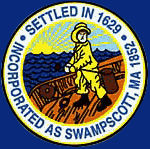
**Swampscott Public Schools**



**Professional Development**

**Plan**

**2015-2017**

**Lois Longin**

**Director of Curriculum and Instruction**

**Pamela R. H. Angelakis**

**Superintendent of School**

## 

## 2015-2016 PD Committee Members

* Director of Curriculum – Lois Longin
* SEA President – Nancy Hanlon
* High School Representative/Department Chair – Joanna Gangi
* Middle School Representative – Elizabeth Mullins
* Elementary Representative/ Literacy Specialist – Debi Ardon

**Table of Contents**

Introduction

* Swampscott Public Schools Professional Development Mission Statement . . . . . . . . . . . 4
* Guiding Beliefs for Professional Development . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 4
* Swampscott Public Schools Professional Development Vision Statement . . . . . . . . . . . . 4

Swampscott Professional Development Plan

* Introduction . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 5
* Focus . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 5
* Implementation . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 6

Professional Development Forms

* Individual Evaluation Of A Professional Development Activity . . . . . . . . . . . . . . . . . . . 13
* Request for Approval of Professional Credits . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 14
* Request for Course Reimbursement . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 15
* K-12 Curriculum Review Guide . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 16 - 19
* Instructional Materials Adoption Process . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 20 & 21
* Individual Professional Development Plan . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 22 - 24
* Study Group and Request for Approval . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 25 & 26
* Application for Extension of Learning . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 27
* Professional Development in District Course Proposal . . . . . . . . . . . . . . . . . . . . . . . . . . . 28
* Summer Professional Development Activity . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 29
* Swampscott Content Review Cycle………………………………………………………. 30

**OVERVIEW**

The Professional Development Committee (PDC) was established as part of the agreement between the Swampscott Public Schools and the Swampscott Education Association.

The responsibility of the PDC shall be to support the District Professional Development Plan guided by the needs of the unit members, the District and School Improvement Plans, and the Department of Education’s regulations for licensure.

The PDC shall assist in the communication of various opportunities for professional growth and development to unit members throughout the year. These opportunities may include, but are not limited to, self-directed professional development, study groups, and curriculum projects.

**PROFESSIONAL DEVELOPMENT MISSION STATEMENT**

The mission of professional development in the Swampscott 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.
* On-line 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.

**SWAMPSCOTT PUBLIC SCHOOLS PROFESSIONAL DEVELOPMENT PLAN**

**2015-2017**

**INTRODUCTION**

Professional development is a critical and essential component of developing an effective teaching force. 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 district also must align curriculum and instruction with the two Massachusetts Curriculum Framework for English Language Arts (2011) and Mathematics Curriculum Frameworks.

The following professional development plan was created to:

* Implement research based instructional practices and support alignment of curriculum with the 2011 Massachusetts English Language Arts and Mathematics Curriculum Frameworks. Prepare for the implementation of the Massachusetts Science Curriculum Frameworks in 2016.
* Support staff in the development of Understanding by Design curriculum maps and where appropriate curriculum units.
* Promote student achievement for all students in areas of need as identified by district and state assessments.
* Ensure compliance with the Massachusetts Department of Elementary and Secondary Education (DESE) regarding professional development opportunities for staff.

**FOCUS**

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

* Continue alignment with the 2011 Massachusetts English Language Arts Curriculum Frameworks by implementing best practices, aligning curriculum, and providing teachers professional development opportunities in the instructional practices and curriculum.
* Ensure the successful implementation of core curriculum materials in all subject areas.
* Implement the Curriculum Review Process.
* Implement the Swampscott Public School Textbook/Materials Review Process.
* Continue with implementation of the ELA Balanced Literacy/Reader’s Workshop K-8 as supported by Teacher’s Learning Alliance.
* Be exposed and learn about the Backward Design Model based on work of Grant Wiggins and Jay McTighe.
* Examine/Explore and restructure DESE Model Curriculum Units to reflect ideals of Swampscott Public Schools.
* Continue work of designing and implementing new units of study in Science that are aligned with the Massachusetts Science Standards.
* Continue implementation of the new curriculum framework for English Language Learners, and Assessment (WIDA) and (ACCESS) in accordance with the DESE’s RETELL initiative.
* Support vertical alignment of best practices, instruction, and assessment across the grades spans, PreK-12, and across all content areas including non-core subjects.
* Discussion of District Determined Measures and the Alternate Pathways Proposal.
* Implement professional development resources to support training on Aspen X2- Elementary School.
* .Standard Based Report Card.
* Implementation of Student and Staff Survey’s to align with Teacher Evaluation Tool and DESE initiative to predict teacher impact on student learning and a more reliable picture of educator effectiveness.

**IMPLEMENTATION**

For the 2015-2016 school year, professional development centers on the following activities.

1. Professional Development Day - August 31, 2015- “A.L.I.C.E.” Training- carried over from January 2, 2015

B) K-6 support the implementation of the Massachusetts Curriculum Frameworks for English Language Arts and Literacy (2011):

* Support implementation of K-6 Balanced Literacy/ Reader’s Workshop by continuing to develop a multi-year partnership with the Teaching and Learning Alliance (TLA). The focus of this partnership is “defining and implementing exemplary literacy practices in K-6 classrooms with a particular emphasis on building and strengthen a system of tiered instruction to ensure that all students read, write, and communicate at the high level of proficiency in the Massachusetts State Standards of best practices aligned with the new frameworks including close reading and critical thinking.”

ROLL OUT OF TLA PROFESSIONAL DEVELOPMENT – 2015-16

Planning sessions with Admin (fall and winter)

- Cultivate multi-year vision for development of practices and curriculum

**2015-2016 Professional Development Workshops**

**-** Full day workshops to plan/demo instruction (including Nov. 3)

**TLA Coaches Institute (Year I Program)**

- 35 Hour yearlong coaching development program for new coach

**TLA Coaches Institute (Year II Program)**

**-**Customized modular institute for two current coaches

**Hosted Lab Visits**

- Half day guided workshops to host non-lab teachers in lab classrooms

**Learning Walk**

-Half day learning walks to examine growth in practice and set goals (fall & spring)

**Professional Book Group**

**-**Guided investigation of professional text (e.g. content area literacy, assessment)

**Technical Support with Curriculum Development**

- Half days for mapping, web resource, template design, etc.

**Leadership Team Development**

**-**Strategic support for principals and development of ES and MS leadership teams

**Needs Assessment**

**-** Gather data to plan professional learning through classroom visits at the middle school.

As part of the Balanced Literacy Initiative all K-4 classroom teachers will be engaging all students as readers and writers, teachers will:

* Cultivate a joyous classroom community
* Develop strong routines and procedures using common practices, language, tools, and techniques
* Immerse students in relevant, high quality literature
* Provide rigor and highly differentiated support through just-right texts matched to each reader, small-group instruction, and 1:1 conferring
* Build stamina and perseverance through explicit strategy instruction and a substantial daily volume of independent reading and writing
* Foster independence and choice
* Provide explicit phonics instruction or word study and fluency support to build a solid foundation for reading and writing
* Research student needs through a variety of assessment methods and use data to make instructional choices for each student
* Collaborate across classrooms, grade levels, and schools to share effective practices and relevant data

B2)Phonics is another piece of the Balance Literacy Initiative we need to address for next year. K will continue to use “Fundations”, Grades 1 & 2 will continue with Project Read, while Grades 3 & 4 will implement “Words Their Way” Word Study. Training/ Review will be provided by internal staff for each program.

C) Four Middle School teachers, two 5th grade and two 6th grade teachers will act as “lab teachers” for school year 2015-16. During this time they will learn the tenets of Balanced Literacy and open their classrooms for observation and sharing the Readers’ Workshop structure; Focus Lesson, Independent Reading,

D)K-12 support the implementation of the Massachusetts Science and Technology/Engineering Standards (2013)

* Unit Design Institutes – Each grade level will work with Science Content Teachers designing and “tweaking” DESE Science Model Curriculum Units.
  1. K- Cycles
  2. Gr. 1- Animals & Habitats
  3. Gr. 2- Effects of Wind and Water Movement
  4. Gr. 3 Extreme Weather
  5. Gr. 4- Weathering and Erosion
  6. Gr. 5- Earth’s Place in Solar System

These Units will be worked on during the summer of 2015 for implementation in fall of 2015.

E)Members of Science Committee are partnered with 6 other Districts in a Cross District Curricular Mapping project that extends until August of 2016. The goal is to continue development of materials for Science Units that align to the Mass Science & Tech/Engineering Standards to be piloted throughout the school year. The goal is to have 4 units per grade level by the end of June 2017.

* Swampscott Public Schools Science Committee will continue to meet on a regular basis during school year 2015-16 to process how the new Science Standards are being executed and what further work needs to be accomplished for full implementation.

F) As part of a Race to the Top Grant, the Massachusetts Department of Elementary and Secondary Education (ESE) has developed over 100 Model Curriculum Units (MCUs.) These units are intended to help educators with implementation of the Massachusetts Curriculum Frameworks.

These MCUs were created by teams of teachers from across the Commonwealth with guidance and support from ESE curriculum and content specialist. All MCUs use the Understanding by Design process developed by Grant Wiggins and Jay McTighe. Massachusetts educators are being encouraged to adopt the units as they are, adapt the units to meet their curriculum needs, and/or use the units as models for developing their own curriculum units. With this in mind K- 12 will be exposed to and learn about the Backward Design Model (UbD) and the 8 key tenets which is a purposeful design of thinking about curricular planning.

