

Stamford Public Schools Professional Learning Plan 2011-2012

Social Work

*Please recognize that effective professional development depends on the modification of PD activities to meet teachers’ needs as they arise. Therefore, it is expected that changes will need to be made to this plan as it is implemented over the course of the 2011-2012 school year.

Action Item <i>(Type of professional learning activity)</i>	Proposed Date and Location(s)	Professional Development Experience <i>What will participants do?</i>	Anticipated Outcome <i>Participants will know and be able to:</i>	Evaluation of Professional Development <i>How will the professional learning be assessed at the four levels of evaluation?</i>
Examine obstacles to attendance and solutions for truancy.	August 30	Examine attendance data to better understand reasons students have difficulty attending.	Participants will know their school data and be able to explain and identify obstacles and provide solutions for improvement.	* Level 1:Eval. surveys * Level 2:Exit cards * Level 3: * Level 4:
Examine obstacles to attendance and solutions for truancy.	November 8	Examine obstacles to attendance and solutions for truancy.	Participants will be equipped with tools on how to implement prevention and intervention strategies in their school	* Level 1:Eval. surveys * Level 2:Exit cards * Level 3:Formative Assessment * Level 4:
Attendance and Truancy solutions	February 15	Examine obstacles to attendance and solutions for truancy.	Participants will be equipped with tools on how to implement prevention and intervention strategies in their school	* Level 1:Eval. surveys * Level 2:Exit cards * Level 3: * Level 4:
Preventions and Intervention strategies “What worked and what did not work” - Next Steps	April 11	Explore the prevention and intervention strategies they have implemented	Participants will identify what is working and not working in their school and establish next steps for improvement	* Level 1:Eval. surveys * Level 2:Exit cards * Level 3: * Level 4: