

Stamford Public Schools Professional Learning Plan 2011-2012

MS Mathematics

*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>
District-Initiated Professional Learning Dolan, Scofield, Cloonan - MS Math Teachers, Math SPED teachers, Math A/E Teachers Full Day Without Subs Title: <i>Differentiated Instruction Using CMP</i>	August 30 Location: UCONN Consultant: Peg Neal, CREC	Teachers will: <ul style="list-style-type: none"> ✓ Learn strategies to differentiate using CMP ✓ gain knowledge of which strategies work best for certain students ✓ Understand which strategies to use for the upcoming modules. 	Participants will: <ul style="list-style-type: none"> ✓ Understand various strategies that could be used to reach all learners ✓ Learn how to determine which strategy will work best for students ✓ Have time to plan the next modules using strategies learned in the session 	<u>Level 1:</u> EZTraxx survey, Evaluation at Session, 3-2-1 Exit Slip <u>Level 2:</u> Application of learning individually and in groups during the session <u>Level 3:</u> Math Administrator to perform classroom visits in September to observe strategies in place based on exit slips
District-Initiated Professional Learning Ripp, TOR, Rogers - MS Math Teachers, Math SPED teachers, Math A/E Teachers Full Day Without Subs Title: <i>Developing Math Concepts Through MS</i>	August 30 Location: UCONN Consultant: Melinda Grove, CMP	Teachers will: <ul style="list-style-type: none"> ✓ Participate in CMP lessons from each of the three MS grades ✓ Understand how the same math concepts develops through each of the MS grades 	Participants will: <ul style="list-style-type: none"> ✓ Develop an understanding of how math concepts are developed in each grade of CMP ✓ Work with their peers to vertically align their lesson plans 	<u>Level 1:</u> EZTraxx survey, Evaluation at Session, 3-2-1 Exit Slip <u>Level 2:</u> Application of learning individually and in groups during the session <u>Level 3:</u> Math Administrator to perform classroom visits in September to observe strategies in place based on exit slips

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District-Initiated Professional Learning Ripp, TOR, Rogers - MS Math Teachers, Math SPED teachers, Math A/E Teachers Full Day Without Subs Title: <i>Differentiated Instruction Using CMP</i>	November 8 Location; WHS 507 Consultant: Peg Neal, CREC	Teachers will: <ul style="list-style-type: none"> ✓ Learn strategies to differentiate using CMP ✓ gain knowledge of which strategies work best for certain students ✓ Understand which strategies to use for the upcoming modules. 	Participants will: <ul style="list-style-type: none"> ✓ Understand various strategies that could be used to reach all learners ✓ Learn how to determine which strategy will work best for students ✓ Have time to plan the next modules using strategies learned in the session 	<u>Level 1:</u> EZTraxx survey, Evaluation at Session, 3-2-1 Exit Slip <u>Level 2:</u> Application of learning individually and in groups during the session <u>Level 3:</u> Math Administrator to perform classroom visits in September to observe strategies in place based on exit slips
District-Initiated Professional Learning Dolan, Scofield, Cloonan - MS Math Teachers, Math SPED teachers, Math A/E Teachers Full Day Without Subs Title: <i>Developing Math Concepts Through MS</i>	November 8 Location: WHS 509 Consultant: Melinda Grove, CMP	Teachers will: <ul style="list-style-type: none"> ✓ Participate in CMP lessons from each of the three MS grades ✓ Understand how the same math concepts develops through each of the MS grades 	Participants will: <ul style="list-style-type: none"> ✓ Develop an understanding of how math concepts are developed in each grade of CMP ✓ Work with their peers to vertically align their lesson plans 	<u>Level 1:</u> EZTraxx survey, Evaluation at Session, 3-2-1 Exit Slip <u>Level 2:</u> Application of learning individually and in groups during the session <u>Level 3:</u> Math Administrator to perform classroom visits in September to observe strategies in place based on exit slips
NO PD For MS due to Conferences	February 15			* Level 1: * Level 2:

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District-Initiated Professional Learning Course Alike Meeting MS Math Teachers, Math SPED teachers, Math A/E Teachers Half Day Without Subs Title: <i>STEM and SPS STEM Activities</i>	April 11 Location: TBD Consultant: Cocoa Beach Participants	Teachers will: <ul style="list-style-type: none"> ✓ Learn about STEM and the reasons for the nation-wide focus ✓ Split up by grade level to learn about the STEM activities that have been happening in the district ✓ Have examples of STEM activities to use 	Participants will: <ul style="list-style-type: none"> ✓ Understand STEM and the reasons behind the nation-wide focus ✓ Be given examples of STEM activities for future use in their classrooms 	<u>Level 1:</u> EZTraxx survey, Evaluation at Session, 3-2-1 Exit Slip <u>Level 2:</u> Application of learning individually and in groups during the session

Grade 8 Core Math Teachers

District-Initiated Professional Learning Dates Determine by Individual Schools All Grade 8 Core Math Teachers Half Day Without Subs Title: <i>Technical Assistance for the Standards-Based math classroom</i>	Dates: Throughout school year, TBD by Building Administrators/Coach Location: Three half days at Each Middle School (Cloonan, Dolan, Ripp, TOR, Scofield) Consultant: Melinda Grove, CMP	Teachers will: <ul style="list-style-type: none"> • Watch the Consultant model a lesson to gain insight/strategies for teaching a standards-based program, • Teach a lesson so that math consultant can provide input, feedback. • Co-teach a lesson with the consultant or watch the consultant model the lesson • Debrief with the consultant and coach so that the teacher can incorporate learnings into next lesson 	Teachers will implement the suggestions provided by the consultant to ensure a standards-based mathematics classroom.	<u>Level 1:</u> <u>Level 2:</u> Application of learning during the session <u>Level 3:</u> Math Administrator and Math Coach to perform classroom visits to observe strategies learned during visit and discussed during debriefing date TBD.
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