* Several early release days (2015-16) will be devoted to the exploration, understanding and reformatting of Model Curriculum Units. Each grade level will choose a unit in either ELA, Math, Science or Social Studies and working together will alter the unit to reflect what is appropriate for use in Swampscott while teaching the unit in their classroom. (October 13, 2015, December 25, 2015, February 9, 2016)

G)During the spring of 2015, the SEA and Administration met several times to review and revamp the 3 year pilot for the Teacher/Specialists Evaluation and Supervision Tool. Input from both entities were considered and agreed upon. These changes will now appear in the Swampscott Public School Evaluation Process.

* All Staff will be introduced and trained on all and any changes made to this tool.
* The changes are primarily around procedure. Most updating will occur during October 6, 2015 staff meeting.
* Director of Curriculum and Instruction will meet with SEA and Administration periodically to “check in” as to changes and progress.

H) Over the last several years the District has “rolled out” the Aspen X2 Software. Each level has adopted this software at different schedules and increments. High School and Middle School are well on their way to total implementation, the Elementary has been slower in its execution.

* Elementary Schools will be trained on October 13, 2015, on the new Standard Based Elementary Report Card.

I)MKEA - The state has created a system, the **Massachusetts Kindergarten Entry Assessment (MKEA)**, to measure child growth and development from birth to grade three. Teaching Strategies GOLD is an assessment system for children from birth through kindergarten designed to help teachers: observe and document children’s development and learning over time; support, guide, and inform planning and instruction; identify children who might benefit from special help, screening, or further evaluation; and report and communicate with family members and others.  Teaching Strategies GOLD also enables to teachers to (1) collect and gather child outcome information as one part of a larger accountability system and (2) provide reports to administrators to guide program planning and professional development opportunities.  Teaching Strategies GOLD addresses the following Developmental Domains: (1) Social-Emotional, (2) Physical, (3) Language, (4) Cognition, (5) Literacy, (6) Mathematics, (7) Science and Technology, (8) Social Studies, (9) The Arts, and (10) English Language Acquisition.

* SPS Kindergarten teachers were part of several trainings in 2014-15 to learn how to administer the MKEA, particularly the social-emotional components of the assessment. The implementation and continued use of this tool will follow into school year 2015-2016. Additional trainings will occur determined by need of staff.

J) Alternative Pathways-District Determined Measures (DDMs) are measures of student learning, growth, or achievement. They play a key role in the MA Educator Evaluation Framework by providing feedback to educators about student learning across the full range of content areas and educator roles. By identifying comparable measures in all grade levels and subject areas, districts have created opportunities to better understand student knowledge and learning patterns across their schools. However, based on discussions with stakeholders, ESE is learning that districts are interested in using alternative methods for evaluating an educator’s impact on student learning. The Alternative Pathways Proposal acknowledges that there are many potential ways to reach the goal of a Student Impact Rating that is based on a robust collection of student outcome evidence and provides meaningful feedback to educators.

Swampscott Public Schools will be evaluating which pathway should be followed; more time (pathway 1), student learning goal (pathway 2) and 5 Step Cycle Alignment (pathway 3). As a District in conjunction with the SEA a decision needs to be made, shared, explained and if necessary personnel trained in this decision.

K)Student and Staff Survey’s- During the 2014-2015 school year, student and staff feedback joins artifacts of practice, observations, and measures of student learning, growth and achievement as evidence collected during the [5-Step Evaluation Cycle](http://www.doe.mass.edu/edeval/sprating/5-StepCycle.html). By including student and staff feedback in educator evaluation, teachers and administrators gain valuable information to improve their practice, and districts gain the ability to construct the most comprehensive, clear, and descriptive picture of an educator's effectiveness.

Districts have the flexibility to determine feedback instruments (not limited to surveys), administration protocols, and processes for integrating feedback into the evaluation cycle.

As of May, 2015 Swampscott Public Schools remain at a stale mate with the Swampscott Educational Association as to which feedback tools will be used to obtain the material DESE is trying to gather as part of the 5 Step Evaluation Cycle. By the fall of 2015, the student and staff surveys will be determined and any training required to implement this tool will be offered to staff and students.

L)Technology/ STEM - SPS Technology Committee met many times in 2014-15 and worked tirelessly in developing a three year Technology Plan. This plan has been approved as of June, 2015. A big piece of this plan is the implementation of various professional development opportunities that enable our staff, and therefore our students to progress and advance in both their technology skills as well as the integration of technology into the curriculum. Through courses that will be offered in Google Doc’s, Robotics 1 & 2. Tech Engineering Design, Lego Mindstorm EV3, X2, Advanced Programming etc. Swampscott Public Schools will begin to put the new tech plan into practice.

**Professional Development Plan – 2016-2017**

**IMPLEMENTATION**

For the 2016-2017 school year, professional development centers on the following activities:

In order for all professional development to be effective and successful, as well as help with both teacher quality and student achievement, many initiatives need to be followed over a two year period or in some cases longer. This is the case with the Swampscott Public School Professional Development Plan. Many of the initiatives being implemented in 2015-16 will continue and expand in school year 2016-17.

A) Professional Development Day – August 2016- TBD

B) K-8 continues to support the implementation of the Massachusetts Curriculum Frameworks for English Language Arts and Literacy (2011):

* Support implementation of K-8 Balanced Literacy/ Reader’s Workshop by continuing to develop a multi-year partnership with the Teaching and Learning Alliance (TLA). The focus of this partnership is “defining and implementing exemplary literacy practices in K-8 classrooms with a particular emphasis on building and strengthen a system of tiered instruction to ensure that all students read, write, and communicate at the high level of proficiency in the Massachusetts State Standards of best practices aligned with the new frameworks including close reading and critical thinking.”
* All elementary classroom teachers will continue building their classroom libraries and implementing Reader’s Workshop. They will also begin their training in Writer’s Workshop with the assistance of Kelley Gangi and the Teacher’s Learning Alliance. They will follow the same format at Reader’s Workshop with a focus lesson in writing and independent writing.
* Readers’ workshop will be extended to all 5th and 6th grade teachers while 7th and 8th grade has the lab teacher model used in the past. Grade 5 and 6 teachers will be using Reader’s Workshop as their main resource in teaching reading.

B2) Phonics - Grades K, 1, & 2 staff and Administration will determine which phonics program will maximize student achievement and uniformly be taught in the three elementary schools. Depending upon which program is chosen training will be provided to all.

C) The Science Committee that was chosen in 2014-15 will continue to meet regularly during 2015-16 and 2016-17 to expand on the work done in previous years. By June of 2017, grades K-5 will have four well designed and comprehensive science units and materials based on the 2013 Massachusetts Science and Technology/Engineering Standards. These units will be piloted and revamped over the next two years so they represent the excellence and rigor that Swampscott Public Schools strives for in all content areas.

Units and classes in grades 6-10 will also be aligned and enhanced according to the 2013 Massachusetts Science and Technology /Engineering Standards.

D)The Cross District Curricular Mapping - Project will be completed by June of 2017 and will assist in the design and implementation of the K-5 Science Units.

E)Model Curriculum Units/ Understanding by Design - Each content area (science, social studies, math, ELA) will continue to review the over 100 MCU’s designed by DESE. In PLC type groups, using a UbD template each unit will be overhauled and made to fit into the philosophy and ownership of the Swampscott Public School faculty.

F)Evaluation Tool - Administration will meet yearly within their own internal group and with the SEA to determine if any new changes need to be made to the evaluation tool as well as an update on new elements that will be assessed within the teachers and instructional specialists rubrics. Training for new staff will be conducted yearly.

G) Aspen X-2 - The Aspen system has multiple components and capabilities. As our staff members on each level become more comfortable with this software continued trainings will occur until everyone feels competent and fluent in this software.

H) MKEA – The expansion of MKEA into school year 2016-17 is dependent on Governor Baker’s budget whether full day kindergarten is funded for 2016-17. If Grant 701- Quality Full Day Kindergarten is cut it will be quite difficult to continue MKEA, unless technical support and assistance is continued with this assessment.

I)District Determine Measures - Once again dependent upon which alternative pathway that SPS and SEA agree upon Swampscott Public Schools Staff and Administration will work cooperatively and collaboratively to determine appropriate DDM’s for each grade level and content area. These DDM’s will be administered at least twice a year and will help to determine student growth and achievement hence teacher ratings of high, moderate, or low.

J) Technology - The Technology Committee will continue to meet throughout school year 2015-16. They will determine from funds that become available as well as the recommendations of the Technology Plan where Professional Development will be offered and to what level. Internal staff will used in a “train the trainer method.”

K) STEM - is an acronym for Science, Technology, Engineering and Math education. We focus on these areas together not only because the skills and knowledge in each discipline are essential for student success, but also because these fields are deeply intertwined in the real world and in how students learn most effectively. STEM is an interdisciplinary and applied approach that is coupled with hands-on, problem-based learning. In school year 2016-2017, Swampscott Public Schools has agreed to incorporate the Gelfand STEM Program into our regular operating budget. Our STEM coordinators job descriptions will be changing and they will be assuming more of a teaching role. From this perspective, they will also be advising as to areas of STEM that will require more PD. It is a major focal point of Swampscott public Schools.

L) Project Based Learning - Project Based Learning ( PBL)is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Essential Elements of PBL include:

**Significant Content -**At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.

**21st Century Competencies -** Students build competencies valuable for today’s world, such as problem solving, critical thinking, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed.

**In-Depth Inquiry** - Students are engaged in an extended, rigorous process of asking questions, using resources, and developing answers.

