needs of students with social emotional learning and behavior challenges. There was a desire to continue collaborative efforts with

NPEN, a consortium of districts that collaborated to provide professional development to low-incidence teachers such as speech and OT. The Professional Development Committee also considered if there was a way to build more opportunities for small group building based professional development. The Professional Development Committee might consider creating a structure or graphic that allows teachers to see connections between professional development offerings.

### **Individual Professional Development Sessions**

Every professional development session is evaluated using a survey completed at the end of the workshop. The forms are reviewed by the Professional Development Committee to evaluate the effectiveness of offerings, presenters, and support the development of further offering and sessions. The sessions for the summer and full day professional development sessions were reviewed by the committee.

Sessions that allowed for time to collaborate and hands on applications were greatly appreciated. Sessions on social emotional learning were also well received.

### **Conclusions**

The most effective professional development not only provided training but also provided for embedded coaching supports for the implementation of the practices. The supports could include the elementary instructional coaches, secondary content area facilitators, content area director, opportunities for more frequent feedback from evaluators, or the secondary academic facilitator. District continues to make use of the resources it has to provide as much of this feedback and support to teachers as possible.

## **2017-2018 School Year Professional Development**

Dear Melrose Public Schools Staff,

Welcome to the Melrose Public Schools 2017-2018 Professional Development schedule. We are excited by the offerings we have included for the upcoming school year.

Included in this document are titles, descriptions, and dates of this year's professional development offerings. Register via Aspen using the directions at the end of this document. Locations for all offerings will be at the middle or high school campus unless otherwise indicated.

The offerings presented also include opportunities for teachers to meet requirements for PDPs in the servicing of students with disabilities and those who are English language learners.

In addition, staff are encouraged to submit their own proposals for professional development.

If you have any concerns or questions about any of the offerings please contact me at [madams@melroseschools.com](mailto:madams@melroseschools.com). I look forward to another great school year.

Sincerely,

Margaret Adams  
Assistant Superintendent for Teaching and Learning  
Melrose Public Schools

## **Professional Development Points (PDPs) - Point Requirements Changed**

The required distribution of Professional Development Points (PDPs) has changed for all educators who renew a primary license on or after July 1, 2016.

### **Requirements for an educator renewing a primary license on/after July 1, 2016:**

A total of 150 PDPs is required to renew a single license. The following point distribution must be met in order to renew:

- At least 15 PDPs related to SEI or English as a Second Language
- At least 15 PDPs related to strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles
- At least 90 PDPs in the content area of the license or in pedagogy, with no less than 60 PDPs in content and/or content-based pedagogy.
- The remaining required 30 PDPs may be earned through elective activities that address other educational issues and topics that improve student learning.

### **For More Information:**

<http://www.doe.mass.edu/recert/2000guidelines/RenewalAddendum.pdf>

**The following professional development offerings support teachers in meeting the requirement for 15 PDPs related to SEI or English as a Second Language:**

- [UDL and ELLs Part One](#)
- [UDL and ELLs Part Two](#)
- [Impact of Socio-Cultural Contexts on Language Learning ELLs](#)
- [Planning for Language Differentiation](#)
- [Scaffolding Writing for ELLs](#)

**The following professional development offerings support teachers in meeting the requirement for 15 PDPs related to strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles:**

- [Universal Design for Learning Overview](#)
- [Universal Design for Learning \(Focus on Engagement\)](#)

The following excerpt from Article XIX in the new Melrose Education Association contract is relevant to professional development activities. Members of the MEA may want to read the full text and become familiar with requirements and benefits.

**Reimbursement for Attendance at Approved Professional Development Activities.**

A. The School Committee will authorize the attendance by teachers at workshops, seminars, conferences or other professional improvement sessions, undertaken at the request and/or with the advance approval of their principal or immediate superior and the Superintendent. Reimbursement of expenses for fees, meals, lodging, and/or transportation will be in accordance with guidelines determined by the School Committee from time to time. In the event that a teacher is required by the Superintendent or designee to attend a workshop, seminar, conference or other professional improvement session, the School District will pay for the cost of such workshop, seminar, conference or session.

B. To be approved for purposes of reimbursement, the professional development activity must adhere to the following criteria:

- The activity must be aligned with the teacher's Individual Professional Development Plan, goals outlined in the teacher's Educator Plan for Supervision and Evaluation, the School Improvement Plan for the teacher's school and/or the School District's Plan, and additionally must be tied to the teacher's current content area or special education/ELL relicensure requirements;
- The activity must be provided by an accredited college or university, or a vendor that has been approved by the Massachusetts Department of Elementary and Secondary Education, the Massachusetts Division of Professional Licensure, or the School District;
- The activity must result in an observable demonstration of learning that could include a written product or other documentable product.

**Section 4: Application and Approval Process for Professional Days, Reimbursement for Attendance at Professional Activities and Professional Development for Lane Advancement Purposes.**

A. A teacher planning (1) to take a professional development day, (2) to participate in a workshop, seminar, conference or other professional improvement activity for purposes of receiving PDPs and/or lane advancement; or (3) to seek reimbursement for the cost of participating in a workshop, seminar, conference or other activity, must procure the prior written approval of the Superintendent or designee on a form to be developed by the Joint Committee on Professional Development. Application forms will be made available to teachers upon request in each school and on-line. The forms are to be submitted to the principal and program director (where appropriate) and the Superintendent. All forms must be received by the Superintendent at least ten (10) school days prior to the requested professional development day or the start of the requested professional development activity. Any request not meeting this deadline may be submitted for consideration on an individual basis, provided that the

teacher demonstrates to the satisfaction of the Superintendent that there was a justifiable reason for not having complied with the deadline. The Superintendent will respond to the request by returning the form to the teacher within five (5) school days of receiving the request, indicating whether the request has been approved.

Section 5: A teacher may receive Professional Development Points (PDPs) for relicensure purposes for an activity that does not qualify for reimbursement, if the activity meets the *Recertification Guidelines for Massachusetts Educators* issued by the Massachusetts Department of Elementary and Secondary Education.

Section 6: Reimbursement for Courses.

A. In the event that a teacher is required by the Superintendent to attend a course, the School District will pay for the cost of the teacher's attendance at such course.

B. During each year of the Agreement, the School Committee will allocate the sum of \$30,000 to be used to reimburse bargaining unit members for the cost of up to two (2) graduate level courses provided by an accredited college or university, provided that-

(a) The course is within a roster of disciplines identified by the School Committee and is consistent with the school district's goals;

(b) The member obtains approval in advance from the Superintendent or his/her designee by no later than March 15 of the year in which the funds are to be reimbursed. (A request may be submitted after March 15, but may not be approved if there are insufficient funds available); and

(c) The member receives a grade of B- or better in the course.

C. Course reimbursement will be distributed once per school year using the following formula: the sum of \$30,000 will be divided by the number of members who have received approval for course reimbursement in accordance with the procedures delineated in B(a), (b) and (c) above by June 1. Members who have submitted complete and timely requests with transcripts will receive reimbursement for the cost of one course, up to the amount determined by this formula, provided that the maximum amount may not exceed \$600 per course for each member.

D. In the event that the sum of \$30,000 is not depleted as outlined above, the remaining amount of money will be divided equally among members who have submitted a complete and timely request and transcripts for reimbursement for the cost of a second course, provided that the total reimbursement to a member under this section may not exceed \$600 per course for a total of two (2) courses.

E. In the event that the \$30,000 is not depleted for courses, the remainder may be used to reimburse bargaining unit members for registration fees at approved seminars and professional

development courses leading to PDPs that are tied to the members' content area or special education/ELL relicensure requirements taken during the school year. All requests for reimbursement must be submitted by June 1 along with proof of attendance. The remainder of the money will be divided equally among the members who submit such a request.”

## August/September

Monday	Tuesday	Wednesday	Thursday	Friday
<b>28</b> <a href="#">Full Day Professional Development Day</a>	<b>29</b> <a href="#">Full Day Professional Development Day</a>	<b>30</b>	<b>31</b>	<b>1</b> <b>No School</b>
<b>4</b> <b>No School</b>	<b>5</b> <a href="#">DIBELS Next Overview K-5</a>	<b>6</b>	<b>7</b> <a href="#">An Overview of Math and Literacy Block Grades K-5</a>	<b>8</b>
<b>11</b>	<b>12</b> <a href="#">CPI Full Training Part One</a>  <a href="#">Grade K-5 NGSS Study Group</a>	<b>13</b>	<b>14</b> <a href="#">Teacher Evaluations Going Paperless</a>	<b>15</b>
<b>18</b>  <a href="#">First Year Teacher Meeting</a>  <a href="#">Second Year Teacher Meeting</a>	<b>19</b> <a href="#">Using Circles to Build Community</a>	<b>20</b>	<b>21</b>	<b>22</b>
<b>25</b>  <a href="#">Overview of ECRI Routines K-2</a>  <a href="#">CPI Full Training Part Two</a>	<b>26</b> <a href="#">Microaggressions and Developing New Strategies</a>	<b>27</b>	<b>28</b>	<b>29</b>

## October

Monday	Tuesday	Wednesday	Thursday	Friday
<b>2</b> <a href="#">First Year Teacher Meeting</a>	<b>3</b> <a href="#">Overview of Lively Letters</a>  <a href="#">Google Classroom</a>	<b>4</b> <b>Early Release</b>	<b>5</b> <a href="#">UDL and ELLs Part One</a>	<b>6</b>
<b>9</b> <b>Columbus Day</b>	<b>10</b> <a href="#">Collaborative Teacher Inquiry</a>	<b>11</b> ECRI Part Two	<b>12</b> <a href="#">CPI Refresher</a>  <a href="#">Grade K-5 NGSS Study Group</a>  <a href="#">Digital Portfolios</a>	<b>13</b>
<b>16</b>	<b>17</b> <a href="#">Math Program Review</a>  <a href="#">Using Community Circles within Content Areas</a>	<b>18</b>	<b>19</b> <a href="#">Overview of ECRI Routines K-2</a>	<b>20</b>
<b>23</b> <a href="#">First Year Teacher Meeting</a>  <a href="#">Second Year Teacher Meeting</a>	<b>24</b> <a href="#">Understanding Stereotype Threat and Its Connection to Growth Mindset</a>	<b>25</b>	<b>26</b> <a href="#">Tech Tools for Differentiation</a>	<b>27</b>
<b>30</b> <a href="#">Restorative Circles for Small Group Problem Solving</a>	<b>31</b>			

