

Thomas Fleming School

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: Fleming Faculty and Principal Dan Ryan

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 Fleming students.
- Improve communication and engagement with faculty to advance ownership of Fleming's action steps, and their relationship to professional learning and improving student achievement (*Why are we doing this? What matters most?*).
- Provide for, teacher leadership opportunities, faculty decision-making, and administrative support in advancing vertical teams as Professional Learning Communities in a quality school.
- Monitor and evaluate the responsiveness of professional learning opportunities in developing professional flexibility and a deeper understanding of the areas targeted for improvement (with emphasis on the components of "Universal Classroom").
- Reflect and engage in dialogue on how our professional learning responds to the achievement (standards-based reporting), social and emotional, and safety needs of Fleming students.

Overarching Essential Questions:

- Is there evidence that professional learning to advance student achievement is planned, meaningful, accessible, and actionable?
- To what extent do teachers design, access, and evaluate their professional learning needs and opportunities to assist them in implementing the curriculum and Fleming's action steps?
- What evidence is there that student learning is tied to teacher learning?
- To what extent do teachers feel their professional learning opportunities are supporting the improvement of student achievement?

Overarching Content and Skill:

- The components of Universal Classroom (mapped guaranteed and viable curriculum, differentiated instruction, formative assessment, supported learning environments, and learning communities)
- Collaborative Teaming (PLC)
- Co-teaching
- Benchmarked progress monitoring
- Evidence collection, data analysis, modifications and adjustments
- Standards-based education communication
- Integrating technology in a transformative manner to support student learning

Process (When?): House/Vertical Team Meetings, Faculty Meetings, Learning Specialists Meetings, Unified Arts Meetings, Grade Level Team Meetings, August-January-June Inservice, Curriculum Leadership Vertical Teams, and Release Time

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<p>Trimester One Trainings and Meetings: August</p> <ul style="list-style-type: none"> • Team Building and Collaborative Teaming • Standards-based reporting and benchmarking • Transformative Technology Integration • Power School • Health and Safety (Student-related) <p>September, October, and November</p> <ul style="list-style-type: none"> • Collaborative Teaming and Model Shift (PLC /House –Vertical Team) • Student needs profile (for teams) • Benchmark-based progress, evidence collection, analysis, and progress monitoring (all teams) • Differentiation and formative assessment strategies, including CR(possible areas of need; analysis and interpretation, informational text, geometry and measurement, data, statistics and probability, science inquiry) using f technology • Standards-based communication 	<p>Trimester Two Trainings and Meetings: Dec December, January, and February</p> <ul style="list-style-type: none"> • Collaborative Teaming and Model Shift (PLC /House – Vertical Team) • Student needs profile (for teams) • Benchmark-based progress, evidence collection, analysis, and progress monitoring (all teams) • Differentiation and formative assessment strategies, including CR(possible areas of need; analysis and interpretation, informational text, geometry and measurement, data, statistics and probability, science inquiry) using f technology • Standards-based communication <p>January – Co Teaching Strategies</p>	<p>Trimester Three Trainings and Meetings: March, April, May, and June</p> <ul style="list-style-type: none"> • Collaborative Teaming and Model Shift (PLC/House – Vertical Team) • Student needs profile (for teams) • Benchmark-based progress, evidence collection, analysis, and progress monitoring (all teams) • Differentiation and formative assessment strategies, including CR(possible areas of need; analysis and interpretation, informational text, geometry and measurement, data, statistics and probability, science inquiry) using f technology • Standards-based communication <p>June – Co Teaching Strategies</p>
WHAT? Evidence-Deliverables	Literacy Audit Tool; Collaborative Teaming Artifacts (agenda, minutes, etc.);Student, Faculty, and Community Surveys; Walk-throughs; Standards-based Reports, NECAP Results, Gates Results, DSA Results, Students Portfolios, Constructed Response Data, Digital Documentation; Needs Assessments; Indicators of Success; Student Led Conferences, Web postings	
WHO? Teacher Leaders, Etc.	<ul style="list-style-type: none"> • Daniel Ryan, Linda Keating, Erin Maguire, Dawn Gruss, Karen Harvey, Wendy Jenkins, Nichole Guntulis, Adam Ruhland, Michael Kenny, Donna Burnett, Jeffrey Guilmette, Kathy Adams, Melissa Coviello, Barbara Auch, Nancy Dowd, Kate Lee, Jen Songer, JoAnn Field, Amy Bigelow, Sally Madeira, Sue Fitzpatrick, Lisa Foley, Kelly McClintock, Sally Crist, Ralph Costanza, Diana Clayton, Kathleen Ready, Gabrielle Smith, and Dave Davidson • Lynn Murray (3x/year check-in) 	
Materials/Resources?	Transformative Technology Resources; Power School; District Curriculum Resources; Team Building Resources; Co-teaching Resources; CR Rubrics, Formative Assessments, Release/Extended PD Time (opportunity to address space as a resource)	