

Center for Technology, Essex

Professional Development Map for 2010-2011

SCHOOL'S RESPONSES TO PROFESSIONAL LEARNING NEEDS THAT SUPPORT IMPROVEMENT GOALS ADDRESSED IN SCHOOL ACTION PLANS

Professional Development Focus for All Targeted Areas of Improvement Planning Team Participants: Kathy Finck, Bob Travers

Overarching End Goals: *(See School Action Plan for Detailed S.M.A.R.T. Goals)*

- Sustain high achievement and narrow and close achievement gaps for CTE students.
- Monitor the responsiveness of professional learning opportunities in developing a deeper understanding of the components of "Universal Classroom." and how the components respond to the achievement and social and emotional needs of CTE students.

Overarching Essential Questions:

- How does CTE communicate high expectations for all students? To what extent can the new student data base system family portal help to facilitate these communications?
- Are CTE students able to articulate those expectations and monitor their own achievement?
- Are assessments designed to measure performance in ways that advance learning through the development of critical thinking and problem solving skills?
- How is assessment data used to drive instructional practice and address student needs during the learning?
- How effectively is technology uses in organizational and instructional practices throughout CTE?

Overarching Content and Skill:

- Benchmarked progress monitoring
- Evidence collection
- Data analysis
- Standards-based communication with parents and students
- Integrating technology to support student learning (learning style, interest, and readiness; and to support the differentiation of content, process, and products)

Process (When?): Direct instruction (train the trainer model), Cluster Meetings, Team Meetings, Collaborative Consultation Meetings, August-January-June Inservice, and Release Time

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Semester One		Semester Two	
<p>Work to draft and implement center-wide common grading procedures</p> <p>Work to establish center-wide common grading scale</p> <p>Develop expectations and protocol for teachers to populate Power Teacher, especially related to grade book</p> <p>Establish a task team to recommended uses for the public portal feature and establish timelines / deliverables</p> <p>Establish a task team to develop reports necessary in the day-to-day management issues related to Power School</p>		<p>Work to draft and implement center-wide common grading procedures</p> <p>Work to establish center-wide common grading scale</p> <p>Develop expectations and protocol for teachers to populate Power Teacher, especially related to grade book</p> <p>Establish a task team to recommended uses for the public portal feature and establish timelines / deliverables</p> <p>Establish a task team to develop reports necessary in the day-to-day management issues related to Power School</p>	
WHAT? <i>Evidence-Deliverables</i>	<p>CTE Common Grading Procedures document, including: Common Grading Scale statement Administrative expectations regarding faculty responsibility when using Power Teacher features Plan for the use of the Public Portal feature in Power School including sample materials; communications plan; and committee recommendations Sample Power School reports and related queries</p>		
WHO? <i>Teacher Leaders, Etc.</i>	<ul style="list-style-type: none"> • Administrative Team: Kathy Finck, Bob Travers, Karen Archer, Jamie Paterson • Guidance Team: Charlie Brady, Lynn Vera, Theresa Georges, Rebecca Morse • Teacher Trainers: Caty Wolfe, Linda Duleba • Support from the IT Team 		
Materials/ Resources?	<p>Power School training materials Computer Lab outfitted with Smart Board Sample Grading Procedures, scales and or philosophies Sample communications currently used on Power School home portal</p>		