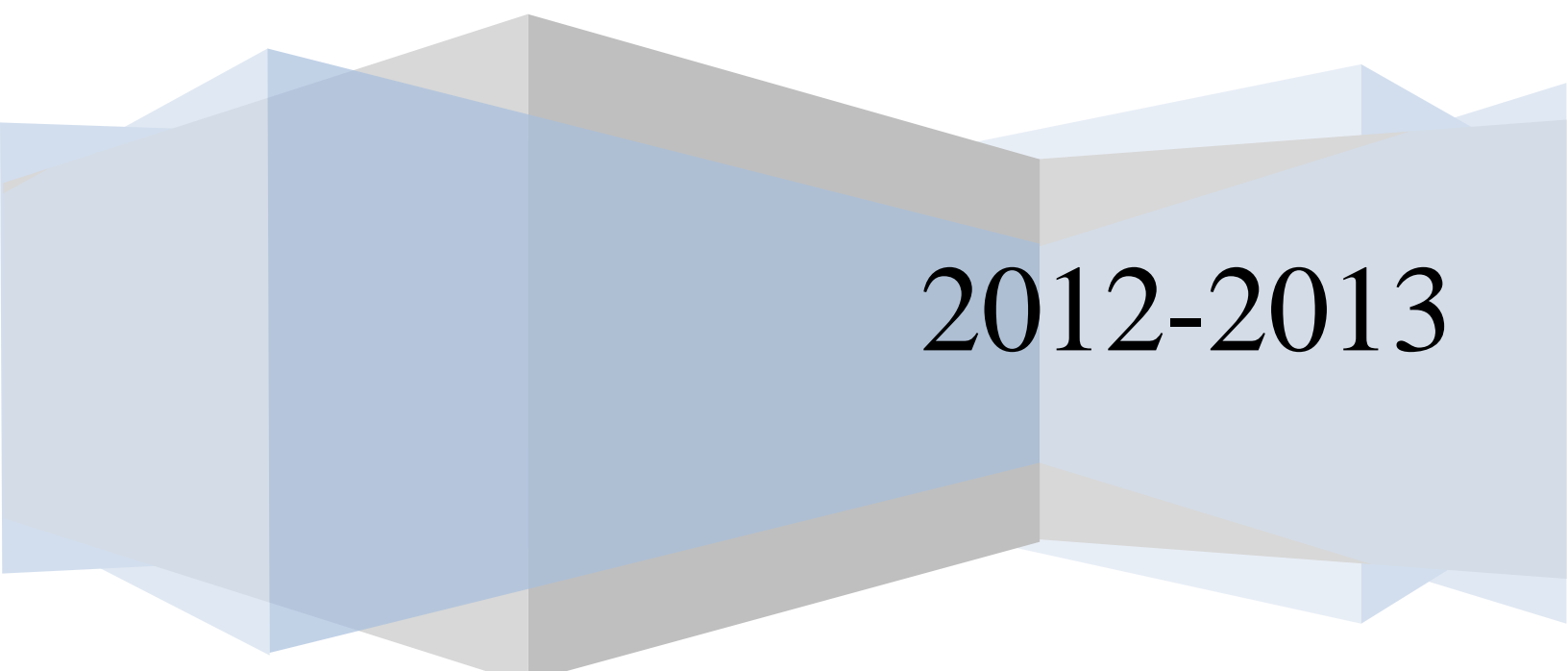


Belmont Public Schools

Staff Development Handbook

Thomas S. Kingston
Interim Superintendent of Schools

Janice G. Darias
**Assistant Superintendent for
Curriculum and Instruction**



2012-2013

Staff Development Handbook

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Staff Development Handbook

September 2012

Dear Colleague,

We are pleased to present the 2012-2013 Staff Development Handbook. Providing high quality professional development is critical to supporting your professional growth and development. The Belmont Public Schools professional development program is supported through three primary means:

- **Professional Development meetings** (faculty, department, and curriculum meetings) led by Principals, Directors, and Curriculum Specialists focusing on district and school goals;
- **Professional Learning Teams** – educators working together on a targeted area of need to improve learning for all students; and
- **Professional Development courses, seminars, workshops, and study groups** led by BPS educators and partner organizations.

As you know, successfully implementing the new Educator Evaluation system is our primary initiative this year. It is our hope that the workshops and opportunities described in this handbook will support your Professional Practice and Student Learning Goals.

This year we are pleased to include many workshops led by experts within our ranks, inspired and informed by the work of the Professional Learning Teams. I am grateful to the Staff Development Council whose work on the needs assessment survey resulted in the offerings and opportunities included here.

We continue to partner with EDCO, Primary Source, and Teachers as Scholars. EDCO offerings are distributed throughout the year, which we will post on the professional development page of the BPS web site. I encourage you to review these opportunities and register for those that support your educator plan. We are grateful to the Foundation for Belmont Education for their generous support of our professional development program.

State regulations also play a part in staff development programming. Individual Professional Development Plans should incorporate district, building, and department goals. All teachers and administrators are advised to discuss their professional development plans with their supervisors. A supervisor's approval of the plan is required by the state for relicensure.

I thank my assistant Colleen Sullivan for her work in preparing this handbook and for her work in answering teacher questions and assisting teachers to register for programs throughout the year.

Sincerely
Janice Darias
Assistant Superintendent

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The Staff Development Council 2012 – 2013

Name	Position	School
Janice Darias	Assistant Superintendent	District
Amy Spangler	Principal	Wellington
Becky Reilly	2 nd grade teacher	Wellington
Brian Bisceglia-Kane	3 rd grade teacher	Butler
Cathy Larkin	Ceramics teacher	Belmont High School
Donna LaRoche	1 st grade teacher	Winn Brook
Katie Caritey	2 nd grade teacher	Burbank
Katie Hunter	Elementary math/science curriculum specialist	Elementary schools
Liz Stephens	Kindergarten teacher	Wellington
Melissa Latham	ELL and English teacher	Belmont High School
Pete Tausek	6 th grade ELA/social studies teacher	Chenery Middle School
Peg Hamilton	Early Childhood Coordinator	District
Rebecca Green	7 th grade science teacher	Chenery Middle School
Rebecca Tannenbaum	Special education teacher	Chenery Middle School

Meetings:

All meetings are 3:30-4:30 p.m.

Location TBD

- November 27, 2012
- January 22, 2013
- March 26, 2013
- April 30, 2013

The Staff Development Council was established in 1988 as a way of consolidating and supporting the staff development efforts in the school system. The Council includes a representative from each building who acts as a liaison and facilitator of staff development information.

The goal of the Council is to provide teachers with a variety of opportunities in the area of curriculum applications and professional development.

The Staff Development Council recognizes the expertise and talents of people within the system as well as those outside the system. Selection of programs, workshops, and guest speakers is based upon staff recommendations and the needs of the system.

Staff Development Handbook

Purposed of Staff Development

- **Provide continued learning opportunities**
- **Update current research and trends**
- **Enhance student learning**
- **Promote improvement of instruction**
- **Recognize staff expertise/talent**
- **Learn from noted experts in the field**
- **Facilitate communication across the system**
- **Foster a sense of school community**

The Staff Development Council meets at least four times throughout the school year and is responsible for planning staff development programs for the system. The work of the Council entails gathering information about the professional development needs of faculty members, identifying possible presenters for programs, acting as a liaison between the program presenter and the Council, reviewing the evaluations of programs, and determining the learning strands that are important to improve classroom instruction throughout the district.