## November

Monday	Tuesday	Wednesday	Thursday	Friday
		<b>1</b> Early Release	<b>2</b> <a href="#">UDL and ELLs Part Two</a>	<b>3</b>
<b>6</b> <a href="#">First Year Teacher Meeting</a>  <a href="#">Technology Committee</a>	<b>7</b>	<b>8</b>	<b>9</b> <a href="#">Math Program Review</a>	<b>10</b>
<b>13</b>	<b>14</b> <a href="#">Collaborative Teacher Inquiry</a>	<b>15</b>	<b>16</b> <a href="#">Overview of Collaborative Problem Solving</a>	<b>17</b>
<b>20</b> <a href="#">Professional Development Committee</a>	<b>21</b> <a href="#">Guiding Principles Cultural Proficiency and Self-Examination</a>  <a href="#">Grade K-5 NGSS Study Group</a>	<b>22</b> Thanksgiving	<b>23</b> Thanksgiving	<b>24</b> Thanksgiving
<b>27</b> <a href="#">First Year Teacher Meeting</a>  <a href="#">Second Year Teacher Meeting</a>  <a href="#">Curriculum Review</a>	<b>28</b> <a href="#">Science Program Review</a>  <a href="#">Digital Tools for Formative Assessment</a>	<b>29</b> <a href="#">Planning for Language Differentiation</a>	<b>30</b>	

## December

Monday	Tuesday	Wednesday	Thursday	Friday
				1
<b>4</b> <a href="#">Professional Development Committee</a>	<b>5</b> <a href="#">Continuum of Cultural Proficiency and Interrupting Ineffective Practices</a>  <a href="#">Grade K-5 NGSS Study Group</a>	<b>6</b> <b>Early Release</b>	<b>7</b> <a href="#">Math Program Review</a>	<b>8</b>
<b>11</b>	<b>12</b> <a href="#">Collaborative Teacher Inquiry</a>  <a href="#">Make Google Accessible to All Students</a>	<b>13</b>	<b>14</b> <a href="#">Assessment in Collaborative Problem Solving</a>	<b>15</b>
<b>18</b> <a href="#">First Year Teacher Meeting</a>  <a href="#">Second Year Teacher Meeting</a>	<b>19</b> <a href="#">Science Program Review</a>	<b>20</b>	<b>21</b> <a href="#">Curriculum Review</a>	<b>22</b> <b>Early Release</b>
<b>26</b> <b>Holiday Break</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>

## January

Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b> <b>Holiday Break</b>	<b>2</b> <b>Holiday Break</b>	<b>3</b>	<b>4</b> <a href="#">Impact of Socio-Cultural Contexts on Language Learning ELLs</a>	<b>5</b>
<b>8</b>	<b>9</b> <a href="#">Collaborative Teacher Inquiry</a>	<b>10</b> <b>Early Release</b>	<b>11</b> <a href="#">Math Program Review</a>	<b>12</b>
<b>15</b> <b>Holiday</b>	<b>16</b> <a href="#">Grade K-5 NGSS Study Group</a>	<b>17</b>	<b>18</b> <a href="#">Planning in Collaborative Problem Solving</a>	<b>19</b>
<b>22</b> <a href="#">First Year Teacher Meeting</a>  <a href="#">Second Year Teacher Meeting</a>	<b>23</b> <a href="#">Technology Committee</a>	<b>24</b>	<b>25</b> <a href="#">Curriculum Review</a>	<b>26</b>
<b>29</b> <a href="#">Professional Development Committee</a>	<b>30</b> <a href="#">Science Program Review</a>	<b>31</b>		

## February

Monday	Tuesday	Wednesday	Thursday	Friday
			<b>1</b> <a href="#">Planning for Academic Language Demands of Learning Tasks</a>	<b>2</b>
<b>5</b> <a href="#">Professional Development Committee</a>	<b>6</b> <a href="#">Grade K-5 NGSS Study Group</a>	<b>7</b>	<b>8</b> <a href="#">Math Program Review</a>  <a href="#">Innovative Tech and Strategies for Flipping Snow Day Lessons</a>	<b>9</b>
<b>12</b>	<b>13</b> <a href="#">Collaborative Teacher Inquiry</a>	<b>14</b>	<b>15</b>	<b>16</b>
<b>19</b> <b>Vacation</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
<b>26</b> <a href="#">First Year Teacher Meeting</a>  <a href="#">Second Year Teacher Meeting</a>	<b>28</b> <a href="#">Science Program Review</a>			

## March

Monday	Tuesday	Wednesday	Thursday	Friday
			<b>1</b> <a href="#">Scaffolding Writing for ELLs</a>  <a href="#">Classcraft: A Tool for Game-Based Learning</a>	<b>2</b>
<b>5</b> Circle Up	<b>6</b> <a href="#">Grade K-5 NGSS Study Group</a>	<b>7</b> <b>Early Release</b>	<b>8</b> <a href="#">Math Program Review</a>	<b>9</b>
<b>12</b>	<b>13</b> <a href="#">Collaborative Teacher Inquiry</a>	<b>14</b>	<b>15</b> <a href="#">Intervention using Plan B in Collaborative Problem Solving</a>	<b>16</b>
<b>19</b> <a href="#">Professional Development Committee</a>	<b>20</b> <a href="#">Technology Committee</a>	<b>21</b>	<b>22</b> <a href="#">Curriculum Review</a>	<b>23</b>
<b>26</b> <a href="#">First Year Teacher Meeting</a>  <a href="#">Second Year Teacher Meeting</a>	<b>27</b> <a href="#">Science Program Review</a>	<b>28</b>	<b>29</b>	<b>30</b>

## April

Monday	Tuesday	Wednesday	Thursday	Friday
2	3 <a href="#">Grade K-5 NGSS Study Group</a>	4 Early Release	5 <a href="#">Math Program Review</a>	6
9	10 <a href="#">Collaborative Teacher Inquiry</a>	11	12	13
16 Vacation	17	18	19	20
23 <a href="#">First Year Teacher Meeting</a>  <a href="#">Second Year Teacher Meeting</a>	24 <a href="#">Science Program Review</a>	25	26 <a href="#">Technology Committee</a>	27

## May

Monday	Tuesday	Wednesday	Thursday	Friday
	<b>1</b> <a href="#">Grade K-5 NGSS Study Group</a>	<b>2</b>	<b>3</b> <a href="#">Curriculum Review</a>	<b>4</b>
<b>7</b> <a href="#">First Year Teacher Meeting</a>	<b>8</b> <a href="#">Collaborative Teacher Inquiry</a>	<b>9</b>	<b>10</b>	<b>11</b>
<b>14</b>	<b>15</b> <a href="#">Science Program Review</a>	<b>16</b>	<b>17</b>	<b>18</b>
<b>21</b> <a href="#">First Year Teacher Meeting</a>  <a href="#">Second Year Teacher Meeting</a>	<b>22</b>	<b>23</b>	<b>24</b> <a href="#">Technology Committee</a>	<b>25</b>
<b>28</b> <b>No School</b>	<b>29</b>	<b>30</b>	<b>31</b>	

## June

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4 <a href="#">First Year Teacher Meeting</a>  <a href="#">Second Year Teacher Meeting</a>	5  <a href="#">Grade K-5 NGSS Study Group</a>	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

# Technology Badges

Technology badges will be available all year long. Check them out at [tinyurl.com/mpsbadges](http://tinyurl.com/mpsbadges)! Aside from Google Classroom and the new Google Sites, you have the opportunity to learn more about Adobe Spark (an amazing presentation tool), cyber security (which relates to a sense of strong digital citizenship), and how to use coding in non-computer science classes as a method to promote student choice and creative presentations. More badges continue to be added.



**How it Works:** Select your content, watch the tutorials, and then complete the form. The form will ask you to either use the tool to create a presentation or to create a lesson plan in which you highlight how you will be using the tool. Once you have earned your badge, display it proudly in your gmail signature. See the [badges page](#) to get started.

**PDPs:** One PDP will be awarded for each badge completed. Do one, all, or as many as you like. The PDPs will be awarded at the end of the summer on August 31st. So feel free to work at your own pace and time.

**Have an Idea:** Have an idea for a possible badge, email [jcristiano@melroseschools.com](mailto:jcristiano@melroseschools.com). Depending on interest, we are happy to add more badges.

**Need Help:** Contact [anyone on this list](#) for help or with any questions.

## Salem State Collaborative

Melrose Public Schools is a member of the Salem State Collaborative for Professional Development. Melrose is a premium member of the collaborative. Many of the workshops offered the school year are at no to little cost. See [link](#) for workshops offered throughout the school year.

**August 28th, 2017-Professional Development Day One**

Audience	Topic and Location
<p><b>District Meeting All Teachers</b></p>	<p><b>8:00-8:15 AM</b> Address by Superintendent Location: MVMMS Auditorium</p> <p><b>8:15-8:45 AM Union Meeting</b> Location: MVMMS Auditorium</p>
<p>Franklin Teachers</p>	<p><b>9:00 - 11:30 Part Two CPI</b> Facilitator: Donna Rosso Location: Franklin</p> <p><b>12:00 - 1:00 Part Two Continued CPI Donna Rosso</b> Facilitator: Donna Rosso Location: Franklin</p> <p><b>1:00 - 2:30 SEL/APL REPORT CARD UPDATES</b> Facilitator: Becca Hendrick &amp; TBD Location: Franklin</p>
<p>Grade K Teachers</p>	<p><b>9:00-11:45 AM-Envision Math</b> Location: Third Floor Project Room Bring Volume 1 Teacher's Edition and spiral bound book called "The Teacher Edition Program Overview.</p> <p><b>12:15-2:30 PM</b> Earth Science Overview Grade K by Jill Tully Location: A203 MVMMS</p>
<p>Grade 1 Teachers</p>	<p><b>9:00-11:45 AM (Choose one of the following)</b> Earth Science Overview Grade 1 by Jill Tully Location: A203 MVMMS</p> <p>Social Studies Primary Sources Facilitator: Melanie Acevedo Location: MVMMS Library</p> <p><b>12:15-2:30 PM</b> Envision Math Overview Location: Third Floor Project Room Bring Volume 1 Teacher's Edition and spiral bound book called "The Teacher Edition Program Overview.</p>
<p>Grade 2 Teachers</p>	<p><b>9:00-11:45 AM (Choose one of the following)</b> Earth Science Overview Grade 2 by Erin Hogan</p>

	<p>Location: A204 MVMMS</p> <p>Social Studies Primary Sources Facilitator: Melanie Acevedo Location: MVMMS Library</p> <p><b>12:15-2:30 PM</b> Envision Math Location: Third Floor Project Room Bring Volume 1 Teacher's Edition and spiral bound book called "The Teacher Edition Program Overview."</p>
Grade 3 Teachers	<p><b>9:00-11:45 AM</b> UDL and Engagement Facilitator: Margaret Adams Location: 2nd Floor Project Room</p> <p>(You may also choose to go to this session if you teach BOTH science and social studies and wouldn't be able to attend this afternoon.) Social Studies Primary Sources Facilitator: Melanie Acevedo Location: MVMMS Library</p> <p><b>12:15-2:30 PM (Choose one of the following)</b> Earth Science Overview Facilitator: M. Adams Location: 2nd Floor Project Room</p> <p>Social Studies Primary Sources Facilitator: Melanie Acevedo Location: MVMMS Library</p>
Grade 4-5 Teachers	<p><b>9:00-11:45 AM</b> UDL and Engagement Facilitator: Margaret Adams Location: 2nd Floor Project Room</p> <p>(You may also choose to go to this session if you teach BOTH science and social studies and wouldn't be able to attend this afternoon.) Social Studies Primary Sources Facilitator: Melanie Acevedo Location: MVMMS Library</p> <p><b>12:15-2:30 PM (Choose one of the following)</b> Grade 4 Earth Science Facilitator: Jessica Lombardi and Meghan Lewis Location: C208 MVMMS</p> <p>Grade 5 Earth Science Facilitator: Erin Hogan and Susan Jones</p>

