



**Board of Education
Administrative Report**

Title of Report: 2020-2021 PD Calendar and committee Update

Board Meeting Date: 11/25/2019

Action

Report

Information

Discussion

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Executive Summary

This report will serve two purposes: (1) to give an update on the Professional Development and Teacher Evaluation committee and (2) to propose a change in next year's school calendar embedding early release days for professional development.

Report

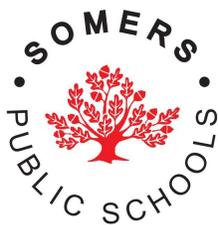
The Professional Development and Teacher evaluation committee (PDEC) has met twice this year. Topics included: a review of the strategic plan's goals for professional development regarding the 4C's, updating the TEAM plan for the state, discussion of other teacher evaluation platforms and discussion regarding a change to next year's calendar embedding early release days for professional development.

PDEC Update:

In our review of the professional development calendar and in alignment with the Strategic Plan, a three year plan was developed with EdLeader21 which will be used to help facilitate the roll-out of the Somers Success Skills. The professional development plan will include planning days, onsite professional development, virtual coaching and support in implementation. In addition, the PDEC also discuss other needs in the district including trauma informed classroom strategies, Fountas and Pinnell implementation and training in diversity and equity strategies for teachers.

TEAM plan:

Beginning teachers are required to complete five modules in TEAM over two years. The modules include : Planning, Assessment, Classroom Environment, Instruction and Professional Responsibility. The updated TEAM plan includes three requirements for beginning teachers. The first requirement is the reflection paper for the modules of planning and assessment. The second new requirement for modules in classroom environment and instruction include an



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observation project in which teachers visit other classrooms both in and out of their grade level and area of expertise to observe strategies on classroom environment and instruction. These teachers are given guiding questions and develop a short presentation for the TEAM Coordinating Committee (TCC) members at the end of the year. The questions involve what specific strategies they learned, how they will adapt to their current teaching assignment and what results they obtained. The fifth module of Professional Responsibility is done as a group discussion involving specific scenarios which target professional teaching responsibilities. It involves all beginning teachers, their mentors and the Director of Curriculum as facilitator.

Evaluation Platforms

The PDEC committee is currently reviewing alternatives to the EdReflect platform the district uses for teacher and administrator evaluations. We hope to narrow the field of options to three having additional input from administrators. The PDEC is looking at platforms that are customizable, easy to implement and provide direct professional development options for identified areas of need for teachers and administrators.

Early Release Days

There has long been a need for developing additional time for teachers and administrators in the area of professional development. With the advent of the new strategic plan and the implementation of new literacy and math programs at SES and MBA, the needs are even more pronounced. (See attached document for Educational Leadership article) Attached to this document are additional needs that both the school and district administrators identified as agenda items for these days. It depicts the wide array of topics that are only able to be discussed on a superficial level and without depth and consistency. In addition to the current full day PD offerings, the PDEC committee is proposing early release days for the 2020-21 school year. These days will be on Wednesdays strategically scheduled and avoiding those months where parent teacher conferences, testing and vacations are already scheduled. Reviewing a report done by Suffield's Assistant Superintendent in 2017-2018, Suffield and Somers were the only the only towns in our area that did not offer early release days. Other towns that offer some type of early release days include Simsbury, Farmington, Granby, Canton, Bolton, Ellington, Tolland and Hebron. Since that report Suffield has adjusted their schedule to include the early release days.



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| <u>School/Dept</u> | <u>Agenda Items</u> |
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| SES | <ul style="list-style-type: none"> -Grade level collaboration time for Standards based grading calibration across all subject areas, creating/revising grading rubrics (grade levels-vertical and horizontal), ATLAS/Curriculum Design across all subject areas, data team meetings (grade levels-vertical and horizontal), professional discourse around F & P Classroom, Foundations, NGSS, New Math program, planning service learning activities (cross-grade level) -Departmentalized Meetings (special educ, specialists, etc) -Literacy Council Meetings -Calibration of/revisiting BAS scoring -Foundations support: to ensure consistency between classrooms within a grade -Development of Capstone and Cornerstone projects |
| MBA | <ul style="list-style-type: none"> -Content area collaborations focusing on vertical alignment -Calibration of Somers Student Success Skills rubric scoring -Curriculum writing and updating -Grade level team work -Professional development around Growth Mindset -Professional development around new math program -Investigation of Language Arts/Writing programs -Development of Advisory lessons around SEL topics -Training in response to MTSS identified needs (Tier 1 and 2 intervention training; examine Tier 1 instruction) -Collaborations to respond to student needs (time for co-teachers to co-plan; for paraprofessionals, case managers, and classroom teachers to meet) -Discussions around school-wide grading practices -Tuning protocol activities -Professional development on Trauma Informed Practices -Development of Capstone and Cornerstone projects |
| SHS | <ul style="list-style-type: none"> -Development of advisory curriculum -Staff training on restorative practice -Training in MTSS implementation and data review -Training in trauma informed practice -Implementation of Capstone project -Department collaboration time -NEASC - 5 year report work -AP coordination -Data analysis - SAT, PSAT, NGSS -General Ed and SPED collaboration -Planning equity initiatives and training in culturally responsive practice |
| Pupil Services (Teachers, SLP and paraprofessionals) | <ul style="list-style-type: none"> -Include our paraeducators in important professional conversations and training regarding their roles in supporting student success in our 4 Cs (communication, collaboration, critical thinking and creativity). -Utilize internal resources (BCBA, psychologists, social workers, SpEd teachers) for training / |



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| | <p>PD to increase capacity of paraeducator effectiveness in supporting students with social, emotional and behavioral challenges.</p> <ul style="list-style-type: none"> -Time for IEP and 504 case-managers, related service providers and paras to collaborate, review records, improve alignment of services and schedules for students on plans. -Time for IEP and 504 case managers and general education content or grade level teachers to review and consult on student IEP and 504 plan accommodations, modifications, goals and objectives. -Align homework and grading standards with student success skills and the 4 Cs -Facilitated discussions on how to better support classroom teachers with “Bag of Tricks” -Time to develop a list of interventions for teachers to do with struggling students and to fill out the referral form -Discrete Trial Training refresher -Zones of Regulation training |
| Tutors | Tutors will be involved in the early release days where appropriate. Primarily when meetings revolve around supporting students with new strategies and data review. |
| Curriculum Office | <ul style="list-style-type: none"> -Continuing/follow-up work on the 4C’s -Cross grade level teams meeting on Curriculum vertical alignment -MTSS liaisons meeting to support best practices in intervention strategies -Whole group meeting times for Assessment Task force, PDEC -Work on development of grade 5,8 Capstone and Cornerstone projects |
| District | <ul style="list-style-type: none"> -On-going support of Strategic Plan -State and Federal mandated professional development -Administrator professional Development on teacher evaluation calibration |