**Driving Question -**Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration.

**Need to Know -**Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.

**Voice and Choice -**Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.

**Critique and Revision -** The project includes processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry.

**Public Audience -**Students present their work to other people, beyond their classmates and teacher.

In school year 2016-2017 Swampscott Public Schools will start a new initiative of incorporating PBL into their daily lessons. PBL dovetails perfectly with UbD, STEM, and high stakes testing. It really addresses “best practice” and allows for real differentiation in lesson planning.

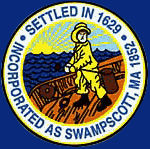
EVALUATION OF PROFESSIONAL DEVELOPMENT

All evaluation activities are evaluated using surveys to identify the best practices of the activities. Administrators can also observe and analyze the impact of professional development activities on teacher effectiveness and student achievement through both formal and informal walk-throughs as well as data analysis. This observation and analysis guides subsequent professional development efforts and individual professional development activities.

**APPENDIX**

**PROFESSIONAL DEVELOPMENT**

**FORMS**



INDIVIDUAL EVALUATION OF A PROFESSIONAL DEVELOPMENT ACTIVITY

**To be completed by participants**

|  |
| --- |
| **Title of Professional Development Activity** |
| **Date of the Activity** |

1. The objectives of the workshop were clearly stated by the presenter.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Strongly Agree*** | ***Agree*** | ***Disagree*** | ***Strongly Disagree \_\_\_\_\_*** |

1. The presenter was interesting, enthusiastic and motivating.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Strongly Agree*** | ***Agree*** | ***Disagree*** | ***Strongly Disagree \_\_\_\_*** |

1. The presenter communicated clearly and was easily understood.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Strongly Agree*** | ***Agree*** | ***Disagree*** | ***Strongly Disagree \_\_\_\_\_*** |

### 

1. Materials were appropriate and covered the topic content.

### 

|  |  |  |  |
| --- | --- | --- | --- |
| ***Strongly Agree*** | ***Agree*** | ***Disagree*** | ***Strongly Disagree \_\_\_\_*** |

1. The material presented was adequate for the time allocated.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Strongly Agree*** | ***Agree*** | ***Disagree*** | ***Strongly Disagree \_\_\_\_\_\_*** |

1. The activities and materials presented were relevant to my professional development.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Strongly Agree*** | ***Agree*** | ***Disagree*** | ***Strongly Disagree \_\_\_\_\_*** |

1. The stated objectives of the workshop were met.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Strongly Agree*** | ***Agree*** | ***Disagree*** | ***Strongly Disagree \_\_\_*** |

1. I would recommend this workshop to someone else.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Strongly Agree*** | ***Agree*** | ***Disagree*** | ***Strongly Disagree\_\_\_\_\_\_\_*** |

### 9) List the strengths of the workshop.

10) List recommendations for improving the workshop.







K-12 Curriculum Review Guide

Overview

A curriculum guide is a structured document that delineates the philosophy, goals, objectives, learning experiences, instructional resources and assessments that comprise a specific educational program. Additionally, it represents an articulation of what students should know and be able to do and supports teachers in knowing how to achieve these goals.

An exemplary guide is a tool that assists in planning and implementing a high quality instructional program. It:

* establishes a clear philosophy and set of overarching goals that guide the entire program and the decisions that affect each aspect of the program
* establishes sequences both within and between levels and assures a coherent and articulated progression from grade to grade
* outlines a basic framework for what to do, how to do it, when to do it and how to know if it has been achieved
* allows for flexibility and encourages experimentation and innovation within an overall structure
* promotes interdisciplinary approaches and the integration of curricula when appropriate
* suggests methods of assessing the achievement of the program's goals and objectives
* provides a means for its own ongoing revision and improvement; and
* provides direction for procurement of materials and fiscal resources to implement the program

The formulation of a district curriculum guide should not be viewed as the culmination of the curriculum development process, but rather as an essential step in the process of ongoing curriculum development and implementation. Thus, no guide will be perfect. No guide will ever be a finished product cast in stone. No guide will be free from criticism. However, to be effective, a guide must earn acceptance by teachers and must be deemed educationally valid by parents and the community at large.

Acceptance of this guide can be attained when the curriculum guide is:

* consistent with what is known about child growth and development
* compatible with the general philosophy of the school system
* based upon clear convictions about teaching and learning
* representative of instructional activities to meet the needs of students with varying abilities and needs
* articulated from kindergarten through grade 12
* easy to use by all educators
* filled with samples, examples, and suggested resources
* developed collaboratively by a broadly-based committee of teachers

and other interested stakeholders; and

* linked to teacher evaluation goals and professional development

The Curriculum Development Process

The development of an effective curriculum guide is a multi-step, ongoing and cyclical process. The process progresses from evaluating the existing program, to designing an improved program, to implementing a new program and back to evaluating the revised program.

Components of an Effective Curriculum Review Process

The Curriculum Review Process (CRP) will engage in a systematic evaluation consisting of the following three components:

* *Self-Study*

The key work in this phase consists of three stages: 1.) developing essential questions to focus the self-study; 2.) documenting the district's curriculum and instructional resources in preparation for evaluation; 3.) conducting the self-study.