	<p>Location: A204 MVMMS</p> <p>Social Studies Primary Sources Facilitator: Melanie Acevedo Location: MVMMS Library</p>
<p>Special Education K-8/Speech and Language, ESL Teachers</p>	<p><b>9:00 AM-2:30 PM</b> Collaborative Problem Solving Facilitators: Jessica Patti, Special Education Teacher Social Emotional Learning, Cynthia Amirault, Special Education Teacher Grade 3 and K Jenny Corduck, Principal Lincoln School Location: 4th Floor Project Room</p>
<p>Social Workers School Psychologists Guidance Counselors, Grades 9-12 Special Educators</p>	<p><b>9:00 AM-2:30 PM</b> Leading Community Circles in a Restorative Justice Framework Facilitator: Beth Hampson and Ani Breary Location: MHS Learning Common Room #203</p>
<p>Visual and Performing Arts Physical Education</p>	<p><b>9:00-11:45 PM</b> Content Area Training (Visual Art) Facilitator: Anna Maria Melito Location: MHS 112</p> <p>Content Area Training (Music) Facilitator: Matt Repucci Location: MVMMS E114 (Instrumental Ensemble Room)</p> <p><b>12:15-2:30 PM</b> Competency Based Education Location: MHS Learning Common Room #200 Facilitator: Great Schools Partnership Coach Bring headphones or earbuds.</p>
<p>Physical Education/Health</p>	<p><b>9:00-11:45 PM</b> Content Area Training Facilitator: Content Facilitator and Steve Fogarty Location: MHS 238</p> <p><b>12:15-2:30 PM</b> Competency Based Education Location: MHS Learning Common Room #200 Facilitator: Great Schools Partnership Coach Bring headphones or earbuds.</p>
<p>Global Languages</p>	<p><b>9:00-11:45 PM</b> Content Area Training Facilitator: Steven Malley Location: MHS 322</p>

	<p><b>12:15-2:30 PM</b>  Competency Based Education  Location: MHS 322  Facilitator: Great Schools Partnership Coach  Bring headphones or earbuds.</p>
Humanities	<p><b>9:00-11:45 PM</b>  Competency Based Education  Location: MHS Learning Common Room #202  Facilitator: Great Schools Partnership Coach  Bring headphones or earbuds.</p> <p><b>12:15-2:30 PM</b>  Content Area Training  Facilitator: Content Facilitators, Angela Singer  Location: MHS Room 339</p>
Math Middle School and the following: ACCESS and Small Group Math Teachers	<p><b>9:00-11:45 PM</b>  Competency Based Education  Location: MHS Learning Common Room #202  Facilitator: Great Schools Partnership Coach  Bring headphones or earbuds.</p> <p><b>12:15-2:30 PM</b>  Envision Math  Facilitator: Pearson  Location: MS A311</p>
Math High School	<p><b>9:00-11:45 PM</b>  Competency Based Education  Location: MHS Learning Common Room #202  Facilitator: Great Schools Partnership Coach  Bring headphones or earbuds.</p> <p><b>12:15-2:30 PM</b>  Content Area Training  Facilitator: Dawn Van Blenis and Curtis Anderson  Location: MHS 303</p>
Science/Tech	<p><b>9:00-11:45 PM</b>  Competency Based Education  Location: MHS Learning Common Room # 202  Facilitator: Great Schools Partnership Coach  Bring headphones or earbuds.</p> <p><b>12:15-3:00 PM</b>  Content Area Training  Facilitator: Kerri Scott, Anthony DiBenedetto, Michael McLaughlin  Location: MHS 303</p>

OT and PT

**9:00-2:30 PM**

Facilitator: Patti White-Lambright

Location: MHS Superintendent's Conference

**August 29, 2017- Professional Development Day Two (Teachers Report to their Schools)**

Audience	Topic and Location
Franklin	<p><b>8:00-12:00 PM</b> School Based PBIS Focus</p> <p><b>12:00-12:30 PM</b> Lunch</p> <p><b>12:30-1:30 PM</b> Introduction to Habits of Learning Facilitators: Margaret Adams and Becky Wilusz</p> <p><b>1:30-2:30 PM</b> Classroom Set-Up</p>
Hoover, Horace Mann	<p><b>8:00-8:45 AM</b> Introduction to Habits of Learning Facilitators: Margaret Adams, Becky Wilusz, Instructional Coaches</p> <p><b>9:00-11:30 AM</b> School Based PBIS Focus</p> <p><b>12:00-1:30 PM</b> Staff Meeting</p> <p><b>1:30-2:30 PM</b> Classroom Set-Up</p>
Lincoln, Roosevelt, Winthrop	<p><b>8:00 AM-10:40 AM</b> School Based PBIS: (Roosevelt-Whole School, Library, Bring Chromebook)</p> <p><b>10:45-11:30 AM</b> Introduction to Habits of Learning Facilitators: Margaret Adams, Becky Wilusz, Instructional Coaches</p> <p><b>12:00-1:30 PM</b> Staff Meeting</p> <p><b>1:30-2:30 PM</b> Classroom Set-Up</p>
Middle School	<p><b>8:00-10:00 AM</b> MicroAgressions Facilitator: Kalise Wornum, Diversity Consultant Location: 2nd Floor Project Room MVMMS</p> <p><b>10:00-11:30 AM</b></p>

	<p>School Based PBIS - School Wide Systems for a Safe and Supportive School 2nd Floor Project Room</p> <p>11:30-12:00 Lunch</p> <p><b>12:00-1:30 PM</b> Staff Meeting 3rd Floor Project Room</p> <p>1:30-2:30 PM Classroom Set-Up</p>
High School	<p><b>8:00-9:45 AM</b> Faculty Meeting MHS Learning Commons</p> <p><b>10:00-12:00 PM</b> School Based PBIS MHS Learning Commons</p> <p><b>12:30-1:30 PM</b> Faculty Reconvene MHS Learning Commons</p> <p><b>1:30-2:30 PM</b> Classroom Set-Up</p>

## Teach Like a Pirate: Book Study

### Ahoy Maties!

Purpose: Participants K-12 will engage in an online book study of the book, Teach Like a Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator. This book offers inspiration, practical techniques, and innovative ideas that will help you to increase student engagement, boost your creativity, and transform your life as an educator. In addition, we will kick-off and wrap-up our book study with some in-person gatherings to get the whole crew on board!

You'll learn how to:

- Tap into and dramatically increase your passion as a teacher
- Develop outrageously engaging lessons that draw students in like a magnet
- Establish rapport and a sense of camaraderie in your classroom
- Transform your class into a life-changing experience for your students

\*All Pirates Aboard Kick-Off Meeting: Thursday January 11th 3:00-4:00

January 7th-13th	Part One: Passion, Immersion, Rapport
January 14th-20th	Ask and Analyze
January 21st-27th	Transformation, Enthusiasm
January 28th- February 3rd	Part 2: The Third Circles, A Crash Course In Presentational Hooks, "I like to Move It, Move It"
February 4th-10th	Long Live the Arts, What's in It for Me?, All the World is a Stage
February 11th-17th	Stand and Deliver, Advanced Tactics, Around the Edges
February 25th-March 3rd	Part 3: Building a Better Pirate, The Awkward Question, Where Do I Start?
March 4th-March 10th	Finding a Crew, Finding Treasure (& Finish up work on Pirate Lesson Transformation)

### **\*Yo Ho, Ho! Ending Celebration: TBD**

Instructors: Email us with any questions!

- Erin Hogan (ehogan@melroseschools.com)
- Jess Patti (jpatti@melroseschools.com)
- Jill Tully (jtully@melroseschools.com)

**Participants receive 10 PDPs**

## English Language Learners

**Purpose:** The goal of the training is to support teachers in meeting the needs of English Language Learners in the classroom. Workshops also provide participants the opportunity to meet the 15 PDPs required for recertification.

Thursday, October 5th	<p><b>Universal Design for Learning and ELLs-Part One</b></p> <p>Participants will apply the principles of Universal Design for Learning to English language learners. Participants will:</p> <ul style="list-style-type: none"> <li>● Demonstrate the ability to articulate clear goals based on WIDA or the Massachusetts Curriculum Frameworks.</li> <li>● Understand how flexible materials and methods, informed by the UDL Guidelines, can help address learning variability, particularly variability driven by language and culture.</li> </ul>
Thursday, November 2nd	<p><b>Universal Design for Learning and ELLs-Part Two</b></p> <p>Participants will apply the principles of Universal Design for Learning to English language learners. Participants will:</p> <ul style="list-style-type: none"> <li>● Understand how to align goals and assessments and use data measured or observed from their classrooms to inform the goals, assessments, materials, and methods that are chosen- both for ELLs and non-ELLs.</li> </ul>
Wednesday, November 29th	<p><b>Planning for Language Differentiation-</b>Using the WIDA Framework, participants will consider how to differentiate the content, product, process and learning environment for the language needs of ELLs.</p>
Thursday, January 4th	<p><b>Impact of Socio-Cultural Contexts on Language Learning-</b>Using the WIDA Framework, participants consider the social and cultural contexts and their impact on learning for ELLs. Participants consider how to differentiate content, product, process, and learning environment with the social cultural contexts in mind.</p>
Thursday, February 1st	<p><b>Planning for the Academic Language Demands of Learning Tasks-</b>Using the WIDA Framework, participants consider the academic language demands at the word, sentence, and discourse level while differentiating for content, product, process, and learning environment for ELLs.</p>
Thursday, March 1st	<p><b>Scaffolding Writing for ELLs-</b>Using the WIDA Framework, participants consider scaffolds for writing instruction to meet the academic language demands and proficiency levels of ELLs.</p>

- Time:** All sessions are held from 3:00-5:00 PM
- Presenters:** Carolyn McElligott, ESL Teacher at Lincoln School and Kim Talbot, Director of GLAM
- Location:** Room 138 at MHS
- Questions:** Email to [madams@melroseschools.com](mailto:madams@melroseschools.com)

Participants receive 2 PDPs for each session attended. Participants can bundle 5 workshops to meet the required 10 PDPs.

## Cultural Responsiveness

**Purpose:** The goal of the training is to support teachers in considering the role of cultural responsiveness in the classroom and school environment.