Staff Development Council members serve on a rotating basis, usually leaving the Council after a term of three years. New teacher members of the Council are nominated by current members, principals, and/or colleagues. Teachers should feel free to speak with their supervisors if the work of the Council interests them.

The Staff Development Council is made up of teachers and administrators. Every effort is made to assure representation of the various school faculties throughout the system, the major academic disciplines, and special subject areas. A teacher member of the Council serves as the co-chair and works with the Assistant Superintendent for Curriculum and Instruction to contact presenters and schedule events.

Staff Development Handbook

BELMONT PUBLIC SCHOOLS BELMONT, MASSACHUSETTS

Licensure:

1. All licensed personnel must renew their license every five years. During these five years teachers and administrators earn Professional Development Points to qualify for licensure renewal.
2. It is the responsibility of the employee to track their own certification – i.e. renewal dates, PDPs, etc.
3. For the most up to date information on licensure renewal, visit the Massachusetts Department of Elementary and Secondary Education web site and select educator services. www.doe.mass.edu
4. Currently, teachers must include their supervisor's endorsement of their professional development plan in their license renewal application.
4. One contact hour of a staff development program is equal to one PDP.
5. A minimum of 10 hours is needed on a topic in order to earn PDPs.

Attendance at all sessions is required in order to earn PDPs for a program sponsored by the Belmont Public Schools. **RESPONSIBILITIES OF STAFF AND THE SYSTEM:**

1. A teacher with a professional license must develop an individual professional development plan and have the plan approved by his/her primary evaluator. If audited by DESE, the teacher may be asked to present his/her professional development plan.
2. The professional development activities should be in alignment with the district's 18 Month Improvement Strategy.
3. School systems must provide a staff development program so that staff can avail themselves of a cost free option for license renewal.
4. The school system must maintain records of its programs; must maintain evaluation data on its programs for at least one year; must maintain a record of participants.
5. Recent federal and state guidelines note the importance of content specific study.

PDPs VS INSERVICE CREDIT

1. BPS staff development programs will offer PDPs. Credits earned through a university or college program will transfer into PDPs. PDPs will not transfer to graduate credits. Courses offering Continuing Education Units (CEUs) as defined by the International Association for Continuing Education can transfer into PDPs but do not transfer into graduate credits. One CEU is equal to 10 PDPs.

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NOTES:

1. All programs require pre-registration. Please e-mail Colleen Sullivan to register.
2. Please note registration deadlines. All program offerings must attract a certain minimum number of participants or the program will be canceled. This office will notify you if a program is canceled. If you do not receive a notice of cancellation, assume that the program will run.
3. Attendance slots will be awarded on a first come-first served basis. Teachers will be given the first consideration. Every effort has been made to make the calendar as conflict free as possible. However, scheduling conflicts are inevitable. Base your choices on what is best for your professional development interests.
4. Please call Colleen Sullivan (617-993-5410) to cancel if you cannot attend a course offering for which you are registered. Many programs have a waiting list of staff who can take your place. Programs are costly. When teachers do not honor a commitment to attend, the School System must still pay for the seat.
5. If you are to be away from your regular duties during the school day, please complete the online "Request for Leave" form. ([Link](#))

Go to https://www.astihosted.com/belmontn/HES_SingleLogin.asp for information regarding tuition reimbursement.

Funding for out of district workshops is limited. When teachers are requested to attend a workshop, the workshop will be fully funded. All other funding rests on the priorities of the system with regard to the workshop or conference topic.

6. Additional information about EDCO programs and any other programs of interest that are offered out of district will be mailed to each school as soon as we receive notice. Register for all EDCO sponsored workshops with Colleen Sullivan (993-5410). Look on designated boards in your building for workshop postings.
7. All staff members should keep a record of professional development activities throughout the year for the purpose of relicensure. Pay special attention to programs that are offered out of district and keep track of all professional development points that are earned.
8. In order to earn PDPs, staff who register for a multi-session workshop must attend all sessions unless otherwise noted in the program description.
9. Many of the programs offered are designed specifically for the teaching staff of the Belmont Public Schools. Whenever possible, programs will be made available to support staff and interested community members.

Staff Development Handbook

Tuition Reimbursement

The School Committee supports the graduate study of teachers. Funds are set aside in the budget to reimburse teachers who choose to take district sponsored courses that are highly recommended as well as other graduate level course from accredited degree granting institutions.

Please note the following guidelines:

- The course work must have the prior approval of the Assistant Superintendent.
- Teachers must present evidence of payment and receipt of credit for qualifying courses on a form provided by the School Department.
- The maximum amount of reimbursement is \$775 per individual per fiscal year effective September 1, 2012.
- Reimbursement for courses highly recommended by the District will occur twice a year, in December and June. All other reimbursement shall be made once during each fiscal year in June
- From the maximum amount reserved for tuition reimbursement for each year, claims for tuition reimbursement for courses highly recommended by the District shall be paid first.
- Should claims for tuition reimbursement for other courses exceed the balance remaining after payment for those courses highly recommended by the District, each teacher will receive a prorated amount of his/her claim.
- Content of all course work shall be within the parameters of the requirements for state certification.

Staff Development Handbook

This form serves two purposes:

- First, the form records the request and the approval of the Assistant Superintendent;
- Second, the form serves to initiate **both** reimbursement and the recording of graduate credit.

The request for Graduate Credit and Tuition Reimbursement process:

- Complete the “Graduate Credit and Tuition Reimbursement” form which can be accessed via the district website under For Staff >Electronic Forms.
- After the form is completed and submitted, you will receive an e-mail notification upon Assistant Superintendent's approval.
- Upon course completion, forward the following documentation to the Human Resources Department: (1) a transcript/grade report of the graduate course and (2) evidence of payment, if applicable.
- You will receive an e-mail notification when the graduate credits and/or tuition reimbursement is approved.
- Teachers new to the system this year will also need to fill out a W-9 form. The Human Resources Department will notify you when this form is required.

Staff Development Handbook

Reimbursement for MA Re-certification (license). The School Department will reimburse you up to \$125 for your license renewal. You need to submit the following Form 19 with copies of your license and proof of payment (receipt provided online by DOE, cancelled check - both sides, or credit card statement) to Human Resources for approval and processing.

Staff Development Handbook

Superintendent's New Teacher/Mentor Meetings

Presenter(s): BPS Mentors and other school personnel

Dates and Locations:

New Teacher Meetings

Dates and Locations:

September 11, 2012-school based

October 9, 2012-school based

November 13, 2012-school based

December 4, 2012-CMS Community Room

January 8, 2012 – CMS Community Room (Mentors only)

March 5, 2013 - CMS Community Room (for ALL assigned mentors and new teachers)

Time: 3:00 PM – 4:30 PM for whole group meetings in the CMS Community Room. Part of the time in the beginning will be spent socializing and catching up with colleagues. The school-based meetings will start shortly after school gets out. You will receive an e-mail letting you know exactly what time it starts at your school.

PDPs: 10

Description:

The Superintendent of Schools initiates these meetings for teachers new to the Belmont Public Schools. Members of the mentor planning group determine the topics for each meeting and mentors or other school personnel lead the workshops. This year's topics for discussion include: classroom management, special education issues, parent conferencing and communication, observations, and curriculum initiatives and relicensing.

Staff Development Handbook

Meetings Schedule 2012-2013

E = elementary school	B = building meeting
M = middle school	D = department meeting
H = high school	C = curriculum meeting
	PLT = professional learning team meeting
	R = 3-hour early release

- All meetings take place on Wednesdays.
- All meetings last for 65 minutes.
- Students are dismissed 1 hour early on all Wednesdays, with the exception of “early release” Wednesdays (noted on the schedule) when they are dismissed 3 hours early.

