

Stamford Public Schools Professional Learning Plan 2011-2012

Secondary Special Education

\*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.

<b>Action Item</b> <i>(Type of professional learning activity)</i>	<b>Proposed Date and Location(s)</b>	<b>Professional Development Experience</b> <i>What will participants do?</i>	<b>Anticipated Outcome</b> <i>Participants will know and be able to:</i>	<b>Evaluation of Professional Development</b> <i>How will the professional learning be assessed at the four levels of evaluation?</i>
Crisis Prevention Intervention: Certification valid for one calendar year	August 30  Scofield	Participants will be trained in nonviolent crisis intervention in order to provide for the <i>Care, Welfare, Safety and Security</i> Of everyone involved in a crisis situation	<ul style="list-style-type: none"> <li>• Preventive techniques</li> <li>• Nonviolent physical crisis intervention/team intervention</li> <li>• Situational role plays</li> </ul>	* Level 1:Eval. surveys * Level 2:Exit cards * Level 3: Summative exam (same day) * Level 4:
<b>Secondary special education teachers (not invited to attend CPI)</b> will participate in their assigned grade level PD collaboratively with their general education grade level peer (materials to be shared with grade level peer)	August 30	Participants will collaborate with their general education grade level peer to learn about specific grade level curriculum expectations	<ul style="list-style-type: none"> <li>• Plan first unit collaboratively</li> <li>• Identify learning outcomes</li> <li>• Plan possible curricular modifications/accommodations</li> </ul>	* Level 1:Eval. surveys * Level 2:Exit cards * Level 3: * Level 4:
<b>Secondary special education teachers (not invited to attend CPI)</b> will participate in their assigned grade level PD collaboratively with their general education grade level peer (materials to be shared with grade level peer)	November 8	Participants will collaborate with their general education grade level peer to learn about specific grade level curriculum expectations	<ul style="list-style-type: none"> <li>• Identify learning outcomes</li> <li>• Plan possible curricular modifications/accommodations</li> </ul>	* Level 1:Eval. surveys * Level 2:Exit cards * Level 3: * Level 4:
<b>Secondary special education teachers (not invited to attend CPI)</b> will participate in their assigned grade level PD	February 15	Participants will collaborate with their general education grade level peer to learn about specific grade level curriculum expectations	<ul style="list-style-type: none"> <li>• Identify learning outcomes</li> <li>• Plan possible curricular modifications/accommodations</li> </ul>	* Level 1:Eval. surveys * Level 2:Exit cards * Level 3: * Level 4:

collaboratively with their general education grade level peer (materials to be shared with grade level peer)				
<b>Secondary special education teachers (not invited to attend CPI)</b> will participate in their assigned grade level PD collaboratively with their general education grade level peer (materials to be shared with grade level peer)	April 11	Participants will collaborate with their general education grade level peer to learn about specific grade level curriculum expectations	<ul style="list-style-type: none"> <li>• Identify learning outcomes</li> <li>• Plan possible curricular modifications/accommodations</li> </ul>	<ul style="list-style-type: none"> <li>* Level 1: Eval. surveys</li> <li>* Level 2: Exit cards</li> <li>* Level 3:</li> <li>* Level 4:</li> </ul>