Tuesday, September 26th	<b>Racial Microaggressions and Developing New Strategies</b> -Participants gain a clear understanding of the definition and theory of racial microaggression and its impact on students, teaching, and the classroom.
Tuesday, October 24th	<b>Understanding Stereotype Threat and its Connection to Growth Mindset</b> -Participants develop a working definition of stereotype threat and make connections to growth mindset along with their impact on students of diverse backgrounds and our classrooms.
Tuesday, November 21st	<b>Guiding Principles of Cultural Proficiency and Self-Examination</b> -Participants will define cultural proficiency and self-examine applying principles to their own teaching, classroom and school.
Tuesday, December 5th	<b>Continuum of Cultural Proficiency and Interrupting Ineffective Practices</b> -Participants will review the continuum of cultural proficiency providing means to evaluate current practices and their effectiveness.

**Time:** All sessions are held from 3:00-5:00 PM  
**Instructor:** Klarise Wornum, METCO Director and teacher training specializing in cultural proficiency  
**Location:** Learning Commons at Melrose High School  
**Questions:** Email to madams@melroseschools.com

Funded with the support of the METCO grant.

Participants receive 2 PDPs for each session attended. Participants can bundle 5 workshops to meet the required 10 PDPs.

## Universal Design for Learning K-12

**Purpose:** We know from experience and neuroscience that individuals learn in varied ways. Universal Design for Learning (UDL) provides educators with practical strategies and techniques to ensure that all learners can meet high expectations. In this introductory session, participants learn the research basis for UDL, practical applications of UDL to lesson design, and helpful technology tools that support flexible, inclusive instruction.

**Description:** Using Google Classroom, this four module course will be completed over 11 weeks in order to accommodate the needs of teachers. The modules run asynchronously during the 11 week period, meaning teachers can access the course at their convenience as long as they complete all modules within the 10 week time frame. Participants will be asked to read on their own, watch videos, complete reflections, and respond to other participants' posts. The final project requires teachers to plan and implement a lesson and provide two students work samples.

Modules and schedule for the course are as follows:

Module 1: What is UDL? (October 2nd-October 15th)

Module 2: Multiple Means of Engagement (October 16th-October 29th)

Module 3: Multiple Means of Representation (October 30th-November 12th)

Module 4: Multiple Means of Expression (November 13th-November 26th)

Module 5: The Final Project (November 27th-December 10th)

**Time:** 11 weeks (October 2nd-December 10th)

**Location:** Online

**PDPs:** 15 PDPs for completion of all assignments satisfactorily

**Facilitator:** Melanie Acevedo, Digital Literacy Teacher

**Questions:** [macevedo@melroseschools.com](mailto:macevedo@melroseschools.com)

In order for the course to run, at least 15 participants are needed.

## Universal Design for Learning K-12 (Focus on Engagement)

**Purpose:** Discuss strategies to support student engagement.

**Description:** Using Google Classroom, this six module course will be completed over 4 months in order to accommodate the needs of teachers. The modules run asynchronously during the 4 months, meaning teachers can access the course at their convenience as long as they complete all modules within the 10 week time frame. Participants will be asked to read on their own, watch videos, complete reflections, and respond to other participants' posts. The final project requires teachers to plan and implement a lesson and provide two students work samples.

Modules and schedule for the course are as follows:

Module 1: UDL Engagement Overview (January 8th-January 21st)

Module 2: Stress and Emotions (January 22nd-February 4th)

Module 3: Grit and Growth Mindset (February 5th-February 18th)

Module 4: Motivation (February 26th-March 11th)

Module 5: Self-Regulation (March 12th-March 25th)

Module 6: Final Project (March 26th-April 15th)

January 8th-April 15th

**Location:** Online

**PDPs:** 15 PDPs for completion of all assignments satisfactorily

**Facilitator:** Melanie Acevedo, Digital Literacy Teacher

**Questions:** [macevedo@melroseschools.com](mailto:macevedo@melroseschools.com)

In order for the course to run, at least 15 participants are needed.

## Grades K-5 Elementary Literacy

**Purpose:** The goal of the training is to support teachers in implementing the literacy block, writing instruction, and the Massachusetts English Language Arts Curriculum Frameworks.

Date	Description
Tuesday, September 5th	<p><b>DIBELS Next Overview Grades K-5</b> Participants will review the subtests of DIBELS Next. This workshop is meant for teachers who have never administered DIBELS Next.</p> <p>Presented by Presented by Erin Hogan and Jill Tully</p>
Monday, September 25th	<p><b>Overview of ECRI Routines for Fluency, Comprehension, and Vocabulary Grades K-2</b></p> <p>Participants will review the routines of ECRI and the lesson format focusing on an overview of the routines for fluency, comprehension, and vocabulary instruction.</p> <p>Presented by Jill Tully</p>
Thursday, October 19th	<p><b>Repeat-Overview of ECRI Routines for Fluency, Comprehension, and Vocabulary Grades K-2</b></p> <p>Participants will review the routines of ECRI and the lesson format focusing on an overview of the routines for fluency, comprehension, and vocabulary instruction.</p> <p>Presented by Jill Tully</p>
Wednesday, October 11th	<p><b>Advanced Routines for ECRI</b>-In this session, participants focus on the advanced routines for teaching of multisyllabic words, vocabulary, and comprehension.</p>
Tuesday, October 3rd	<p><b>Overview of Lively Letters Grades K-1</b> Overview of Lively Letters Program used as a supplement to the reading program in grades kindergarten and grade 1.</p> <p>Presented by Jill Tully</p>

**Time:** All sessions are held from 3:00-5:00 PM

**Location:** Room 138 at MHS

**Questions:** Email to madams@melroseschools.com

Participants receive 2 PDPs for each session attended. Participants can bundle 5 workshops to meet the required 10 PDPs.

## Grade K-5 Science NGSS Study Group

**Purpose:** The goal of this study group will be to continuing reviewing the Next Generation Science Standards, and continue curriculum mapping, and reviewing materials under with the Earth Science Strand and also collecting and analyzing data on the Physical Science Unit that is being implemented.

**Description:** Participants will begin by reviewing the Next Generation Science Standards and also the work from the past curriculum sessions. Curriculum mapping in stage one will be outlined in the Earth Science strand to include desired results for each unit followed up by possible assessments. Participants will also review and edit stages two and three in the Earth Science strand. Participants will develop, collect, and analyze a survey on the Physical Science Unit that was implemented in 2016. Participants will have specific tasks to complete in between each session including completing portions of curriculum maps, research, and readings.

**Time:** 3:00-4:30 PM  
**Location:** Melrose High School  
**PDPs:** 20 for meeting times and work in between sessions  
**Facilitator:** Instructional Coaches  
**Questions:** madams@melroseschools.com

Date	Description
September 12th	Introduction, Overview of NGSS and Past Curriculum Sessions
October 12th	Review of NGSS Science Standards for Life Science and Draft Curriculum Units
November 21st	Revise and Edit Life Science Curriculum Units: Focus Stage One
December 5th	Revise and Edit Life Science Curriculum Units: Focus Stage Two
January 16th	Revise and Edit Life Science Curriculum Units: Focus Stage Three
February 6th	Develop a survey to collect feedback on Earth Science Unit
March 6th	Analyze Survey and revise Earth Science Units
May 1st	Revise Earth Science Units
June 5th	Create document of new standards to be addressed in 2018-2019

## Collaborative Teacher Inquiry: Design Thinking for Educators

**Purpose:** Participants will engage in an active collaborative inquiry project with colleagues around your own classroom. Design Thinking is an approach to addressing challenges in a thoughtful and fun way, where you get to apply the 4Cs -- collaboration, creativity, critical thinking, and communication -- to your own work as you develop new solutions for your classroom, school, and community.

Participants will form a professional learning community to address challenges of their classrooms or schools using design thinking. Educators across the nation have been using Design Thinking to solve challenges in their work. Projects range in scope and scale including design solutions- from curriculum, to space, to processes and to systems— addressing problems in the classroom and across entire districts.

**Dates:** Tuesdays-All afternoon sessions are held from 3:00-4:30 PM  
October 10, November 14, December 12, January 9, February 13, March 13, April 10, May 8th

**Location:** MHS Room 138

**Questions:** Email to [madams@melroseschools.com](mailto:madams@melroseschools.com)

**Facilitators:** Jill Tully, Instructional Coach  
Leslie Means, ELA Middle School Teacher

(30 PDPs for completion of action research project during the 2017-2018 school year for a total of 30 PDPs.)

FOLLOW DIRECTIONS TO REGISTER VIA ASPEN.

# K-12 Technology Training

**Purpose:** The goal of the training is to support teachers in using technology resources that can support learning. Participants will discover and learn new tools at each session that can be used across a variety of content topics.

Thursday, September 14th	<b>Teacher Evaluations Going Paperless</b> -Participants will create a digital system to curate and organize their artifacts for teacher evaluation. A number of options for paperless evaluation will be presented.
Tuesday, October 3rd	<b>Google Classroom</b> -Participants will explore Google Classroom from the perspective of a student and as a teacher. Teachers are encouraged to bring materials with them that are not on their Google Drive. Time will be given to create classroom pages that you can use tomorrow.
Thursday, October 12th	<b>Digital Portfolios with Students</b> -Participants will explore options for students to collect and organize artifacts of learning using digital tools. Encouraging student reflection using visible thinking routines will be embedded into our work throughout the session.
Thursday, October 26th	<b>Tech Tools for Differentiation</b> -Participants will use digital tools and sites as a means for differentiation. Explore how chromebooks can be used effectively in small groups to target individual needs.
Reschedule, Tuesday, December 12, 2017	<b>Make Google Accessible for All</b> -Participants will dig deep into Google Docs and Slides, and Chrome with specific emphasis on Add-ons, extensions, and other tools that support making technology and content accessible to all students including those students with disabilities.
Tuesday, November 28th	<b>Digital Tools for Formative Assessment</b> -With Google accounts and Chromebooks the possibilities for formative assessments are endless. Come explore tools like Kahoot, Formative, Google Forms, Plickers, and Socrative to find some alternative ways to assess understanding.
Thursday, February 8th	<b>Innovative Tech and Strategies for Flipping Snow Day Lessons</b> -Explore the apps and tech we already have and use in order to create the best experiences for students during snow days. In this workshop, we'll discuss how to hack Google Classroom for seamless flipped lessons, we'll explore formative assessment web tools and asynchronous discussion services, and we'll craft clear and organized platforms for easy student and parent communication. By the end of this workshop, we'll have a plan and strategy for snow day success.
Thursday, March 1st 2:45 -4 PM Location: MVMMS Room A315	<b>Classcraft: A Tool for Game-Based Learning</b> - Classcraft is a new, game-based technology platform for teaching. It's designed to encourage participation and 21st-century skills like collaboration. Increasing your students' engagement with the lessons. Everything they learn in class stays the same, but they get to have a little fun each day! In class, students creates a character and works together with their team of classmates. They're able to earn and use special "powers" to support their own academic learning, as well as help their teammates when they need it.