August

Mon.	Tues.	Wed.	Thurs.	Fri.
27	28 Meeting for mentors + new teachers	29 Meetings for new teachers	30 Meetings for new teachers	31

September

Mon.	Tues.	Wed.	Thurs.	Fri.
X Labor Day	4 Teachers return	5 ER MR HR <i>District-wide PD</i>	6	7
10	11 Mentor/New Teacher Meeting	12 EB MB HD	13	14
17	18	19 EC MD HB	20	21
24	25	26 PLT	27	28

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Staff Development Handbook

October

Mon.	Tues.	Wed.	Thurs.	Fri.
1 PLT Facilitator Course	2	3 EC MB HD	4	5
X Columbus Day	9 Mentor/New Teacher Meeting	10 EC MD HB	11	12
15	16	17 PLT	18	19
22	23	24 EB MC HC	25	26
29	30	31 ER MC HC		

November

Mon.	Tues.	Wed.	Thurs.	Fri.
			1	2
5 PLT Facilitator Course	6	7 ER MR HR	8	9
12 Veterans' Day	13 Mentor/New Teacher Meeting	14 ER MR HR	15	16
19	20	21 (early release - Thanksgiving)	X Thanksgiving	X
26	27 Staff Development Council	28 PLT	29	30

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December

Mon.	Tues.	Wed.	Thurs.	Fri.
3 PLT Facilitator Course	4 Mentor/New Teacher Meeting	5 EB MR HD	6	7
10	11	12 EC MR HB	13	14
17	18	19 PLT	20	21
X	X	X	X	X

January

Mon.	Tues.	Wed.	Thurs.	Fri.
X	X	2 EB MB HD	3	4
7 PLT Facilitator Course	8 Mentor (only) Meeting	9 EC MD HB	10	11
14	15	16 EB MC HC	17	18
X Martin Luther King Day	22 Staff Development Council	23 PLT	24	25
28	29	30 EB MC HC	31	

Staff Development Handbook

February

Mon.	Tues.	Wed.	Thurs.	Fri.
				1
4	5	6 EB MB HD	7	8
11	12	13 EC MD HB	14	15
X	X	X	X	X
25	26	27 PLT	28	

March

Mon.	Tues.	Wed.	Thurs.	Fri.
				1
4 PLT Facilitator Course	5 Mentor/New Teacher Meeting	6 ER MB HD	7	8
11	12	13 ER MD HR	14	15
18	19	20 ER MC HC	21	22
25	26 Staff Development Council	27 PLT	28	29 (early release - Good Friday)

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April

Mon.	Tues.	Wed.	Thurs.	Fri.
1	2	3 EC MB HD	4	5
8 PLT Facilitator Course	9	10 EC MD HB	11	12
X	X	X	X	X
22	23	24 PLT	25	26
29	30 Staff Development Council			

May

Mon.	Tues.	Wed.	Thurs.	Fri.
		1 EB MB HD	2 <i>No school for Kindergarten (registration)</i>	3 <i>No school for Kindergarten (registration)</i>
6	7	8 EB MD HB	9	10
13	14	15 PLT	16	17
20	21	22 ER MR HR [PLT Conference]	23	24
X Memorial Day	28	29 Teacher- generated Agenda Meeting	30	31

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June

Mon.	Tues.	Wed.	Thurs.	Fri.
3	4	5 EB MB HD	6	7
10	11	12 EB MD HB	13	14
17	18	19	20	21 last day (including 5 snow days)
24	25	26	27	28

Staff Development Handbook

All meetings and early release days on Wednesdays.

Building meetings

Elementary	9/12, 10/24, 12/5, 1/2, 1/16, 1/30, 2/6, 5/1, 5/8, 6/5, 6/12	Total: 11
Middle	9/12, 10/3, 1/2, 2/6, 3/6, 4/3, 5/1, 6/5	Total: 8
High	9/19, 10/10, 12/12, 1/9, 2/13, 4/10, 5/8, 6/12	Total: 8

Department meetings

Middle	9/19, 10/10, 1/9, 2/13, 3/13, 4/10, 5/8, 6/12	Total: 8
High	9/12, 10/3, 12/5, 1/2, 2/6, 3/6, 4/3, 5/1, 6/5	Total: 9

Curriculum meetings

Elementary	9/19, 10/3, 10/10, 12/12, 1/9, 2/13, 4/3, 4/10	Total: 8
Middle	10/24, 10/31, 1/16, 1/30, 3/20	Total: 5
High	10/24, 10/31, 1/16, 1/30, 3/20	Total: 5

Professional Learning Team Meetings

Elementary Middle High	9/26, 10/17, 11/28, 12/19, 1/23, 2/27, 3/27, 4/24, 5/15	Total: 9
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Teacher-Generated Agenda Meeting

Elementary Middle High	5/29	Total: 1
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Early Release (3-hour)

Elementary	9/5, 10/31, 11/7, 11/14, 3/6, 3/13, 3/20, 5/22	Total: 8
Middle	9/5, 11/7, 11/14, 12/5, 12/12, 5/22	Total: 6
High	9/5, 11/7, 11/14, 3/13, 5/22	Total: 5

Summary

	Building Meeting	Department Meeting	Curriculum Meeting	PLT Meeting	Teacher Generated	Early Release	Total
Elementary	11	0	8	9	1	8	37
Middle	8	8	5	9	1	6	37
High	8	9	5	9	1	5	37

Staff Development Handbook

Elementary Early Release Schedule

Because most early release days are scheduled on Wednesday, the following schedule changes have been made to ensure the equitable scheduling of special subjects (art, music, PE, library) throughout the school year.

“Flip”			“Flop”	
Because....	...is a...	...on that day we will follow a...	Therefore, please note that on...	...of that week we will follow a...
October 31 (Conferences)	Wednesday	Thursday schedule.	Thursday	Wednesday schedule.
November 7 (Conferences)	Wednesday	Friday schedule.	Friday	Wednesday schedule.
November 14 (Conferences)	Wednesday	Tuesday schedule.	Tuesday	Wednesday schedule.
March 6 (Conferences)	Wednesday	Thursday schedule.	Thursday	Wednesday schedule.
March 13 (Conferences)	Wednesday	Friday schedule.	Friday	Wednesday schedule.
March 20 (Conferences)	Wednesday	Monday schedule.	Monday	Wednesday schedule.
May 22 (PLT Conference)	Wednesday	Wednesday schedule.	Wednesday	Wednesday schedule.

* Note: On Wednesday, September 5 (Professional Development), Wednesday, November 21 (Thanksgiving), and Friday, March 29 (Good Friday) there will be no “flip-flop” of the schedule.

Staff Development Handbook

Staff development opportunities take many forms. Programs are offered through the Staff Development Handbook for the entire system with a focus on the improvement of instruction. Release days provide a time for staff development programs that are building based or department based. Individual faculty groups may establish a study group based on a shared interest in a particular topic for study. EDCO, local conferences sponsored by professional organizations, Teachers as Scholars, Primary Source, and some out of district offerings are additional outlets for staff development.