* *Action Planning*

This phase is the district's response to the Curriculum Review Team's report and recommendations. The action plan sets the agenda for program development and curriculum updates/changes, identifies professional development needs, and is used in the budgeting process to allocate resources.

* *Program and Professional Development and Implementation*

This phase is the implementation of updates and/or changes based on the report's recommendations. During this phase professional development is provided and recommended resources are reviewed, piloted, and purchased. The effectiveness of any updates and/or changes are monitored through teacher observation, student achievement, and staff self-reflection and collaboration.

Self-Study

This phase of the process involves an in-depth review of the existing program and begins in actual program evaluation. During this phase, the Curriculum Review Team, under the direction of the Director of Curriculum and Instruction will, review and document the course of study at each grade level. In addition, the review process will involve the interpretation of assessment data from MCAS and other standardized tests, district determined measures, and draft essential questions to be answered by the review.

The Curriculum Review Team will develop guiding essential questions to serve as a framework for program evaluation. The questions were framed with consideration of alignment to standards, validation of written curriculum, range of student work, and current instructional practices.

Summary of Meetings Science/Technology/Engineering Standards Committee

Year 1

|  |  |
| --- | --- |
| Dates | Topics Reviewed/Tasks Completed |
| January 6 | * Discuss program review process. * Decide to observe K-12 Science/Tech/Engineering lessons * Determine timeline for review. |
| January 28 &  February 9 | * Observe SMS teachers in the AM- schedule generated by Catie Porter * Meet for lunch at SHS to process morning * Observe SHS teachers in afternoon * Process afternoon observations |
| February 26 | * Snow cancelled above observations * SMS & SHS Observations |
| March 3rd | * Identify objectives and essential questions * Adopt timeline for review * Generate questions for teacher questionnaire * Generate questions for student questionnaire |
| March 31 | * Continue to work on objectives & essential questions * Determine when questionnaire will be distributed. * Begin work on strands and standards for K-4 |

Timeline of Science/Technology/Engineering Curriculum Review

|  |  |
| --- | --- |
| Develop Guiding Essential Questions. | March – May 2015 |
| Gather Curriculum Documents and Assessment. |  |
| Gather Assessment Data. |  |
| Gather Budget and Staffing Information. |  |
| Ongoing Collection of Student Work. |  |
| Review of Information Collected by Level. |  |
| Survey teacher and students. |  |
| Conduct focus groups of students. |  |
| Develop and administer parent survey. |  |
| Review Electives at grades 6-12. Analyze parent survey results. |  |
| Develop Themes from the Data Collected regarding curriculum, assessment, and instruction. |  |
| Recruit and Orient Visiting Team.  Site Visit of Visiting Team |  |
| Document Findings of Visiting Team. |  |
| Complete K-12 Program Review Document. |  |
| Develop of Action Plan. |  |

**Swampscott Public Schools Instructional Materials Review Process**

# 

**MASSACHUSETTS GENERAL LAW: Chapter 71: Section 48. Textbooks and school supplies** Section 48. The principal at each school, subject to the direction of the superintendent, shall, at the expense of the school district, purchase textbooks and other school supplies, and consistent with the district policy, shall loan them to the pupils attending such school free of charge. Instruction is given in the manual and domestic arts, the principal may so purchase and loan the necessary tools, implements and materials. The principal shall also, at like expense, procure such apparatus, reference books and other means of illustration, as may be needed.

# Instructional Materials Adoption Process

Purpose

The purpose of the Materials adoption process is to make informed decisions, selecting current textbooks that align with the Massachusetts Common Core Frameworks.

The curriculum director, curriculum committee, and department chairs will identify and determine textbook needs:

* The Curriculum Director sets up an Instructional Materials Adoption Committee to preview and select pilot book or series. (Principals will be invited to participate on the Committee)
* After the pilot book or series is selected by the adoption committee, the curriculum director will invite school(s) to participate in a pilot of selected materials, and the textbook adoption committee will acquire selected materials from publishers.
* The pilot period will be a minimum of one semester and a maximum of 1 academic year for the selected text.
* The Curriculum Director will gather feedback from teachers and the principal(s) of the school(s) piloting the book or series.
* The Curriculum Director makes the final recommendation to the Superintendent of Schools

.

* The Superintendent submits the recommendation to the SPS School Committee for approval.

## 

## Adoption Cycle

## Purpose

The purpose of the Adoption Cycle is to establish an equitable and fair process for the adoption of textbooks.

A need assessment, driven by data, and dependent upon changes made to the Massachusetts Common Core Curriculum Frameworks will determine the content area reviewed in a 5 year cycle.

