

MELROSE PUBLIC SCHOOLS PROFESSIONAL DEVELOPMENT PLAN 2010-2011

The following professional development plan was created to:

- Encourage best instructional practices and promote student success in a positive learning environment
- Ensure compliance with the Department of Elementary and Secondary Education (DESE) and MTA requirements regarding professional development opportunities for staff
- Ensure compliance with the No Child Left Behind Act of 2001 (NCLB).

This plan is kept on file at:
Central Administration
Melrose Public Schools
360 Lynn Fells Parkway
Melrose, MA 02176

INTRODUCTION

Professional development is a critical and essential component of highly effective curriculum, instruction, and assessment. Research shows it has a direct correlation to and positive impact on student achievement. In Melrose, we believe in the importance of professional development. Participants may include school committee members, administrators, certified and licensed staff, paraprofessionals, community volunteers, substitutes, and parents. We make every effort to provide these groups with the tools and strategies they need to give our students an optimal learning experience while they are within our school system.

This plan will be based on the professional development needs assessment survey being sent out in June of 2010. It will be developed collaboratively by those who will participate in and facilitate the professional development activities. The plan will be communicated to the school community by hard-copy dissemination and by posting it to the district's website. The communication will include how the plan's components fit together and connect to the overall district-wide strategic plan and individual school improvement plans. .

FOCUS

The focus of this professional development:

- Is based on district-wide and school improvement goals
- Is based on a needs assessment
- Is aligned to state standards
- Will enable teachers to develop expertise in content area knowledge and best instructional practices
- Will increase student achievement

PROFESSIONAL DEVELOPMENT

Professional development should be interactive, sustained, assist teachers in meeting recertification requirements, and take many different forms based on the specific and unique needs of its participants and facilitators. In Melrose, our professional development opportunities include but are not limited to:

- a) in-district seminars, courses, and training
- b) in-district collaborations (common planning time, department meetings, grade level team meetings, faculty meetings, study groups)
- c) in-district observations
- d) accreditation team work
- e) out of district courses, observations, training
- f) out of district collaborations as part of a regional, state-wide, or national professional organization membership
- g) online distance learning services

Professional development is supported by the district resources of time and money as well as by state and federal grant funds (e.g., Title IIA Improving Educator Quality Grant).

IMPLEMENTATION

For the upcoming 2010-2011 school year, anticipated professional development based on initiatives/programs/interventions that have been implemented in previous years, new initiatives in the district, and on-going programs will include the following. Other professional development will be added based on the results of the needs assessment distributed in June of 2010.

Beginning Teachers:

Mentor Program Training which includes:

Beginning Teacher Training

English Language Learner Training

The Skillful Teacher Study Group (Optional)

Confidentiality Training

District Curriculum Accommodation Plan Training

Civil Rights, Special Education Regulation, Mandated Reporter, Epi-Pen and AED Training

Teachers Who Are New to the District

Mentor Program Training which includes

English Language Learner Training

The Skillful Teacher Study Group (Optional)

Confidentiality Training

District Curriculum Accommodation Plan Training

Civil Rights, Special Education Regulation, Mandated Reporter Training, Epi-Pen and AED Training

Houghton Mifflin Overview (Pre-K) Harcourt Math Overview (K-6), Harcourt Storytown Overview

(K-5), Guided Reading (K-5) Second Step Violence Prevention Overview (Pre-K-Grade 5), Great Body

Shop Overview (K-5), DIBELS (K), Developmental Reading Assessment (Grades 1-5), Handwriting

Without Tears (K-2), NAEYC Accreditation Training (K)

Independent Investigative Method (Grades 6-8)

NEASC Accreditation Training (High School)

Experienced Teachers

Mentor Teacher Training (If Applicable)

Civil Rights, Special Education Regulation, Mandated Reporter, Epi-Pen and AED Training

Curriculum Mapping

*Looking at Student Work

*Integrating Technology into the Curriculum

*Meeting the Needs of Students with: Down Syndrome, Autism, Non-Verbal Learning Disabilities

- *Curriculum Compacting and Tiered Instruction
- *Effective Co-Teaching
- *TestWiz/Data Warehouse Training
- *21st Century Skills
- *Content Area Professional Development

**Note: Beginning Teachers and Teachers Who Are New to the District are invited to participate in the above asterisked professional development opportunities.*

Targeted

Independent Investigative Method (Grades 3-5)

Project M3 (Grades 3-5)

Handwriting Without Tears (Grade 3)

Math Coaching (Grades 6-8)

Bullying Prevention Training (Pre-K through Grade 5 Staff and Parents)

Writing Effective IEP Goals and Objectives (Special Education Staff)

Reading/Writing/Math Instruction for Paraprofessionals (Paraprofessionals)

Special Education Regulations (Paraprofessionals)

The ParaPro (Paraprofessionals)

Excel and Admin Plus (Secretarial Staff)

MESPA/ASCD/ etc. (Administrative)

EVALUATION

Evaluations will be completed by participants after the conclusion of each professional development activity. Administrators will observe and analyze the professional impact on teacher effectiveness and student achievement. This observation and analysis will guide subsequent professional development efforts.