Studying Skillful Teaching

Teachers as Scholars

Primary Source

EDCO Collaborative Professional Development Programs -Fall 2012

(Registrations are through Colleen Sullivan, csullivan@belmont.k12.ma.us, and must first be approved by your School Principal and/or Curriculum Director. Funding is limited)

(Details available on our website *for staff > Professional Development*)

Staff Development Handbook

Studying Skillful Teaching

Presenter(s): Dr. Ann Stern

Date(s): 6/24 – 6/27/13 (8:00 – 3:30)

9/25, 10/16, 10/30, 11/20/13 (3:30 – 6:30)

Graduate Credit Available: 3 (Fitchburg State - \$325)

Target Audience: Teachers

Location: Chenery Community Room

Minimum/Max: N/A

Description:

What characterizes schools that make a significant impact on student achievement? How do we help students exert effective effort to meet demanding performance standards? What do communities of skillful teachers do to help students acquire essential skills and knowledge? We will use current research, case studies, collaborative inquiry and problem solving, video clips, and ongoing reflection about our experiments and data to construct powerful understandings about what makes a difference for our own students in our own classroom

Registration by: N/A

Staff Development Handbook

Teachers as Scholars

Presenter(s): Discipline Based Staff Development Programs

Date(s): Seminar dates listed in program

PDP's: Vary with Seminar

Target Audience: High and Middle School Teachers

Location: Sites Vary

Minimum/Max: 10

Description:

The Teachers as Scholars Program is funded by the *Foundation for Belmont Education* to provide teachers with the opportunity, during the school day, to become a student again with colleagues from neighboring districts to study, discuss and reflect upon topics from a number of different disciplines in a seminar setting. The seminars are designed to give teachers reflective time to discuss informally the issues raised in a seminar.

www.teachersasscholars.org

Please contact your Curriculum Director to express your interest in attending a seminar: Directors will submit requests to the Assistant Superintendent for Curriculum and Instruction. Participants will be notified of their seminar placement.

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Primary Source

Presenter(s):	Primary Source
Date(s):	Multiple Dates
Time:	9:00 A.M. – 3:00 P.M.
PDPS:	TBD
Target Audience:	Classroom Teachers
Location:	Primary Source Library
Minimum/Max:	3-4

Description:

Belmont has entered into a partnership with Primary Source and will benefit with reserved seats for seminars and conferences. All registrations must be sent to the Deborah McDevitt, Director of Social Studies, who will facilitate placement with Primary Source. In the past, seminar topics included: China awareness, African American History, and Islamic Diversity.

Information will be sent electronically.

Multiple Registration Dates

Contact: Deborah McDevitt, dmcdevitt@belmont.k12.ma.us

Staff Development Handbook

Belmont Public Schools Professional Learning Teams

Vision Statement

Learning for all students is improved when the educators work together on a targeted area of need.

In the Belmont Public Schools, Professional Learning Teams are the vehicle for collaborative inquiry and action research through which self-selected teams of educators:

- Identify an area of student learning in need of improvement, supported by evidence and aligned with district and school goals.
- Write a SMART goal or an inquiry question that articulates what they will do to improve student learning in this area. [Note: the PLT SMART Goal can also be the educators' Student Learning Goal.]
- Share their collective expertise and review research in the field to determine best practices for implementation.
- Implement new instructional strategies and collect data to measure their effectiveness.
- Share findings and recommendations with colleagues at the PLT Conference, through the online reports, and at faculty, curriculum, and department meetings.
- Improve student learning.

In September

- Review district and school goals, focusing on the initiatives particular to your subject or grade level.
- Read the 2011-2012 PLT Reports (on the BPS web site → For Staff → Professional Learning) to learn from last year's results and recommendations.
- Discuss areas of student learning in need of improvement with your colleagues, principal, and curriculum director.
- Review existing data such as standardized test scores, student work, exit surveys from projects or courses, etc. to determine which areas of need would have the greatest impact on student learning. If limited evidence exists, consider how you might gather information to help focus your topic.
- Talk to colleagues who share your interest in a particular area/topic.
- Post your PLT on the electronic PLT "billboard" – I will send emails to all staff during the month of September to share the billboard postings.
- Review the options on the billboard and contact the educators for more information.

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- During the September 26 PLT Session: finalize your PLT – Who are the members (4-6 per PLT)? Who is the facilitator? Submit the information to your principal and to the assistant superintendent.
- Obtain the PLT documents from the BPS web site.
- New facilitators enroll in the facilitator training course. Course dates: October 1, November 5, December 3, January 7, March 4, and April 2. (Classes meet 3:30-5:30 p.m.)
- All facilitators enroll the Edline PLT facilitator web page for updates, documents, and communication.

Staff Development Handbook

PLT Facilitator Course Overview

“Teacher Leadership in Professional Learning Teams”

PLT Facilitator Training Two (2) Credit Graduate Course

Instructor: Janice Darias

Course Focus: Design, support and facilitation of professional learning in Professional Learning Teams (PLTs)

Summary: Participants will be provided the opportunity to work collaboratively to develop and facilitate Professional Learning Teams that will positively impact student learning outcomes. The structure, process and content of effective meetings will be explored and practiced. Peer-to-peer consultation and problem-solving will be emphasized.

Design: Teacher Facilitators will examine and practice a variety of facilitation techniques and problem solving strategies to ensure the success of the teams (PLTs) they are leading/facilitating. Class activities and assigned readings will encourage participants to explore and develop a deeper understanding of:

- How facilitators and other educators function effectively as a Professional Learning Team (PLT);
- How PLT Facilitators overcome potential obstacles to success of PLTs;
- How PLTs can provide professional development to educators and better enable them to:
 - differentiate instruction/strengthen RTI initiatives;
 - integrate “real life experiences” into student learning;
 - promote development and practice of 21st century skills in the classroom;
 - deepen their own content area knowledge;
 - improve school climate and culture; and,
 - teach the “whole student”
- How collective inquiry contributes to the success of a PLT;
- Why trust is essential to the productivity of PLTs;
- How PLT facilitators create collaborative PLT meetings that result in more individual and organizational learning.
- How PLT facilitators ensure that PLT collaborative time is used effectively;
- How back-planning from common end goals allows PLTs to achieve their goals

Staff Development Handbook

Schedule: The course has been organized to support teacher facilitators through the most crucial steps of PLT development and work.

A total of 12 class-hours have been scheduled in six (6) class meetings as follows:

- Monday, October 1, 2012
3:30 PM to 5:30 PM
- Monday, November 5, 2012
3:30 PM to 5:30 PM
- December 3, 2012
3:30 PM to 5:30 PM
- Monday, January 7, 2013
3:30 PM to 5:30 PM
- Monday, March 4, 2013
3:30 PM to 5:30 PM
- Monday, April 8, 2013
3:30 PM to 5:30 PM

Requirements: Assignments will consist of short readings, preparation of PLT meeting agendas, identification of potential learning resources for the PLT, some “blogging” (peer support) and oversight/coordination of the final team presentation/other evidence of learning.

Successful completion of the course will result in the award of 2 graduate credits from Cambridge College, if desired (paperwork will be distributed when the class begins), or 2 “Belmont” credits to be counted toward advancement on the salary scale.

For More Information: Contact Janice Darias
Belmont School Administration Building
617-993-5410
jdarias@belmont.k12.ma.us

Belmont Educators' Workshops

Foundation for Belmont Education Grant-Writing Workshop
Wednesday, January 30
3:30-4:30 p.m.
Wellington School Community Room

Presenters:
Jamie Hood Shea, FBE President
Karen Gray, FBE Program Committee Chairperson
FBE Executive Board Members

Target Audience: preK-12 educators and administrators who seek funding for programs and projects

Colonial Day at Burbank; Archeological Dig at Chenery; Authors-in-residence at Wellington, Chenery and Burbank; Stand-up Desks at Butler; Sea Turtles at Winn Brook; Advanced Technology for the Classroom at the High School: these are a few of the recent projects that your colleagues have undertaken with funding from the Foundation for Belmont Education (FBE) Learning Excellence Grant Program (LEGP).