	Presented by: Emma Pampanin and Adam Azia, MVMMS Teachers, have been using the "Quest" function to embed content and skill activities and assessment with in the Classcraft world.
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**Time:** 3:00-5:00 PM  
**Location:** Melrose High School Media Center  
**PDPs:** 2 for each session  
**Facilitators:** Melanie Acevedo, Digital Literacy Teacher  
Josh Cristiano, Academic Facilitator  
**Questions:** [macevedo@melroseschools.com](mailto:macevedo@melroseschools.com)  
[jcristiano@melroseschools.com](mailto:jcristiano@melroseschools.com)

## Social Emotional Learning

**Purpose:** Participants will apply best practices for social emotional learning in grades PreK-12 including researching tiered interventions that can be incorporated into schools' Positive Behavior Intervention Systems.

As an end product, the group will develop resources to support school and classroom based interventions for behavior including professional development resources and lessons.

**Audience:** All Interested PreK-12 Educators including school adjustment counselors, school psychologists, guidance counselors, special education and general education teachers

Tuesday, September 19th	<b>Using Circles to Build Community</b> -Participants will learn how to implement the structure of a community circle to support a sense of community and relationships among teachers and students.
Tuesday, October 17th	<b>Using Community Circles within the Content Areas</b> -Participants will apply community circles to support reading, writing, math and any other subjects.
Monday, October 30th	<b>Restorative Circles for Small Group Problem Solving</b> -Participants discuss how to use the concept of community circles and skills they have learned to help solve problems that come up in the classroom.
Thursday, November 16th	<b>Overview of Collaborative Problem Solving</b> -Participants develop an understanding of the differences between traditional discipline and collaborative problem solving that enlists the student in solving problems.
Thursday, December 14th	<b>Assessment in Collaborative Problem Solving</b> -Participants will dig deeper into assessing students' lagging skills to identify areas to support students' challenging behaviors.
Thursday, January 18th	<b>Planning in Collaborative Problem Solving</b> -After assessing students, participants will discuss ways for planning how to address students' challenging behavior with three different options.
Monday, March 5th	<b>Circle Up: The Power of Forgiveness, Justice and Community through Restorative Circles</b> Join us in a screening of the powerful documentary, Circle Up, that tells the story of a grieving mother, the men who murdered her son, and the unexpected relationships they create to prevent more violence. Consider the role of forgiveness and healing through restorative practices such as community circles to build community. After the film, we will engage in small community circles to reflect on the film and next steps for our classroom and community. Learn more about the documentary at <a href="http://circleupdoc.com/">http://circleupdoc.com/</a>

Thursday, March 15th

**Intervention using Plan B in Collaborative Problem Solving**-Participants practice the elements of Plan B by reviewing video and through role plays.

**Time:** 3:00-5:00 PM

**Presenter:** Jill Tully, Instructional Coach  
Cynthia Amirault, Special Education Teacher  
Jessica Patti, Special Education Teacher

**Location:** Melrose High School, Room 138

**Questions:** Email to [madams@melroseschools.com](mailto:madams@melroseschools.com)

## **Crisis Prevention Intervention Training**

**Purpose:** Participants will learn strategies that insure the care, welfare, safety, and security of everyone involved in a crisis situation, the program's proven strategies give human service providers and educators the skills to safely and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care.

### **Crisis Prevention Intervention Refresher**

This training is meant to be the yearly required refresher course on Crisis Prevention Intervention. Participants must have taken the full course or refresher course in the past year to participate.

**Date:** Thursday, October 12  
**Time:** 3:00-7:00 PM  
**Location:** Franklin School  
**Questions:** Email to [madams@melroseschools.com](mailto:madams@melroseschools.com)

Participants receive 4 PDPs for the completion of the training.

This session is limited to the first 12 participants who register.

### **Crisis Prevention Intervention Full Training**

The full training is meant for participants who have not completed the full training in the past. In addition, participants who have let their certification expire are required to complete the full course.

**Date:** September 12 and September 25  
**Time:** All sessions are held from 3:00-7:00 PM  
**Location:** Franklin School  
**Questions:** Email to [madams@melroseschools.com](mailto:madams@melroseschools.com)

Participants receive 8 PDPs for the completion of the training and 4 additional PDPs for additional reading and application outside of class time.

This session is limited to the first 12 participants who register.

## New Teacher First Year Mentoring Meetings

The new teacher meetings are required for all new teachers to the Melrose Public Schools and assist in meeting the requirements for new teacher for mentoring as required by the Department of Elementary and Secondary Education. The topics are tentative and subject to change dependents on the needs of the group.

Facilitators:

- PreK-5 Group: Melanie Acevedo, Digital Literacy Teacher, and Jessica Patti, Special Education Teacher
- Grades 6-12 Group: Bryan Corrigan, MHS Assistant Principal, and Jessica Weber, ELA Teacher at MVMMS

Location:

- PreK-5 Group: Rotates between the elementary schools
- Grades 6-12 Group: Rotates between classrooms at MVMMS and MHS campus

The New Teacher Mentoring Program is based upon two texts, The First Days of School: How to be an Effective Teacher and Instructional Practices that Maximize Student Achievement: For Teachers by Teachers. Both texts are provided for new teachers.

September 18th	January 22nd
October 2nd	February 26th
October 23rd	March 26th
November 6th	April 23rd
November 27th	May 7th
December 18th	May 21st
	June 4th

## Second Year Mentoring Meetings

The meetings are required for all second year teachers to the Melrose Public Schools and assist in meeting the requirements for new teachers for mentoring as required by the Department of Elementary and Secondary Education. The topics are tentative and subject to change dependent on the needs of the group.

Facilitators:

- PreK-5 Group: Meghan Lewis, Grade 5 Teacher, and Stephanie Dembro, Grade 3 Teacher
- Grades 6-12 Group: Josh Cristiano, Academic Facilitator, and Jason Merrill, Principal MHS

Location:

- PreK-5 Group: Rotates between the elementary schools
- Grades 6-12 Group: Rotates between classrooms at MVMMS and MHS campus

The Second Year Teacher Mentoring Program is based upon the texts, Teach Like A Champion.

September 18th	February 26th
October 23rd	March 26th
November 27th	April 23rd
December 18th	May 7th
January 22nd	May 21st
	June 4th

# District Committees

Below are a number of committees that support review of curriculum, instruction, and/or professional development. All meetings are held from 3-4 PM. Participants earn PDPs for their participation. Please use the following [link](https://goo.gl/forms/MJo3DONESREu13w73) (<https://goo.gl/forms/MJo3DONESREu13w73>) if interested in any of these groups.

**Professional Development Committee**-The committee will continue review and evaluation of the professional development district activities. The committee will develop professional development plans for the coming year.

- November 20th
- December 4th
- January 29th
- February 5th
- March 19th

**Curriculum Working Group**-The committee will continue review of curriculum mapping efforts across all disciplines and provide feedback on unit plans.

- November 27th
- December 21st
- January 25
- March 22nd
- May 3rd

**Technology Steering Committee**-The committee reviews the implementation of district's Technology Plan and reviews curriculum implementation, professional development, and instruction.

- November 6th
- January 23rd
- March 20th
- April 26th
- May 24th

**Math Program Review**-This group is in its second year and is conducting a review of all PreK-12 math programs. All educators PreK-12 who teach math are welcome to participate.

- October 12th
- November 9th
- December 7th
- January 11th
- February 8th
- March 8th
- April 5th

**Science Program Review-**This group will begin the first of a two year process to review of all PreK-12 science curriculum and instruction. All educators PreK-12 who teach science are welcome to participate.

- November 28th
- December 19th
- January 30th
- February 28th
- March 27th
- April 24th
- May 15th



# **Summer 2018**

## **Professional Development Offerings**

*Melrose Public Schools*

*Summer 2018 Professional Development Schedule*

April 2018

Dear Melrose Public Schools Staff,

Welcome to the Melrose Public Schools Summer Professional Development schedule for the summer of 2018. We are excited by the offerings we have included for the summer.

Included in this document are titles, descriptions, and dates of this summer's professional development offerings. There are two ways to register for the offerings:

1. Register via Aspen using the directions at the end of this document.
2. For those without access to Aspen, use the registration form at the end of the document and email to [edavidson@melroseschools.com](mailto:edavidson@melroseschools.com) or send via interschool mail.

Please use either method to register. Locations for all offerings will be updated as the summer approaches and the size of each is workshop has been determined.

The offerings presented this summer also include opportunities for teachers to meet requirements for PDPs in the servicing of students with disabilities and those who are English language learners.

If you have any concerns or questions about any of the offerings please contact me at [madams@melroseschools.com](mailto:madams@melroseschools.com). I look forward to seeing you all this summer at some of these offerings.

Sincerely,

Margaret Adams  
Assistant Superintendent for Teaching and Learning  
Melrose Public Schools

## **Professional Development Points (PDPs) - Point Requirements Changed**

The required distribution of Professional Development Points (PDPs) has changed for all educators who renew a primary license on or after July 2017.

Effective July 28, 2017, the required distribution of PDPs for all academic educators renewing a Professional level license has been amended as stated in the regulations (CMR 603 44.05). The required minimum breakdown to renew a Primary area is as follows:

### **License Renewal:**

- At least 15 PDPs in content (subject matter knowledge)
- At least 15 PDPs in pedagogy (professional skills and knowledge)
- At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL)
- At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles
- The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

See [DESE Guidelines For More Information.](#)

**The following summer professional development offerings support teachers in meeting the requirement for 15 PDPs related to SEI or English as a Second Language:**

- [Differentiation & Academic Language for ELLs](#)

**The following summer professional development offerings support teachers in meeting the requirement for 15 PDPs related to strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles:**

- [Online: Universal Design for Learning K-12](#)
- [Online: Universal Design for Learning \(Focus on Engagement\)](#)
- [Hanging In With Challenging Students](#)
- [Universal Design for Learning for Global Language Teachers](#)
- [IEP Writing Boot Camp](#)
- [Strategies for Implementing Social Emotional Learning K-5](#)
- [Liven Up Your Students' Sentence Writing!: A Bridge to Narrative and Expository Writing](#)
- [Support Plans for Students with Autism Spectrum Disorders](#)
- [An Introduction to Collaborative Problem Solving: Kids Do Well If They Can](#)
- [An Introduction to Circles: I See You and I Am Here](#)
- [Crisis Prevention Intervention Training](#)
- [Project Read](#)
- [Linguistics](#)
- [Crisis Prevention Intervention Training-Refresher](#)