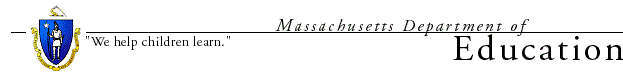
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Cycle | Year of Review | Content Area | Grade Level | Purchase Year FY |
|  |  | Art/Music/Theatre /Dance | K-12 |  |
|  |  | ELA | Elementary |  |
|  |  | ELA | Secondary |  |
|  |  | ELL | K-12 |  |
|  |  | Foreign Language | K-12 |  |
|  |  | Health | K-12 |  |
|  |  | Instructional Technology | K-12 |  |
|  |  | Math | K-12 |  |
|  |  | Science/ Technology Engineering | K-12 |  |
|  |  | Social Studies | K-12 |  |

* + Subjects in the table above are in alphabetical order. The cycle, year of review and purchase year will be filled out yearly and based upon the needs assessment.
  + Each year, allocated funds will be divided in two categories. Up to seventy-five percent of the allocated budget will go to the content area(s) named in the adoption cycle. The remaining twenty-five percent will support the on-going needs of the other content areas. The needs assessment will be done by the Textbook Adoption Committee to determine the textbook needs of the Swampscott Public Schools and take into account the Massachusetts Common Core Curriculum Frameworks revisions.
  + Special Education and English Language Leaner material reviews will be incorporated in the content area reviews.

# 

# Electronic Books

It is the intention of Swampscott Public Schools to investigate the feasibility of purchasing Electronic ( E- Books) rather than standard text books. In the future should E-Books be purchased they will need to adhere to all the guidelines and standards that exist for regular textbooks. Before such E –book purchases will be approved, the school or department will be required to ensure that adequate technology exists to support such purchases. The same standard also applies to any curriculum programs that require computer or server support.



**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN FORM**

**MASSACHUSETTS EDUCATORS**

Name: Last First Middle Renewal Year Home Address City State Zip Code

Primary Area Certificate Number

District School Grade Level(s) Subject(s)

Professional Development Points Required for Renewal of **Primary Area** 150 PDPs Total number of PDPs required in content

My professional growth goals (please number):

My professional growth goals are consistent with the following district and/or school goals:

### Record of Approved Professional Development Activities for Primary Area

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Professional Development Activity | Professional Growth Goal (Goal Number) | Content PDPs | Other PDPs  (pedagogy or professional skills) | \*Date Approved & Supervisor’s Initials **OPTIONAL** | Date Completed |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

\*The Supervisor’s initials indicate that the professional development activity is consistent with the educational needs of the school and/or district and is designed to enhance the ability of the educator to improve student learning.

### Record of Additional Professional Development Activities for Elective PDPs

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Professional Development Activity | Professional Growth Goal (Goal Number) | Content PDPs | Other PDPs | Date Completed |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Use additional copies of this form if necessary.

This document and other Department of Education documents and publications are available on our website at [www.doe.mass.edu/recert.](http://www.doe.mass.edu/recert)

Educator’s Name Certificate Number

|  |  |
| --- | --- |
| ***Initial Review and Approval Date***  The signature below indicates that 80% of this educator’s Individual Professional Development Plan is consistent with the educational needs of the school and/or district and is designed to enhance the ability of the educator to improve student learning.  ­­ | |
| Supervisor’s Name (print) | Title Signature |

|  |  |  |
| --- | --- | --- |
| ***First Two Year Review Date***  The signature below indicates that this educator’s Individual Professional Development Plan was reviewed. *Please check one*.  The Plan remains consistent with the educational needs of the school and/or district. | | |
|  | The Plan was reviewed and amended. | |
|  |
| Supervisor’s Name (print) | | Title Signature |

|  |  |  |
| --- | --- | --- |
| ***Second Two Year Review Date***  The signature below indicates that this educator’s Individual Professional Development Plan was reviewed. *Please check one*.  The Plan remains consistent with the educational needs of the school and/or district. | | |
|  | The Plan was reviewed and amended. | |
|  |
| Supervisor’s Name (print) | | Title Signature |

|  |  |
| --- | --- |
| ***Final Endorsement Date***  The signature below indicates the supervisor has reviewed this educator’s Record of Professional Development Activities and the reported activities are consistent with the approved professional development plan. | |
| Supervisor’s Name (print) | Title Signature |

**STUDY GROUP PROFESSIONAL DEVELOPMENT**



The Swampscott Public Schools encourages groups of teachers to engage in self-directed professional development to include study groups of various kinds.

## Study Group

A study group brings a collegial group of faculty together working on behalf of students. The goal of the study group is to improve instructional practices and/or student learning.

Criteria for a Study Group:

* A minimum of 10 meeting hours or more (to earn 10 or more PDP’s)
* A clear definition of the anticipated product to be produced to benefit students
* A group facilitator and a minimum of 2 participants (including the group
* facilitator)
* A self-directed professional development proposal form submitted and approved
* Record of study group attendance and hours

Each study group will be led by a group facilitator who will submit a study group proposal, plan each study group session, have a plan of action for the intended study group product as well as keep track of study group member attendance and hours (to be turned in with a description of the study group product and evaluation forms at the conclusion of the study group).

