

PROFESSIONAL DEVELOPMENT NEWSLETTER

LEARNING AND TEACHING TOGETHER

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DESIGN & OVERALL ORGANIZATION OF OUR PD DAY

JANUARY 27, 2006

Sustaining educators throughout their careers is a responsibility to be shared by anyone who has an investment in educating our young children. Often, the common thread that seems to have sustained many educators is a strong school culture that affords teachers multiple opportunities to reassess and revitalize themselves at different stages of their careers—whether through a change in grade level, through an opportunity for a teacher leadership role, though professional development opportunities, or through discussions among peers about teaching and student learning. Vital teaching requires a school culture that supports constant involvement in one's own learning and teacher/ learner reciprocity where one role cre-

ates a revisioning of the other. Our full day professional development day is an invitation for reflection, growth and renewal as we affirm our desire to learn and teach together. Professional development should provide an opportunity for teachers to engage in

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continuous and sustained learning about their practice in the setting in which they actually work, observing and being observed by their colleagues in their own classrooms and in the classrooms of other teachers in other schools confronting similar problems of practice. Therefore, our full day profes-

sional development is organized into two segments. The first, a morning session, will be largely facilitated by teacher leaders, and will provide educators across the three towns an opportunity to reflect upon and share best practices. The afternoon sessions will provide an opportunity for educators from each school to come together to reflect further about the implications of learnings from the morning session at the most local level. A variety of opportunities are provided for special educators. Special thanks to those teachers who organized sharing their learnings from The Steps to Respect Program.

Summer Teacher to Teacher Projects on File

Preschool Literacy & Math Concepts
Middleton

Literacy Strategies for K
Topsfield

Math Activities for K
Topsfield

A Guide for Parent Volunteers in the Primary Grades (Gr. 1–Reading)
Topsfield

Social Studies Curriculum for Gr. 1
Topsfield

A Scope and Sequence for Phonics
Boxford

Guided Reading Strategies, Gr. 4-6
Topsfield

Pre-assessments in Math, Gr. 4 and 5
Topsfield

Using Essential Questions in Math, Gr. 3 and 4
Boxford

Answering Science EO's with Writing, Gr. 4
Boxford

Narrative Writing
Middleton

Rethinking Social Studies/ A Scope & Sequence, Gr. 6
Boxford

Using Science to Connect with Impact Math, Gr. 6
Boxford

A Guide to PowerPoint & Excel
Topsfield

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***Professional Development:
The Consensus View***

- Focuses on a well-articulated mission or purpose anchored in student learning of core disciplines and skills
- Derives from analysis of student learning of specific content in a specific setting
- Focuses on specific issues of curriculum and pedagogy
- Derives from research and exemplary practice
- Connects with specific issues of instruction and student learning of academic disciplines and skills in the context of actual classrooms
- Embodies a clearly articulated theory or model of adult learning

- Develops, reinforces, and sustains group work
 - Collaborates practice within schools
 - Networks across schools
 - Involves active participation of school leaders and staff
 - Sustains focus over time—continuous improvement
 - Models of effective practice
 - Delivered in schools and classrooms
 - Practice is consistent with message
 - Uses assessment and evaluation
 - Active monitoring of student learning
 - Feedback on teacher learning and practice
- * “The Imperative for Professional Development in Education”, Elmore

Professional Development: Then & Now

THEN

NOW

Begins with answer

Begins with question

Driven by expert

Driven by participants

Communication is
trainer to teachers

Communication is
among teachers

Research informs
practice

Relationship is reciprocal

Relationships are
hierarchical

Practice is research

**Look for the Full Day
Professional Development
Brochure that
details sessions to be
held on Jan. 27th.
Additional PD info is
listed on
[www.tritownschool
union.com](http://www.tritownschoolunion.com)**