## June

Monday	Tuesday	Wednesday	Thursday	Friday
11	<a href="#">Making Mindfulness Stick with Young Children</a>	<a href="#">Creating FAIR Plans for Early Childhood Educators</a>  <a href="#">Aspen Training</a>	<a href="#">Introduction to the Special Education Process</a>	<a href="#">Revision of SEL, Math, and ELA Report Card Rubrics</a>
18	<a href="#">Using Standards, Indicators and Scoring Criteria in Planning Physical Education, Music, Global Languages, and Visual Arts</a>  <a href="#">IEP Writing Boot Camp</a>  <a href="#">Strategies for Implementing Social Emotional Learning K-5</a>	<a href="#">Support Plans for Students with Autism Spectrum Disorders</a>  <a href="#">Universal Design for Learning for Global Language Teachers</a>  <a href="#">Liven Up Your Students' Sentence Writing!: A Bridge to Narrative and Expository Writing</a>	<a href="#">Got Content Standards and Scoring Criteria Now What?</a>  <a href="#">Universal Design: Focus on Multiple Means of Representation</a>	<a href="#">Let's Get Practical: Strategies for Implementing Personalized Learning</a>
25	<a href="#">Making Mindfulness Stick with Kids and Teens, In and Out of...</a>  <a href="#">Using Standards, Indicators and Scoring Criteria in Humanities, Math, and Science</a>	<a href="#">Hanging In With Challenging Students</a>  <a href="#">Leaders in Teaching with Primary Source</a>	<a href="#">I Want My MTV!: Making Thinking Visible for Students</a>  <a href="#">Leaders in Teaching with Primary Source</a>	29

# July

Monday	Tuesday	Wednesday	Thursday	Friday
9	10 <a href="#">Maps as Primary Sources to Energize Math, Science, and other STEAM Curricula</a>	11 <a href="#">Maps as Primary Sources to Energize Math, Science, and other STEAM Curricula</a>	12	13
16	18	19	20	21
23	24 <a href="#">Increase Student Engagement within STEAM Education by Exploring the Power of Primary Sources at the Peabody Essex Museum</a>	25 <a href="#">Increase Student Engagement within STEAM Education by Exploring the Power of Primary Sources at the Peabody Essex Museum</a>	26	27

## August

Monday	Tuesday	Wednesday	Thursday	Friday
6	7	8 <a href="#">Strategies for Implementing Social Emotional Learning K-5</a>	9 <a href="#">An Introduction to Collaborative Problem Solving: Kids Do Well If They Can</a>  <a href="#">An Introduction to Circles: I See You and I Am Here</a>	10
13  <a href="#">Implementing the Literacy and Math Workshop Model in Grades K-5</a>	14  <a href="#">Implementing the Literacy and Math Workshop Model in Grades K-5</a>	15  <a href="#">Crisis Prevention Intervention Training</a>  <a href="#">Project Read</a>  <a href="#">Delving Deeper into Collaborative Problem Solving: Practice and Shift Mindsets</a>	16  <a href="#">Crisis Prevention Intervention Training</a>  <a href="#">Linguistics</a>	17
20  <a href="#">Crisis Prevention Intervention Training-Refresher</a>  <a href="#">New Teacher Orientation</a>  <a href="#">Teaching Grammar as a Concept in WL using PACE</a>	21  <a href="#">New Teacher Orientation</a>  <a href="#">Teaching Grammar as a Concept in WL using PACE</a>	22	23	24

# Book Study

Title and Audience	Description	Dates and Location
<p><b>Growing Up Mindful: Essential Practices to Help Children, Teens, and Families Find Balance, Calm, and Resilience</b></p> <p>Audience: PreK-12 Teachers</p> <p>Facilitator: Margaret Adams</p>	<p>Growing Up Mindful helps parents, educators, and counselors learn how to embody and share the skills of mindfulness that will empower our children with resilience throughout their lives. With more than 75 accessible exercises and practices, along with adaptations for the individual needs of a wide range of children and teens, this inspiring guidebook brings you road-tested insights and tools for:</p> <ul style="list-style-type: none"> <li>● Body-based mindfulness and movement practices</li> <li>● Creatively overcoming resistance and gaining kids' buy-in</li> <li>● The mindful use of technology and social media</li> <li>● “Attending” and “Befriending”—two positive responses to stress</li> <li>● Setting intentions and managing expectations of new practitioners</li> </ul>	<p>Dates: Starting July 2nd -August 20th (Participants read 2 chapters per week or at your own pace)</p> <p>10 PDPs</p>
<p><b>Hanging In: Strategies for Teaching the Students Who Challenge Us Most</b></p> <p>Audience: PreK-12 Teachers</p> <p>Facilitator: Margaret Adams</p>	<p>Instead of providing yet another recipe or formula for how to teach challenging students, this book takes the more realistic path of helping you develop a mindset that honors the individuality of each student and his or her own best way forward. Veteran educator Jeffrey Benson draws from real-life scenarios to explain how to create a patient and supportive environment that helps students to learn.</p>	<p>Dates: Starting July 2nd -August 20th (Participants read 1 chapter per week or at your own pace)</p> <p>10 PDPs</p>

## Workshop Schedule

Title and Audience	Description	Dates and Location
<p><b>Making Mindfulness Stick with Young Children</b></p> <p>Audience: Early Childhood Educators</p> <p>Facilitator: <a href="#">Christopher Willard</a>, Psychologist and Author</p>	<p>Join bestselling author, psychologist and consultant Dr. Christopher Willard in this half day workshop on bringing mindfulness to kids, teens and families. Mindfulness is more than just breathing, and so is this workshop. Participants should be prepared for a fun session learning and practicing mindfulness through awareness, movement, games, play, and creative activities for all ages. This practical workshop will focus on adapting mindfulness for individuals and groups, young and old, in therapeutic, educational, medical and other settings. Special emphasis will be placed on getting young people to buy in, as well as on nurturing mindfulness in their daily lives. Special attention will also be given to harnessing the power of technology and social media.</p>	<p>Dates: June 12th 8 AM-1 PM</p> <p>4 PDPs</p> <p>Location: Franklin</p>
<p><b>Creating FAIR Plans for Early Childhood Educators</b></p> <p>Audience: Early Childhood Educators</p> <p>Facilitator: Franklin Instructional Leadership Team</p>	<p>Participants will review the components of a FAIR Plan to address challenging behaviors of individual preschool students.</p>	<p>Dates: June 13th PM 9 AM-11:00 PM</p> <p>5 PDPs</p> <p>Location: Franklin</p>
<p><b>ASPEN TRAINING</b></p> <p>Audience: Early Childhood Educators</p> <p>Facilitator: Judy Chan</p>	<p>Participants will review the many uses of ASPEN for the classroom teacher.</p>	<p>Dates: June 13th 12 PM-2:00 PM</p> <p>2 PDPs</p> <p>Location: Franklin</p>
<p><b>Introduction to Special Education Process</b></p> <p>Audience: Early Childhood Educators</p> <p>Facilitator: Donna Rosso and Kim Leonard</p>	<p>Participants will review the special education process including IEP development, process and procedures for meetings.</p>	<p>Dates: June 14th 9 AM-2 PM</p> <p>5 PDPs</p> <p>Location: Franklin</p>

<p><b>Revision of SEL, Math, and ELA Report Card Rubrics</b></p> <p>Audience: Early Childhood Educators</p> <p>Facilitator: Franklin Instructional Leadership Team</p>	<p>Educators at the Franklin will revise the rubrics for the standards based report cards beginning with Social Emotional Learning/Approaches to Play and Learning Standards, and continuing with ELA and math.</p>	<p>Dates: June 15th 12 PM- 2PM</p> <p>3 PDPs</p> <p>Location: Franklin</p>
<p><b>IEP Writing Boot Camp</b></p> <p>Audience: All K-12 Special Education Teachers</p> <p>Facilitators: Kim Leonard, Educational Team Facilitator, and Jamie Wicklund, School Psychologist/Educational Team Facilitator</p>	<p>Designing and implementing high-quality IEPs can be a daunting process. There are a lot of moving parts, such as collecting relevant data, managing meetings, and aligning IEPs with state standards. This training will provide participants with all the tools they need to develop IEPs that “tell each student’s story” and embed meaningful strategies for measuring and reporting progress. In order to write a compelling and relevant IEP, participants will learn how to:</p> <ul style="list-style-type: none"> <li>● Identify and synthesize relevant sources of educational data</li> <li>● Align the IEP to grade-level standards;</li> <li>● Determine appropriate accommodations, scaffolds, and specially-designed instruction necessary to meet each student’s unique needs and to ensure meaningful involvement and progress in the general education curriculum.</li> </ul> <p>The training will emphasize effective use of data to monitor and report progress.</p> <p>All participants MUST bring a printed copy of an IEP to work on.</p>	<p>Dates: June 19th 8 AM -3 PM</p> <p>Location: Second Floor Project Room, MVMMS</p> <p>6 PDPs</p>
<p><b>Strategies for Implementing Social Emotional Learning K-5</b></p> <p>Audience: All K-5 Teachers</p> <p>Facilitator: Margaret Adams Cynthia Amirault Erin Hogan Jessica Patti Jill Tully</p>	<p>Dig deep into each of the social emotional learning skills of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Explore specific and relevant strategies to support students’ development of these skills. Specific attention will be given to students that struggle with these skills.</p>	<p>Dates: June 19th or August 8th 8 AM -3 PM</p> <p>Location: Third Floor Project Room, MVMMS</p> <p>6 PDPs</p>

<p><b>Using Standards, Indicators and Scoring Criteria in Planning Physical Education, Music, Global Languages, and Visual Arts</b></p> <p>Audience: Physical Education, Visual Arts, Music, Global Language Educators</p> <p>Facilitator: Becky Wilusz, Great Schools Partnership Coach</p>	<p>During this hands-on session, participants will apply content area standards and scoring criteria to current and new assessments and curriculum units across the content areas of Physical Education, Music, Global Language, and the Visual Arts. Collaborate with colleagues to revise and develop materials and discuss strategies for assessment aligned to the standards and scoring criteria.</p>	<p>Dates: June 19th 8AM -3PM</p> <p>Location: Fourth Floor Project Room, MVMMS</p> <p>6 PDPs</p>
<p><b>Liven Up Your Students' Sentence Writing: A Bridge to Narrative and Expository Writing</b></p> <p>Audience: Grades 2-8 Teachers, Grades K-12 Special Educators</p> <p>Facilitator: Jill Tully, Margaret Adams, Leslie Means</p> <p><b>Please bring texts you will teach soon.</b> This can include picture books, articles, read alouds, videos or any materials you will use as part of your literacy instruction (or social studies / science). You will have a chance to use these in the course and to see how sentence and grammar instruction can be integrated with regular content you teach.</p>	<p>Use research-based methods to teach students the art of writing beautiful sentences and how the grammatical choices they make can impact their readers' experience. Help students deeply understand what a sentence is (and is not), the major grammatical elements they can choose from when crafting sentences and how to add flair and complexity, while avoiding run-ons and fragments. Hear the latest empirical research on how to teach sentence writing in authentic, embedded ways that will feel natural and uplift overall writing quality. Learn strategies that students can use independently to enhance authentic word choice, as well as sentence expansion, variety, and cohesion (within and across sentences). Also learn how to use sentence combining and artful sentence imitation to enhance depth, clarity, and impact in writing. Simple manageable ways to assess and then differentiate sentence instruction in ways that support students who struggle and challenge students who excel will be shared.</p>	<p>Dates: June 20th 8 AM-3 PM</p> <p>Location: Second Floor Project Room, MVMMS</p> <p>6 PDPs</p>