Each faculty member will earn 10 or more PDP’s based on the number of hours the study group is held. (For example: 10 hours earns 10 PDP’s). The group facilitator receives a double PDP’s. In –service credit with 15 hours equally 1 credit will also be considered.

## Examples:

* Study group of teachers to include reading discussion of professional materials and develop a product as a result.
* Book study on the same professional book, discussion, and reflection paper

## Product:

Products should show application of new content or pedagogy gained from the professional development.

## Examples of Products:

* Unit of study to be used with students
* Reflection paper
* Rubrics or student materials created
* Presentation at faculty or department

**REQUEST FOR APPROVAL**

**STUDY GROUP PROFESSIONAL DEVELOPMENT ACTIVITY**

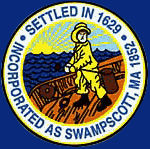
|  |
| --- |
| **Submitted by**: **Date**:  **Participants:** |
| **School**: **Title/Position**: |
| **Title of Activity**: |
| **Provider**: |
| **Date(s) of Activity**: **Time**: **Location**: |
| **Directions: Form to be used for study groups, book clubs, and school/grade/team professional development.** |
| ***Description of PD Activity****:* |

***Description of Product Participants will produce:***

**Supervisor’s Signature: Date**:

***This form must be submitted to the Office of Curriculum at least a month before the sponsored activity is to begin****.* ***Attach supporting documentation as needed.***

**Director of Curriculum’s Signature: Date**:



**APPLICATION FOR EXTENSION OF LEARNING PRIOR TO**

**ATTENDANCE AT A CONFERENCE**

* + Educators who attend a professional conference may extend their learning by developing a document able product/project.
  + A minimum of 10 hours per topic is required for approval.
  + For recertification, Massachusetts D.E.S E regulations require educators to keep documentation of products/projects for the five-year cycle.
  + In order to receive PDPs, all extensions of learning must have prior approval by the Director of Curriculum and Instruction.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name  Sc | | | | |
| School |  | | Title/Position |  |
| Title of Conference | | | | |
| Date: | | Location |  |  |
| Number of Hours in Attendance | | | | |
| Evidence of Attendance @ a Workshop/Conference (PDPs or Certificate of Attendance) | | | | |
| Topic/Title: Follow-up Activity | | | | |
| Notification of Approval: Follow-up Activity | | | | |
| Number of PDPs for Product/Project | | | | |
| Total number of PDPs Requested | | | | |
|  | Supervisor’s Signature | | Date |  |
|  | Director of Curriculum’s Signature | | Date |  |



## PROFESSIONAL DEVELOPMENT IN DISTRICT COURSE PROPOSAL

As part of the overall professional development program effort, the Swampscott Public Schools will support professional development activities offered by individual faculty. Staff members are encouraged to offer in-service workshops to their peers on topics of individual expertise. Proposals for workshops should be forwarded to the Director of Curriculum and Instruction.

## Name: School:

## Course Title:

**Target Audience:**

**General Description of Course:**

**Maximum Enrollment:**

**Total PDP’s or CEU’s given to teachers on completion of course:**

Proposed Contact Hours (Instructional): Estimated Outside Hours:

## Proposed Timeline (class time and dates):

**Evaluation or Documentation Component**

(Will each member produce a product to implement in the classroom? A reflection paper? A lesson plan?

Etc.)

## Relevance of Course:

How does the course address Recertification, Massachusetts Frameworks, District Goals and/or School Goals?

Please attach any additional documentation that you feel will support your proposal

**Summer Professional Development Activity**



|  |  |
| --- | --- |
| Title of project: |  |
| Participants: |  |
| Total hours: |  |
| Date(s): |  |

|  |
| --- |
| **1. What is the purpose of your summer professional development activity?** |
|  |
| **2. What will be the product of your summer PD activity?**  **Examples – unit plan, lesson plan, resource packet, reflection , presentation** |
|  |
| **3. For whom is the product intended?**  **Examples – new teachers, special education students, students** |
|  |
| **4. How will you measure the effectiveness of the product?**  **Examples – higher scores, exams, improved performance on assessments** |
|  |
| **5. How will you share the product?**  **Examples – department meeting, faculty meeting, classroom observation** |
|  |

## 

Swampscott Public School Content Review Cycle



|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |
| 2015-2016 |  | 2016-2017 |  | 2017-2018 | 2018-2019 |  | 2019-2020 |
|  |  |  |  |  |  |  |  |
| Science/Tech/Engineering |  | Social Studies |  | English Language Arts | Math |  | Science/Tech/Engineering |  |
|  |  |  |  |  |  |  |  |
| Health/Physical Education |  | Art/Music/Theatre/ Drama |  | English Language Learners | Instructional Technolo2y |  | Health/Physical Education |
|  |  |  |  |  |  |  |  |
|  |  |  |  | Foreign Language | - |  |  |

## 