Are you interested in bringing an innovative and enriching program into your classroom? This workshop is an opportunity for teachers and curriculum directors to learn more about the FBE's grant writing, review and reward process. Attendees will explore the criteria for successful grant proposals and review the guidelines the FBE Program Committee follows. This workshop will be useful to those educators who are new to grant writing as well as those that simply want to refresh their knowledge.

The deadline for the Spring LEGP cycle is February 13th. The Fall 2012 LEGP grant round funded over \$44,000, the highest amount to date, in support of over a dozen innovative and enriching programs. Come to this workshop to prepare to submit your LEGP grant.

Please email Colleen Sullivan (csullivan@belmont.k12.ma.us) to register for this workshop.

Staff Development Handbook

Teaching & Measuring Growth in Student Presentation Skills

Presenter(s): Josh Goldfine, Eric Berkman & John Sullivan

Date(s): Thursday, December 13 (1 hour)

Time: 3:00-4:00

Location: Chenery – Community Room

Target Audience: Elementary, Middle and High School teachers in all disciplines

In a rapidly changing educational and commercial environment, communication skills – often deemed “soft” skills – are becoming more important than ever. Yet, schools have not adequately addressed this need through formal curricula. Students will need to develop sound oral communication skills for virtually every aspect of their lives, from acing a college interview to landing that first job and even securing a life partner!

RSS Readers (news aggregators)

Presenter(s): Mark Lefebvre

Date(s): December 6, 2012

Time: 3:15 - 4:15

Location: BHS English Writing Lab

This is a general workshop for teachers who are interested in furthering their own content area or pedagogical knowledge by bringing together multiple news and information sources to a single portal of their design.

Staff Development Handbook

Looking at Data & Designing Action Research - CANCELLED

Presenter(s): Melissa Latham

Date(s): January 14, February 11, March 11, April 8, 2013 (12 Hours) - CANCELLED

Time: 3:00-6:00

Location: BHS, Room 144A

Graduate Credit: 1 (approval pending from Cambridge College)

Do you love numbers and statistics? Are you looking for ways to gather a rich collection of non-numerical data that can answer questions about the feelings and experiences of your students? This workshop will help you do both. SMART goals and the PLT model of professional development invite teachers to look at data and take deliberate steps to affect identified patterns. In order to gain confidence and skill with these new models, we will work in groups to look at school and district data, formulate action research questions matching the intervention and data collection tools we have, and practice drawing conclusions from data you have collected. Requirements of the course include attendance and active participation. The formal product for this class will be a brief action research prospectus, which could serve as a charter for a future PLT.

Recording Students Using Audacity - CANCELLED

Presenter(s): Rebecca Bourke

Date(s): Thursday, January 17, 2013 (1 session – 2 hours)

Time: 3:00-5:00

Location: Chenery, Room 209

Target Audience: Grade 5-8

Learn how to use the free audio recording program Audacity to create mp3 sound files with your students. This program is already available on the computers at Chenery.

Staff Development Handbook

Intro to Google Earth

Presenter(s): Rebecca Bourke, Andrew Semuels

Date(s): October 18

Time: 3:30 – 4:30

Location: Chenery Room 235

Target Audience: K-12

Learn the basics of Google Earth and get some practical examples of how to use it in the SS/Sci classroom. By the end of this intro, you will be able to find locations in Google Earth, save custom locations and tours, search for pre-made content, overlay data from the CIA World Fact Book on the globe, and fly a virtual plane.

Guided Reading – Strategies & Frequently Asked Questions

Presenter(s): Jess Ames, Cliff Gallant

Date(s): October 25

Time: 3:30 – 5:00

Location: Burbank – Room 302

Target Audience: Grades 3 – 5

Burbank 4th grade teachers Jess Ames and Cliff Gallant are presenting a 90 minute workshop on strategies to implement a guided reading program for upper elementary teachers. The workshop will focus on using chapter books and non-fiction texts to meet each student's reading needs.

Staff Development Handbook

CPR - Fall

Presenter(s): Rosemary Peterson, Terry Grimm
Date(s): Tuesday, November 6, 2012
Time: 3:30-6:30
Location: Chenery – Large Community Room
Target Audience: Teaching Staff (limit 24 participants)

Heartsaver® CPR AED is an extensive, three-hour course that covers adult/child CPR and AED, adult/child/infant choking, and infant CPR. By the end of the course, participants will be comfortable assessing a victim, checking for breathing, performing rescue breaths and chest compressions, and activating the emergency response system. This course also teaches participants how to respond in other emergency situations and how to use an AED. On completion of the class, participants receive their work-books with wallet reminder cards and a face shield. A course completion card good for two years will be mailed following the class.

CPR - Spring

Presenter(s): Rosemary Peterson, Terry Grimm
Date(s): Thursday, May 2, 2013
Time: 3:30-6:30
Location: Chenery – Large Community Room
Target Audience: Teaching Staff (limit 24 participants)

Heartsaver® CPR AED is an extensive, three-hour course that covers adult/child CPR and AED, adult/child/infant choking, and infant CPR. By the end of the course, participants will be comfortable assessing a victim, checking for breathing, performing rescue breaths and chest compressions, and activating the emergency response system. This course also teaches participants how to respond in other emergency situations and how to use an AED. On completion of the class, participants receive their work-books with wallet reminder cards and a face shield. A course completion card good for two years will be mailed following the class.

Staff Development Handbook

Reading in the Content Areas (Middle and High School)

Presenter(s): Dana Feingold, Laura Tracey
Date(s): October 3, 17, 30
Time: 3:00-5:00
Target Audience: Grades 5-12 – focus on content area math, science, social studies teachers

Teachers will learn strategies for how to structure and present content area readings. The goal is to increase students' reading ability and comprehension across disciplines. Common core literacy standards for all subjects will be addressed

Reading in the Content Areas (Middle and High School) - Spring

Presenter(s): Dana Feingold, Laura Tracey
Date(s): March 6, 20
Time: 3:00-5:00
Location: Chenery Middle School, Room 222
Target Audience: Grades 5-12 – focus on content area math, science, social studies teachers

Teachers will learn strategies for how to structure and present content area readings. The goal is to increase students' reading ability and comprehension across disciplines. Common core literacy standards for all subjects will be addressed

Staff Development Handbook

Reading in the Content Areas: How to Help Students Access Text

Presenter(s): Melissa Latham and Lindsey Rinder

Dates: 1/2, 1/9, 1/16, 1/25, 2/1, 2/8, 2/15, 3/13/13

Time: Wednesdays 3:00-5:30 – Fridays 2:45-5:15

PDPs: 45

Graduate Credit(s): 2 - available through Cambridge College (syllabus available upon request)

Target Audience: secondary teachers, grades 6-12

Location: BHS Writing Lab, Room 110

Assigning readings and textbook chapters and then wondering after the quiz the next day if your students CAN'T read them or just WON'T? This course will help you help your students read text specific to your discipline. Reading in the Content Areas provides background on the Common Core standards for literacy development in the content areas in grades 6-12 and practice in teaching approaches which facilitate the development of those skills. Through discussion, collaboration, data analysis, and curriculum development, participants will gain confidence and expertise in promoting strong reading and writing in their content area disciplines. The course will include units on the basic components of adolescent literacy, discipline-specific reading skills, the vocabulary and sentence structure of academic language, comprehension strategy instruction, and differentiated instruction in the RtI model. Readings and assignments will be tailored to math, science, social studies, and English courses.