<p><b>Support Plans for Students with Autism Spectrum Disorders</b></p> <p>Audience: All K-12 Teachers</p> <p>Facilitator: Dr. Kathy Quill, Author and Consultant on Autism</p>	<p>There are a growing number of students with autism (ASD), with and without academic challenges, who require specific accommodations to maximize learning in school. These students can pose significant challenges to both adults and peers in their school community. As part of the RTI (response to intervention) mandate, the use of Positive Behavior Support Plans (PBSP) are critical components for both general and special educators.</p> <p>The purpose of this workshop is to (1) introduce educators to the fundamental needs of students with autism, (2) discuss how to conduct an analysis of a student’s social, communication and behavioral needs, (3) learn essential elements of a positive behavior support plan, and (4) understand how to progress monitor student outcomes. The information is for professionals who have a limited understanding of autism and the use of positive behavior support plans.</p>	<p>Date: June 20th 8 AM -1 PM</p> <p>4 PDPs</p> <p>Location: Fourth Floor Project Room, MVMMS</p>
<p><b>Universal Design for Learning for World Language Teachers</b></p> <p>Audience: Global Language Teachers</p> <p>Facilitators: Kim Talbot, GLAM Director</p>	<p>Universal Design for Learning plans for and celebrates the systematic variability of learners. Find out how clear goals and flexible means allow global language teachers to find multiple means of engagement, representation, and expression.</p>	<p>Date: June 20th 8 AM-3 PM</p> <p>6 PDPs</p> <p>Location: Third Floor Project Room, MVMMS</p>
<p><b>Got Content Standards and Scoring Criteria: Now What?</b></p> <p>Audience: All K-12 Teachers</p> <p>Facilitator: Becky Wilusz, Great Schools Partnership</p>	<p>So we have content area standards and scoring criteria, what’s next? In this session, we will apply processes to align and revise current assessments and curriculum units, norm and calibrate use of scoring criteria, and consider ways to incorporate and leverage these tools and processes in our collaborative teams and with students.</p>	<p>Dates: June 21th 8 AM-3 PM</p> <p>6 PDPs</p> <p>Location: Melrose High School Learning Commons</p>
<p><b>Universal Design: Focus on Multiple Means of Representation</b></p> <p>Audience: All K-12 Teachers</p> <p>Facilitator: Melanie Acevedo, Digital Literacy Teacher</p>	<p>In order to build expert learners who are resourceful and knowledgeable, participants will focus on strategies that support developing classrooms and lessons that allow for multiple means for representation including providing options for language and symbols, perception, and comprehension</p>	<p>Dates: June 21th 8 AM-3 PM</p> <p>6 PDPs</p> <p>Location: 2nd Floor Project Room</p>

<p><b>Let's Get Practical: Strategies for Implementing Personalized Learning</b></p> <p>Audience: All K-12 Teachers</p> <p>Facilitator: Becky Wilusz, Great Schools Partnership</p>	<p>This session will focus on practices and strategies that help develop student understanding and achievement of standards by developing student ownership and engagement in learning. In this session, we'll explore various strategies how they can be applied to support the implementation of personalized, competency-based learning in classrooms.</p>	<p>Dates: June 22 8 AM-3 PM</p> <p>6 PDPs</p> <p>Location: Melrose High School Learning Commons</p>
<p><b>Differentiation &amp; Academic Language for ELLs</b></p> <p>Audience: All Grades PreK-12 Educators</p> <p>Facilitator: Jen McCabe, ELL Coach Malden Public Schools</p>	<p>Educators need to understand academic language and targeted supports for a language-rich classroom in order to plan and deliver effective, meaningful instruction for ELLs. Participants will learn how to integrate academic language instruction and student-centered strategies in their content area so that ELLs can accelerate content and language development. Participants will receive WIDA Framework tools and content-specific texts and resources in this interactive and engaging course. Participants will generate content-specific fieldwork and a personalized "action cycle" implementation plan for new learning to immediately impact teaching practice and ELL learning outcomes.</p>	<p>Dates: June 25th 8AM -3PM</p> <p>6 PDPs</p> <p>Location: Second Floor Project Room, MVMMS</p>
<p><b>Using Standards, Indicators and Scoring Criteria in Planning Humanities, Math, and Science</b></p> <p>Audience: Grades K-12 Humanities, Math, and Science Teachers</p> <p>Facilitator: Becky Wilusz, Great Schools Partnership Coach</p>	<p>During this hands-on session, participants will apply content area standards and scoring criteria to current and new assessments and curriculum units across the content areas of Humanities, Math, and Science. Collaborate with colleagues to revise and develop materials and discuss strategies for assessment aligned to the standards and scoring criteria.</p>	<p>Dates: June 26th 8AM -3PM</p> <p>6 PDPs</p> <p>Location: Second Floor Project Room, MVMMS</p>
<p><b>Making Mindfulness Stick with Kids and Teens, In and Out of the classroom</b></p> <p>Audience: Grades K-12 ELA, Math, and Science Teachers</p> <p>Facilitator: <a href="#">Christopher Willard</a>, Psychologist and Author</p>	<p>Join bestselling author, psychologist and consultant Dr. Christopher Willard in this half day workshop on bringing mindfulness to kids, teens and families. Mindfulness is more than just breathing, and so is this workshop. Participants should be prepared for a fun session learning and practicing mindfulness through awareness, movement, games, play, and creative activities for all ages. This practical workshop will focus on adapting mindfulness for individuals and groups, young and old, in therapeutic, educational, medical and other settings.</p>	<p>Dates: June 26th 8 AM-1 PM</p> <p>4 PDPs</p> <p>Location: Third Floor Project Room, MVMMS</p>

<p><b>Leaders in Teaching with Primary Sources</b></p> <p>Audience: K-12 Educators</p> <p>Facilitator: Rob Mahoney, Grade 6 MHS Teacher, History Content Facilitator</p>	<p>You have already discovered the power that primary sources have to engage students across all disciplines, build content connections, and energize curricula. Now it's time to share your knowledge and passion with other teachers. In this workshop, we will continue the conversation and practice of finding and using a wealth of primary source materials at the Library of Congress in order to promote a variety of innovative pedagogies. As a teacher leader, you will also explore a variety of educational technology services to develop your own plan for running a workshop to help promote the power of teaching with primary sources. In addition to the two on-site meeting dates, there will be an additional three hours of flipped coursework.</p> <p>Registration for this session can be found <a href="https://goo.gl/forms/BSIX3mqfYLIDKdph1">here</a> (<a href="https://goo.gl/forms/BSIX3mqfYLIDKdph1">https://goo.gl/forms/BSIX3mqfYLIDKdph1</a>)</p> <p>Session is limited to 20 participants.</p>	<p>Dates: June 27-28 8:30-3:30 PM</p> <p>15 PDPs (Including three hours of online work)</p> <p>Location: Melrose High School Learning Commons</p> <p><i>This SEEM Collaborative program is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.</i></p>
<p><b>Hanging In With Challenging Students</b></p> <p><b>Audience: All K-12 Teachers</b></p> <p><b>Facilitator:</b> <a href="#">Jeffrey Benson</a>, Author, Administrator of Day and Residential Schools, Consultant</p>	<p>Students with challenges grow in idiosyncratic and often unpredictable ways. In this workshop we will consider the diverse ways students learn, the opportunities to stretch the environment for atypical learners, and share many tools to help teachers hang in through the ups-and-downs of student development. The workshop will provide participants many opportunities to make plans for the very specific challenging students in their classes.</p>	<p>Dates: June 27 8 AM-3 PM</p> <p>6 PDPs</p> <p>Location: Second Floor Project Room, MVMMS</p>
<p><b>I want my MTV!: Making Thinking Visual (MTV) for Students</b></p> <p>Audience: K-12 Educators</p> <p>Facilitator: Michelle Zampell, Literacy Coach, Beverly Public Schools Jennifer Hudak, Math Coach, Beverly Public Schools</p>	<p>How can classrooms become places of intellectual stimulation where learning is viewed not in test scores but in the development of individuals who can think, plan, create, question, and engage independently as learners? Making thinking visible is a key factor in student learning and understanding. When students can externalize their thoughts through speaking, writing, drawing, or some other method, they have opportunities to extend their knowledge even further. This course will present participants with ideas of how to foster visible thinking with students through various routines teachers will be able to incorporate into their classrooms daily. By applying these processes, thinking becomes visible as learners' ideas are expressed, discussed, and reflected upon.</p>	<p>Dates: June 28th 8 AM-3 PM</p> <p>6 PDPs</p> <p>Location: Second Floor Project Room MVMMS</p>

<p><b>Maps as Primary Sources to Energize Math, Science, and other STEAM Curricula</b></p> <p>Audience: Grades 5-12 Teachers</p> <p>Facilitator: Michelle LeBlanc, Director of Education, Norman B. Leventhal Map Center at the Boston Public Library, and local educators Josh Cristiano, Academic Facilitator Meredith McGowan, Art Teacher</p>	<p>Maps as primary sources have an amazing power to engage and inspire critical thinking across math, science, and other STEAM curricula. Over this two day, Teaching with Primary Sources Level 1 and 2, workshop, educators will explore, discuss, and analyze hand-picked historic and modern maps from the Norman B. Leventhal Map Center at the Boston Public Library, and then build new opportunities for students to analyze data, investigate characteristics, build inquiry, and express findings. In addition to working in-person with captivating maps, we will also use the Library of Congress' archives and Teaching with Primary Sources teaching tools to build further inquiry connections and new opportunities for learning. By the end of this two day workshop, teachers will have created new standards-based lessons utilizing the power of primary sources, combining resources from both the Library of Congress and the Norman B. Leventhal Map Center.</p> <p>Register <a href="#">via this link</a>.</p>	<p><b>Dates:</b> July 10 - July 11 9:00 AM - 3:00 PM</p> <p><b>Location:</b> Melrose High School Learning Commons (with in-person maps from the Norman B. Leventhal Map Center)</p> <p>10 PDPs</p> <p><i>This SEEM Collaborative program is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.</i></p>
<p><b>Increase Student Engagement within STEAM Education by Exploring the Power of Primary Sources at the Peabody Essex Museum</b></p> <p>Audience: Grades K-12 Teachers</p> <p>Facilitator: Peabody Essex Museum Educators Josh Cristiano, Academic Facilitator Meredith McGowan, Art Teacher</p>	<p>This two-day, Teaching with Primary Sources Level 1 and 2, workshop will share the Peabody Essex Museum amazing collection of primary sources on display, highlighting how art and objects can be used to build critical thinking and inquiry skills. Teachers will be able to build analysis techniques that can be used in any subject, which will in turn help students build focus and complex connections across disciplines. Through such analysis, we will discuss effective strategies to bring STEM into the arts and vice versa. In addition to working with the museum during this two-day workshop, educators will complement their knowledge with Library of Congress and Teaching with Primary Sources materials and lesson-building tools. By the end these two days, teachers will have created new standards-based lessons utilizing the power of primary sources.</p> <p>Register <a href="#">via this link</a>.</p>	<p>Dates: July 24 - July 25 9:00 AM - 3:00 PM</p> <p>10 PDPs</p> <p>Location: Peabody Essex Museum</p> <p><i>This SEEM Collaborative program is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.</i></p>

