



# WESTFORD ELEMENTARY 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: Westford Elementary School faculty and Principal David Wells

#### 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 Westford Elementary School students.
- Improve communication for focused improvement initiatives and their relationship to professional learning and improving student achievement.
- Monitor the implementation of the Universal Classroom (i.e. best teaching practices) in relationship to improved student achievement.

#### 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 Westford Elementary School's action steps?
- What evidence is there that student learning is tied to teacher learning?

#### 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
- Co-teaching
- Evidence collection
- Data analysis
- Standards-based communication with parents and students
- Integration of technology to support 21<sup>st</sup> Century student learning (learning style, interest, and readiness; and to support the differentiation of content, process, and products)

**Process (When?):** Grade-level Team Meetings, Vertical Team Meetings, Collaborative Consultation Meetings, August-January-June Inservice, and Release Time



# WESTFORD ELEMENTARY SCHOOL

## Professional Development Map for 2010-2011

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

<p><b>Trimester One Trainings and Meetings: August, September, October, and November</b></p> <ul style="list-style-type: none"> <li>• Team Building and Collaborative Teaming</li> <li>• Power School (student profiles and monitoring charts)</li> <li>• Targeted work on science goals.</li> <li>• Differentiation strategies used as tools to close achievement gaps.</li> <li>• Standards-based parent communication</li> <li>• Analysis of school climate data.</li> <li>• Technology Integration to foster 21<sup>st</sup> Century Skills.</li> </ul>	<p><b>Trimester Two Trainings and Meetings: December, January, and February</b></p> <ul style="list-style-type: none"> <li>• Targeted work on science goals.</li> <li>• Differentiation strategies used as tools to close achievement gaps.</li> <li>• Standards-based parent communication</li> <li>• Technology Integration to foster 21<sup>st</sup> Century Skills.</li> </ul>	<p><b>Trimester Three Trainings and Meetings: March, April, May, and June</b></p> <ul style="list-style-type: none"> <li>• Differentiation strategies used as tools to close achievement gaps.</li> <li>• Standards-based parent communication</li> <li>• Data analysis and target setting.</li> <li>• Technology Integration to foster 21<sup>st</sup> Century Skills.</li> </ul>
<b>WHAT? Evidence-Deliverables</b>	Team documentation; Student Work Samples, Web Site, School Newsletters, School Climate Surveys, Standards-based Progress Reports	
<b>WHO? Teacher Leaders, Etc.</b>	David Wells, Linda Keating, Erin Maguire, and Westford Elementary School Team Leaders.	
<b>Materials?</b>	Power School, Team Designed Materials, District Curriculum Resources	