ELL Course Offerings

Due to the RETELL initiative and subsequent changes to required professional development in English language education for all core academic teachers, Category trainings will no longer be offered in the state of Massachusetts. All core academic teachers will eventually take the new RETELL course for a Sheltered English Immersion license endorsement. Belmont has not been selected for the first cohort of districts to take this course, which will be funded by the state and rolled out over the course of four years. More information on when and how to take this required professional development should be forthcoming in the 2012-13 school year.

Staff Development Handbook

Effects of Exercise on Student Focus in Classroom Instruction

Presenter(s): Kate McCabe

Date(s): TBD (2 hours)

Fostering Student Independence and Collaboration through Games and Motivation

Presenter(s): Beth Manca, Bhuvana Kaushik, Chandrika Vittal

Date(s): Thursday, October 11, (Fall – 1 hour)

Time: 3:00-4:00

Location: Chenery – room 105

Target Audience: Middle and High School teachers in all disciplines

We have noticed that students weren't always sufficiently motivated to work in class without frequent teacher input and that too often they questioned the teacher in class before turning to other resources (such as textbooks, notes, or other students). The purpose of our PLT was to help students to become more independent learners, and to rely on their own materials and each other more than on the teacher, when problems arose in the course of a difficult task.

Join us to hear and share ideas about how to set up student learning teams, keep score, and develop curriculum-based games.

Staff Development Handbook

Analyzing & Developing Media in the 21st Century - CANCELLED

Presenter(s): Peter Tausek, Karen Duff, Rebecca Bourke
Dates(s): November 8, 2012 - CANCELLED
Time: 3:00 – 4:00
Location: Chenery Middle School, room 202
Target Audience: Grades 5-12
Location: Chenery Middle School, room 202

Media literacy skills are an essential component for interdisciplinary curriculum development in K-12 education. By the end of this workshop you will:

- Be able to explain what it means to be media literate
- Have a procedure for analyzing different forms of media with students
- Be introduced to some options for creating media with students
- Have a longer introduction to Audacity, a free software for recording audio

Successful Collaboration Between Teacher & Aide - CANCELLED

Presenter(s): Rebecca Tannenbaum
Date(s): December 4 - CANCELLED
Time: 3:30
Target Audience: K-8
Location: TBA

Learn how to make your work with a Professional Aide in the resource room or classroom successful.

Staff Development Handbook

Study Groups

Writing Roundtable

Presenter(s): Jaynene Dellitt-Young

Date(s): K-1: Oct. 1, 22, Nov. 15, Dec. 3
2-3: Oct. 11, 29, Nov. 19, Dec. 10
4-5: Oct. 15, Nov. 5, 26, Dec. 17

Time: 3:15-5:15

Target Audience: K-5

Location: Elementary Curriculum Center (Winn Brook – Rm. 115)

PDP's: 4 hours of contact time / 4 hours reading and planning

Teachers will have a chance to look at current writing research and share valuable strategies to help them develop confident and creative writers. The group will also work through the new Common Core Standards and examine ways to utilize the new grade level mentor texts using the Six Traits of Writing. Participants will have a chance to provide feedback on the proposed new units of instruction. The round table sessions will ultimately provide opportunities to try out proposed writing lessons and materials to familiarize staff with the new MA Frameworks.

Staff Development: Technology

Introduction 

List of Scheduled Workshops 

Technology Office Services 

Network FAQ 

Staff Acceptable Use Policy 

Mr. Steven Mazzola, Director of Technology

Belmont Public Schools

Staff Development Handbook

Introduction

Providing timely and effective staff development activities is one of our most important tasks. As we provide greater access to computers, projectors, SMARTBoards, online course management and other instructional technologies, we must also provide opportunities to learn about these technologies and the possibilities they bring to the educational environment. We strive to ensure that you, the instructional staff, are comfortable teaching with, and guiding the use of, technology tools.

All technology workshops will be listed on the district website (www.belmont.k12.ma.us/profdev). E-mail reminders will also be sent at the beginning of each month regarding workshops and how to register. Certified staff will receive PDPs for workshop participation (but you must keep track of these hours yourself). If you would like to propose and teach a workshop, please contact Mr. Mazzola (smazzola@belmont.k12.ma.us).

Workshops on content specific educational software products may not be listed in this overview document. Educational software products are evaluated and approved by the Director of Technology, the Curriculum Directors, and the Assistant Superintendent. Training in the use of these products is directed through the relevant Curriculum Director and arranged separately.

The district is also embarking on a transition from paper to electronic forms. As these new forms become available, time will be made available to review these with you.

Staff Development Handbook

Introduction to SMARTBoards

Presenters:	Jon Marks and Joanne Marks, Chenery staff
Dates:	October 4
Audience:	All staff with SMARTBoards
Location:	Chenery Room 235
Max Size:	20

Description: Did you recently get a new SMARTBoard or are you a new teacher in Belmont? This workshop is for those who have had little or no experience with the SMARTBoard and would like an introduction and guidance in getting started.

Registration is required. Please send an e-mail to: Kathy Femia, kfemia@belmont.k12.ma.us .

Introduction to SMART Notebook

Course Credits: 1 graduate credit available through Endicott College

Instructors: Jonathan Marks and Joanne Marks
Jon: jmarks@belmont.k12.ma.us, 774-454-8086
Joanne: jdmarks@belmont.k12.ma.us, 617-519-3483

Dates & Times: Wednesday, October 24th, 2012 from 3:30-6:15
Saturday, October 27th, 2012 from 8:30-1:15
Wednesday, November 7th, 2012 from 3:30-5:30
Saturday, November 10th, 2012 from 8:30-1:15

Location: Room 235, Chenery Middle School, Belmont, MA

Course Description

This workshop is targeted to classroom teachers who are interested in receiving an introduction to SMARTboards. Using SMART Technologies hardware and software, participants will extend their understanding of available tools and receive an in-depth guide into using the SMART Notebook software in curriculum development. Specific techniques and skills will be practiced, sample lesson plans from across the curriculum will be presented, and participants will have facilitated work-time to generate their own materials. Workshop time will be designated during each session for participants to share successes and trouble-shoot difficulties.

One graduate credit will be available pending approval. (In order to receive graduate credit, participants in the class are expected to be in attendance for at least 90% of the class hours.) There is a tuition cost of approximately \$60.00 which may be eligible for tuition reimbursement.

Space is limited. Please register with Kathy Femia (kfemia@belmont.k12.ma.us) by Friday, October 19th.

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Edline Online Classroom – Intro & Build Your Own Site

Presenter: Steve Mazzola, Technology staff

Date: September 25, 2012

Time: 2:45 – 4:15PM

Audience: Chenery and BHS staff

Location: BHS Library Mezzanine

Max Size: 20

Description: Learn about how create your own EdLine site and add resources to your course, such as; posting your course outline & schedules, list due dates & post student assignments that list on a calendar, push out a reminder or announcements to all the students in your course, have an online forum for a course, and link students to useful web resources.

Note: Please register with Kathy Femia, kfemia@belmont.k12.ma.us

EdLine Online Classroom – Advanced Features

Presenter: Steve Mazzola, Technology staff

Date: October 23, 2012

Time: 2:45 – 4:00PM

Audience: BHS and Chenery staff

Location: BHS Library Mezzanine

Max Size: 15

Description: Time is given to current users more time to learn, explore and work on EdLine with assistance. Learn how to develop homework drop boxes, discussion groups, blogs and other advanced Edline features.