<p><b>Strategies for Implementing Social Emotional Learning K-5</b></p> <p>Audience: All K-5 Teachers</p> <p>Facilitators: Margaret Adams, Cynthia Amirault, Erin Hogan Jessica Patti, Jill Tully</p>	<p>Dig deep into each of the social emotional learning skills of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Explore specific and relevant strategies to support students' development of these skills. Specific attention will be given to students that struggle with these skills.</p>	<p>Dates: June 19th or August 8th</p> <p>8 AM -3 PM</p> <p>Location: Third Floor Project Room, MVMMS</p> <p>6 PDPs</p>
<p><b>An Introduction to Collaborative Problem Solving: Kids Do Well If They Can</b></p> <p>Audience: All PreK-12 Educators</p> <p>Facilitator: Erin Hogan, Jessica Patti, Cynthia Amirault, Jill Tully</p>	<p>Participants develop an understanding of the differences between traditional discipline and collaborative problem solving that enlists the student in solving problems.</p>	<p>Dates: August 9th 8-11:30</p> <p>3.5 PDPs</p> <p>Location: Second Floor Project Room, MVMMS</p>
<p><b>An Introduction to Circles: I See You and I Am Here</b></p> <p>Audience: All PreK-12 Educators</p> <p>Facilitator: Erin Hogan, Jessica Patti, Cynthia Amirault, Jill Tully</p>	<p>Participants will learn how to implement the structure of a community circle to support a sense of community and relationships among teachers and students.</p>	<p>Dates: August 9th 12:30-3:00 PM</p> <p>2.5 PDPs</p> <p>Location: Second Floor Project Room, MVMMS</p>
<p><b>Implementing the Literacy and Math Workshop Model in Grades K-5</b></p> <p>Audience: New Elementary Teachers</p> <p>Facilitator: Melanie Acevedo</p>	<p>Teachers, who are new to the elementary grades and/or Melrose Public Schools, will review curriculum, instruction, and assessment for the literacy and math blocks in grades K-5. The literacy block will be outlined, format for writer's workshop, and the math workshop. Core instructional and assessment materials will be reviewed with participants as well.</p>	<p>Dates: Monday and Tuesday August 13-14 8 AM-3 PM</p> <p>Location: Second Floor Project Room, MVMMS</p> <p>12 PDPs</p>

<p><b>Crisis Prevention Intervention Training (Full Training)</b></p> <p>Audience: Crisis Intervention Prevention School Teams and others who are interested</p> <p>Facilitator: Donna Rosso, Director of Early Childhood</p>	<p>Participants will learn strategies that insure the care, welfare, safety, and security of everyone involved in a crisis situation, the program's proven strategies give human service providers and educators the skills to safely and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care.</p> <p>The full training is meant for participants who have not completed the full training in the past. In addition, participants who have let their certification expire are required to complete the full course.</p>	<p>Dates: August 15-16th 8 AM-1PM</p> <p>Location: Third Floor Project Room, MVMMS</p> <p>10 PDPs</p>
<p><b>Project Read</b></p> <p>Audience: Special Education Teachers and Interventionists Grades K-3, General Education Teachers who are interested</p> <p>Facilitator: Melanie Acevedo, Digital Literacy Teacher</p>	<p>Participants will review the components of Project Read, which is appropriate for grades K-3. The research based reading program focuses on teaching struggling readers decoding and encoding skills.</p>	<p>Date: Wednesday, August 15th 8 AM-3 PM</p> <p>Location: Room 138, MHS</p> <p>6 PDPs</p>
<p><b>Delving Deeper into Collaborative Problem Solving: Practice and Shift Mindsets</b></p> <p>Audience: K-12 Educators who have previously attended an Introductory Session on Collaborative Problem Solving</p> <p>Facilitator: Jill Tully, Erin Hogan, Jessica Patti, Cynthia Amirault</p>	<p><b>During this interactive training, participants will</b> practice strategies for implementing the CPS approach in the most challenging situations, learn how to teach the model to others, address common resistances and a lack of "buy-in", and understand when and how to use relational vs. didactic skills training.</p> <p>Please Note: This session has a prerequisite. Participants must have attended an introductory session on Collaborative Problem Solving or read Ross Greene's <u>Lost at School</u>.</p>	<p>Date: Wednesday, August 15 8 AM-3PM</p> <p>Location: Learning Commons, Melrose High School</p> <p>6 PDPs</p>
<p><b>Linguistics</b></p> <p>Audience: Special Education Teachers and Interventionists Grades 4 and up, General Education Teachers who are interested</p> <p>Facilitator: Melanie Acevedo, Digital Literacy Teacher</p>	<p>Participants will review the components of Linguistics, which is appropriate for grades 4 and up. The research based reading program focuses on teaching struggling readers decoding and encoding skills.</p>	<p>Date: August 16th 8 AM-3 PM</p> <p>Location: Superintendent's Conference Room, MHS</p> <p>6 PDPs</p>

<p><b>New Teacher Orientation</b></p> <p>Audience: All New Teachers</p>	<p>Teachers will be presented with resources for the first day of schools in setting up classroom routines for a successful start of the year. In addition, participants will review specific elements of Aspen and other school based technology. Participants will also discuss how to support the special education students in their classroom.</p>	<p>Dates: August 20-21 8 AM-3 PM</p> <p>Location: Third Floor Project Room, MVMMS</p> <p>12 PDPs</p>
<p><b>Crisis Prevention Intervention Training (Refresher)</b></p> <p>Audience: Crisis Intervention Prevention School Teams and others who are interested</p> <p>Facilitator: Donna Rosso, Director of Early Childhood</p>	<p>Participants will review the strategies that insure the care, welfare, safety, and security of everyone involved in a crisis situation, the program's proven strategies give human service providers and educators the skills to safely and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care.</p>	<p>Date: August 20th 8 AM-12 PM</p> <p>Location: 2<sup>nd</sup> Floor Project Room MVMMS</p> <p>4 PDPs</p> <p>Location: Second Floor Project Room, MVMMS</p>
<p><b>Teaching Grammar as a Concept in WL using PACE</b></p> <p>Audience: Global Language Teachers</p> <p>Facilitator: Nicole Serf, Salem State University</p>	<p>"We are all in on proficiency... except on my grammar day." Teaching grammar is the next piece of our journey. Join us and our interdistrict partners as Dr. Sherf digs into the ACTFL Core Practice of teaching grammar as a concept focusing on the PACE method. This session is sponsored by the Melrose Education Foundation.</p>	<p>Date: August 20-21st 8 AM-3 PM</p> <p>Location: 4th Floor Project Room MVMMS</p> <p>12 PDPs</p>

# Technology Badges

Technology badges will be available all summer long. Check them out at [tinyurl.com/mpsbadges](http://tinyurl.com/mpsbadges)!

Aside from Google Classroom and the new Google Sites, you have the opportunity to learn more about Adobe Spark (an amazing presentation tool), cyber security (which relates to a sense of strong digital citizenship), and how to use coding in non-computer science classes as a method to promote student choice and creative presentations. More badges continue to be added.



**How it Works:** Select your content, watch the tutorials, and then complete the form. The form will ask you to either use the tool to create a presentation or to create a lesson plan in which you highlight how you will be using the tool. Once you have earned your badge, display it proudly in your gmail signature. See the [badges page](#) to get started.

**PDPs:** One PDP will be awarded for each badge completed. Do one, all, or as many as you like. The PDPs will be awarded at the end of the summer on August 31st. So feel free to work at your own pace and time.

**Have an Idea:** Have an idea for a possible badge, email [jcristiano@melroseschools.com](mailto:jcristiano@melroseschools.com). Depending on interest, we are happy to add more badges.

**Need Help:** Contact [anyone on this list](#) for help or with any questions.

## Salem State Collaborative

Melrose Public Schools is a member of the Salem State Collaborative for Professional Development. Melrose is a premium member of the collaborative. Many of the workshops offered this summer are at no to little cost. See [link](#) for workshops offered this summer.

## Universal Design for Learning K-12

**Purpose:** We know from experience and neuroscience that individuals learn in varied ways. Universal Design for Learning (UDL) provides educators with practical strategies and techniques to ensure that all learners can meet high expectations. In this introductory session, participants learn the research basis for UDL, practical applications of UDL to lesson design, and helpful technology tools that support flexible, inclusive instruction.

**Description:** Using Google Classroom, this four module course will be completed over 11 weeks in order to accommodate the needs of teachers. The modules run asynchronously during the 11 week period, meaning teachers can access the course at their convenience as long as they complete all modules within the 10 week time frame. Participants will be asked to read on their own, watch videos, complete reflections, and respond to other participants' posts. The final project requires teachers to plan and implement a lesson and provide two students work samples.

Modules and schedule for the course are as follows:

Module 1: What is UDL? (June 18-24)

Module 2: Multiple Means of Engagement (June 25-July 1)

Module 3: Multiple Means of Representation (July 2-8)

Module 4: Multiple Means of Expression (July 9-15)

Module 5: The Final Project (Due on or before July 22nd with final reflection due on September 15th after teaching lesson plan)

**Time:** 5 weeks plus completion of final project (June 18th-September 15th)

**Location:** Online

**PDPs:** 15 PDPs for completion of all assignments satisfactorily

**Facilitator:** Melanie Acevedo, Digital Literacy Teacher

**Questions:** [macevedo@melroseschools.com](mailto:macevedo@melroseschools.com)

In order for the course to run, at least 15 participants are needed.

## Universal Design for Learning K-12 (Focus on Engagement)

**Purpose:** Discuss strategies to support student engagement.

**Description:** Using Google Classroom, this six module course will be completed over 4 months in order to accommodate the needs of teachers. The modules run asynchronously during the 4 months, meaning teachers can access the course at their convenience as long as they complete all modules within the 10 week time frame. Participants will be asked to read on their own, watch videos, complete reflections, and respond to other participants' posts. The final project requires teachers to plan and implement a lesson and provide two students work samples.

Modules and schedule for the course are as follows:

Module 1: UDL Engagement Overview (July 23-29)

Module 2: Stress and Emotions (July 30-August 5)

Module 3: Grit and Growth Mindset (August 6-12)

Module 4: Motivation (August 13-19)

Module 5: Self-Regulation (August 20-26)

Module 6: Final Project (Due on or before September 15th after teaching lesson plan)

**Location:** Online (July 23-September 15th)

**PDPs:** 15 PDPs for completion of all assignments satisfactorily

**Facilitator:** Melanie Acevedo, Digital Literacy Teacher

**Questions:** [macevedo@melroseschools.com](mailto:macevedo@melroseschools.com)

In order for the course to run, at least 15 participants are needed.