Note: Please register with Kathy Femia, kfemia@belmont.k12.ma.us

Staff Development Handbook

Technology Office Services

The technology office provides the following network and workstation services to staff:

- A secure individual network account with username and password which is required to use any computer
- Secure “My Documents” storage accessible from any computer and backed up nightly
- Internal and web access to e-mail services
- Personal time management tools such as calendars, tasks, notes, etc.
- Shared resources scheduled online (conference rooms, LCD projectors, computer labs, etc.)
- Shared network folder storage for staff department documentation, forms, policy files, curriculum documents, etc.
- Shared network folder storage for staff/student document sharing
- Extensive websites for parent communication
- Edline online courseware, content based class portal
- Online parent/teacher conference scheduling
- Department webpages and portal
- E-mail list server for building level parent communication
- Staff remote access to all network services and applications from a home broadband internet connection
 - Access to gradebooks
 - Access to Special Education database systems
 - Access to educational software applications
- Wireless access in most locations within our schools
- An individual voicemail phone number with messages appearing in your Outlook inbox
- Training on multiple hardware and software tools
- Maintenance of student information systems including gradebooks.

The technology office purchases and supports the following equipment:

- Classroom computer workstations
- Laptop computers (limited availability based on need)
- Printers
- LCD Projection carts which may include (LCD projector, computer, speakers, wireless keyboard/mouse, DVD/VCR)
- Scanners
- Digital cameras
- Mobile wireless carts with laptops and netbooks
- SMARTboards
- Various other specialized equipment

Staff Development Handbook

Technology FAQ

Question: How is my school PC different than my PC at home?

Answer: Our computers use an operating system that you likely would not use on your home computer. We are running *Windows XP Professional* and *Windows 7* on our computers because these operating systems are designed to work in large networks. This is different from home operating systems in several ways:

1. These computers cannot be used unless someone logs on with a username and password. This is one of many security features that are built into the network.
2. These computers can be managed more easily over the network, giving us (the technology office staff) the ability to keep the computers up and running.

Question: Can I install software on the computer?

Answer: Generally, no. The computer will prevent you from installing many types of software because the school system must own the software (and/or license) to all software products installed on our computers. We will try to provide standardized solutions whenever possible in order to keep our computer network manageable and provide equitable access to resources district-wide. If you have need for an application currently not available, contact the Technology Office, x5450.

Question: Can I download shareware/freeware from the Web?

Answer: No. Many shareware applications contain viruses and change computer settings.

Question: If I change rooms, can I take the computer with me?

Answer: No, there is no need to do so. Every classroom has a computer with the same resources; just log in to the computer in your new room. Our inventory records, computer naming schemes, and multiple network settings would all need to be changed if computers were to move from room to room.

Question: Can I move my computer within my room?

Answer: Computers can be moved; however you should consult with your building's technician as there are network and power limitations which must be considered.

Question: Where should I store my files?

Answer: The only place you should be storing your files is in the "My Documents" Folder on the desktop. Information stored on the C: drive or D: drive *may be overwritten without notice*. The reason for this is that if we need to fix or add an application to your computer, we will reinstall or re-image the computer over the network with the added items. If your information is stored in the C: or D:

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drives, you will permanently lose this data. Data files stored in the “My Documents” Folder, located on the desktop, is backed up nightly and will always be available to you from any computer.

Question: Is the Internet access content filtered?

Answer: Yes, our Internet access employs a filtering system that checks the Web page request against a database list of blocked sites as required by the Child Internet Protection Act. If the site is on the list, you will not gain access to the site. The filter is not perfect, some sites are blocked that perhaps should not be, and vice versa. If you need access to a site that is being blocked, contact the Technology Office and we'll either unblock the site or give you an access password to temporarily turn the filtering system off.

Question: What if I lose my password?

Answer: We will gladly change your password. *Passwords are very important in a networked computer environment.* We give you the opportunity to choose your own password in hopes you can more easily remember it. We also request that passwords not be names of children, pets, or any easily guessable name. It is often a good idea to combine two words or a portion of a word and date to create your password. We also request that you, if at all possible, do not write it down, and store it quite cleverly under the keyboard, mouse pad, or in a nearby drawer.

Question: What if a student finds my password?

Answer: We understand that there will be cases when a student may see or hear something that could jeopardize your password. If this happens just give us a call or leave a message and we will be more than happy to change your password. You would not want a student to be sending e-mail, as you, with your account, which could happen very easily if your password gets out. Thus, if at all in doubt, give us a call.

Question: Can I let a student use the computer when I'm logged in?

Answer: No. You have access to information and files that students (often by law) cannot view. *It is very important that you do not give network access to a student.* Students can use your computer, but you must log off and have the student login with their own student account. Students in all grades have their own accounts and others will be setup by building and location as needed.

Question: You provide us with a secure folder to store files. Who has access to that folder?

Answer: By default only you have access with your username and password. However, the technology office staff can gain access at any time to perform maintenance tasks (usually virus checks or file corruption). Additionally, the BPS administration will have full access to all files. As a general guideline, all information stored on the network or a computer within the network is property of the school system.

Question: Can you read my e-mail?

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Answer: Technically, yes. The administrator of any e-mail system has full access to the information going in and out of the system. In order to comply with state and federal data retention laws, the district copies and archives all e-mail entering and leaving the mail server. Consider any e-mail communication a public document.

Question: Do I have to be careful about student information being sent over e-mail

Answer: Recent legal opinions have stated that we can use e-mail as we would a paper memo. Certain student information can be sent via e-mail. However, do keep in mind that electronic communications are inherently mobile and that the possible consequences of this should be taken into account. E-mail should never contain a student's medical or special education record. If you are uncertain about what is permissible, you should contact the Technology Director or relay the information by phone.

Question: Can you see where I go on the Internet?

Answer: Technically, yes. The firewall system we use creates a log of every Internet request, incoming and outgoing. The log file is quite literally tens of thousands of lines long *each day*. We could, if needed, retrace anywhere you go on the Internet by searching through the log file. However, this would be a painstaking and time-consuming task we would not undertake without reason or request.

Question: I would like to post my class materials online. How do I get an Edline account?

Answer: BHS and Chenery staff can get Edline accounts by contacting Steve Mazzola, Director of Technology, (smazzola@belmont.k12.ma.us)

Staff Development Handbook

Staff Acceptable Use Policy

The purpose of the Belmont Public Schools Computer Network is to support the educational mission of the District. Access to the tools of technology and the vast amount of electronic information throughout the world is an important and valuable resource for both educators and students. It is therefore prudent for all users to have an agreed-upon set of guidelines for the safe and productive use of this resource.

The district Acceptable Use Policy for staff can be found at: www.belmont.k12.ma.us/uploads/StaffAUP.pdf

Staff Development Handbook

Study Groups

Staff members are encouraged to propose and participate in study groups. Teachers and administrators who share a common interest form the Study Group.

Study Groups need three or four members to get started but are open to all members of the staff for participation. Teachers can earn recertification points depending on the design and organization of the work of the group. Facilitators willing to lead a study group assume some responsibilities. These include:

- **Organizing and Facilitating the Work of the Group**
- **Determining with Group Members the Goals for the Year**
- **Determining with the Group the Means to Assess Progress**
- **Maintaining a Record of Meeting Dates and Attendance**
- **Providing a Brief End of Year Summary of Activities**

Other summary documents include:

- **Number of Hours**
- **Participants Present for Each Meeting**
- **Suggested Number of PDPs per Participant**
- **Signature of Administrator Who Approved Original Proposal**

Please contact Janice Darias (993-5410) if you have an interest in starting a new Study Group during the 2012-2013 school year.

Staff Development Handbook

Study Group Proposal Form

TOPIC for Study: _____

Content _____ Pedagogy _____
(check one)

Brief description of the professional development activity:

Teachers Involved:

No. of Hours (minimum of 10): _____

Anticipated Product and Suggestions for Product Sharing:

Pre- Approval:

Principal _____ Director _____
(Please seek the approval of the principal and/or curriculum director prior to the start of the activity.)

Completion verification:

Principal _____ Director _____

(Once this work has been completed and verified by the principal and/or curriculum director, participating teachers should put a copy of this form in their own professional development folder and record this work on their DOE recertification form.)

Staff Development Handbook

Professional Development in Department and Curriculum Meetings, grades 5-12

Science Department

At both the Middle School and the High School, Science and Technology teachers will continue to align curricula with the Common Core Standards for Literacy in Science and Technical Subjects. We will continue to develop appropriate, grade-level writing assignments in science, which will prepare students to write formal lab reports during their final years in high school. Middle and High School teachers will work to develop a common rubric to measure student progress in science writing.

Science and Technology teachers will also continue their work administering common assessments, gathering data, and using assessment data to inform their instruction. This data will come from both MCAS tests, as well as assessments written by teachers.

English Language Arts

At all levels, the department will continue to align our curricula with the new Massachusetts Curriculum Frameworks in English language arts (CCSS). Most important will be the increase in informational text (in terms of both reading and writing). Teachers will work to increase their comfort with the new standards and their ability to deliver high-quality instruction in the area of informational text in particular.

At the middle school, all teachers will work to implement new/revised units developed last year. Fifth grade teachers will pilot a new unit schedule in three flexible grouping teams, collaborating with their teams on five units (Dahl/Comprehension, *Maniac Magee*, *Holes*, *The Mixed-up Files of Mrs. Basil E. Frankweiler*, and *The Witch of Blackbird Pond* read-aloud). Sixth grade teachers will consider the adoption of a new novel, seventh grade will implement new units on *The Outsiders* and non-fiction, and the eighth grade will develop and implement a new research project for *To Kill a Mockingbird* and new assessments of argument and bias in the *Night* unit.

At the high school, all teachers will work to implement new/revised units developed last year. The tenth grade will pilot a new unit, *A Thousand Splendid Suns*, and consider a new course-wide focus on story-telling (narrative structures). Ninth grade will teach new informational text assignments and evaluate possible changes in summer reading for next year. Eleventh and twelfth grade teachers will continue to strengthen their delivery of reading instruction for informational text, literary criticism in particular.

Staff Development Handbook

Foreign Language Department

At the high school, staff development in foreign languages will include work developing common assessments to measure students' mastery of the core standards for each language course. There will also be a continued emphasis on collecting authentic materials from the Internet to use in the language lab.

At the middle school, staff development in foreign languages will focus on collecting authentic materials from the Internet to use with the SMART Boards in the classrooms and in the computer labs. Teachers will also continue to implement the common assessments created over the past couple of school years, and share data on students' mastery of the core standards from each course.

Curriculum Steering Committees for 2012 – 2013

English Steering Committee

Name	Position	School
Lindsey Rinder	English Director, 5-12	CMS/BHS
Jaynene Dellitt-Young	ELA/SS Coordinator, K-4	Elementary
Tricia Clifford	Principal	Burbank
Robin Morrison	2 nd grade teacher	Winn Brook
Alyssa Goodrich	HS teacher	BHS
Martha Reagan	HS Librarian	BHS
Susan Blanchard	1 st grade teacher	Butler
Toby Vogel	Reading specialist	CMS
Stephanie McLaughlin	Reading specialist	Wellington
Amy Crotty	HS teacher	BHS
Melissa Latham	ELA/ELL teacher	BHS
Sarah McSweeney	3 rd grade teacher	Burbank
Lisa Hurtubise	HS teacher	BHS
Peter Tausek	6 th grade teacher	CMS
Caitlin Corrieri	7 th grade teacher	CMS
Dori Pulizzi	5 th grade teacher	CMS
Glen Mohr	Parent	CMS

Staff Development Handbook

Math Curriculum Steering Committee

Name	Position
Patty Soliozy	Math Curriculum Director
Amy Spangler	Wellington Principal
Katie Hunter	Elementary Math and Science Specialist
Katie Caritey	Burbank Teacher
Cliff Gallant	Burbank Teacher
Sarah Steward	CMS Teacher
Seema Shah	BHS Teacher
Jess Endres	Wellington Teacher
Christina Ramey	Parent Representative
Martha Brown	Parent Representative

Science Steering Committee

Name	Position	School
Deborah Darlington	Director	Co-Chair
Janet Carey	Principal	Winn Brook
Katie Hunter	Curriculum Specialist	District – Elem. Math & Science
Jessica Ames	Grade 4	Burbank
Diane Brancazio	Technology	CMS and BHS
Kristen Burns	Chemistry	BHS
Mary Dominguez	Science Facilitator	Elementary - District
Kelly Hiltz	Kindergarten	Winn Brook
Adrienne Lee	Grade 3	Winn Brook
Shoba Reginald	Grade 7	CMS
Elizabeth Stephens	Kindergarten	Wellington
Mara Prentiss	Parent	
Kevan Hashemi	Parent	

Social Studies

Name	Position	School
Deborah McDevitt	Director, Chair	BHS
Jaynene Dellitt-Young	Elementary ELA/S.S. Specialist	System
Damian Gates	Grade 8 Social Studies Teacher	CMS
Josh Goldfine	Social Studies Teacher	BHS
Michael McAllister	Principal	Butler
Robin Morrison	Grade 2 Teacher	Winn Brook
Martha Reagan	Librarian	BHS
John Sullivan	SPED Teacher	BHS
Sue Zmijewski	Social Studies Teacher	CMS
Jamie Hood Shea	Parent	

Staff Development Handbook

Foreign Language Steering Committee

Name	Position	School
Colleen Foley, co-chair	Director/Foreign Language	BHS
Amy Sanchez,co-chair	Spanish Teacher	CMS
Kristen St. George	Principal	CMS
Eric Ahern	French Teacher	CMS
Carmen Anderson	Spanish Teacher	CMS
Ariane Belkadi	Parent	
Dana Bresee Keeth	Parent	
Beth Manca	Latin Teacher	CMS
Xin Yu	Chinese Teacher	CMS

Physical Education

Name	Position	School
Jim Davis	Director	Co-Chair
Dan Richards	BHS Principal	Co-Chair
Wayne Franey	Instructor	Winn Brook School
Dena Cocchiola	Instructor	Chenery Middle School
Stacie Marino	Instructor	Belmont High School
Katie Cook	Instructor	Burbank School
Chris Aufiero	Parent	Elementary
Dan MacAuley	Parent	MS/HS

Fine and Performing Arts

Arto Asadoorian	Director	Co-Chair
Nicole Pond	Instructor	Co-Chair Art – Burbank Butler
Dan Richards	Principal	High School
Christine Servilio	Instructor	Music - Winn Brook
Andrew Roy	Instructor	Art - High School
John McLellan	Instructor	Music – Elementary & Middle
Danette English	Instructor	Art – High School
Katharine Kelley	Instructor	Art – Chenery Middle
Megan Harlow	Instructor	Music – Chenery Middle
Margo Reavey	Instructor	Music - District
Kimberley Carlile	Parent	Elementary/ Middle
TBA	Parent	MS/HS