

Uxbridge Public Schools

PROFESSIONAL DEVELOPMENT PLAN

2017-2020

Developed by: Director of Curriculum, Instruction, & Assessment,
Professional Development Team, IT Director, Pupil Services Director

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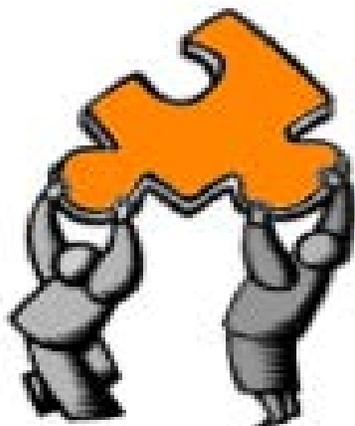


Table of Contents

Executive Summary	3
Section 1: Why a Professional Development Plan is Needed in Our District	4
Section 2: Professional Development Vision Statement	6
Section 3: Professional Development Goals	7
Section 4: Professional Development Action Plan Maps	9

Executive Summary

The Uxbridge Public Schools District has created a three-year Professional Development Plan. We want to deliver high-quality professional development for teachers, increase the relevance of learning for students, and increase student achievement. We have identified six main focus areas:

- o PK-5 Literacy
- o K-8 Math
- o Enhancement of STE (Science/Technology/Engineering) Instruction and Training
- o Instructional Technology Integration
- o Project-Based Learning
- o Special Education Achievement

This document describes the components of the Professional Development Plan, as prepared by the administration and Professional Development Team. There are four components to this plan:

Section 1: Why a Professional Development Plan is Needed in Our District

Section 2: Professional Development Vision Statement

Section 3: Professional Development Goals

Section 4: Professional Development Action Plan Maps

1. Why a Professional Development Plan is Needed in Our District

The Uxbridge Public School District has identified the need for a formalized Professional Development Plan based on the following:

***TRAINING:** Teachers have not received sufficient training in ELA and literacy, and there is a need for additional training, as a result of the increased rigor of the 2011 MA Curriculum Frameworks. These new curriculum frameworks incorporated the Common Core State Standards and they will assist Uxbridge students to become more competent in 21st century skills.

***TURNOVER IN INSTRUCTIONAL LEADERSHIP:** There have been at least four different Curriculum Directors in the past 7 years, as well as continued principal turnover. This instability in leadership has contributed to differences in coordinating professional training for teachers, as well as inconsistencies in messaging to teachers from instructional leaders. We need to keep our professional training aligned with district goals and district priorities, despite who leads our district, as well as how long they have served in this capacity.

***CURRICULUM ALIGNMENT:** There is a need to better align our curriculum and instruction, both horizontally and vertically. MCAS analysis reveals that our students, particularly at the elementary level, continue to perform average when compared with the state, or below average when compared to like-districts in the state and several neighboring communities. There have been low SGP (Student Growth Percentile) scores at the elementary level in recent years.

***BUDGETING:** Uxbridge has been spending significantly less on professional development than most districts in the entire state. The state average for professional development spending is \$197 per student. Uxbridge spends \$39 per student, or \$158 less per student than the state average. See the table on page 5 for a breakdown of spending on professional development spending in Blackstone Valley districts.

In closing, if professional development for teachers is not a priority in Uxbridge, students may not be exposed to the best possible instructional techniques or practices.

BLACKSTONE VALLEY DISTRICTS

Professional Development (most recent data FY15)	Per Pupil Cost
Blackstone Valley Tech	\$217
Northbridge	\$169
Bellingham	\$130
Grafton	\$119
Milford	\$111
Blackstone-Millville	\$92
Oxford	\$83
Hopedale	\$72
Sutton	\$57
Mendon-Upton	\$51
Uxbridge	\$39
Douglas	\$33

2. Professional Development Vision Statement

The Uxbridge Public Schools aim to provide professional development opportunities for staff that enable our educators to be lifelong learners. Our goal is to support a learning environment that is intellectually and creatively stimulating for staff and children alike. We want to enhance our educators' and our students' critical thinking skills, collaborative problem solving skills, and leadership skills.

If we structure professional development and collaboration that is centered in identifying instructional practices that work well with students, and if we provide differentiated learning opportunities that are practical, relevant, and thought provoking for our educators, then we will increase teacher efficacy and educator effectiveness. We strive to increase teacher and student engagement in order to improve student achievement and enhance professional collaboration.

All educators will act upon the belief that every educator can improve, and every student can achieve at high levels. All educators will actively collaborate with colleagues, and promote the use of innovative and effective instructional techniques.

3. Professional Development Goals

Goal 1: PK-5 LITERACY (support PK-5 Literacy Action Plan)

- *To train educators in using instructional strategies in close reading and writing to text
- *To ensure high-quality core reading instruction is implemented
- *To establish consistent, rigorous and progressive instructional practices
- *To increase literacy achievement for students receiving special education services
- *To increase the quality of student writing through daily explicit writing instruction
- *To articulate and enact a literacy assessment plan that identifies grade-specific proficiency expectations in reading and writing

Goal 2: K-8 MATH

- *To ensure high-quality core mathematics instruction is implemented
- *To utilize Math in Focus instructional materials to maximize student mathematical reasoning and understanding
- *To increase mathematics achievement for students receiving special education services
- *To create and utilize common assessments in mathematics
- *To provide additional professional development for teachers related to brain research and effective instructional strategies/practices
- *To familiarize high school math teachers with our K-8 Math in Focus series

Goal 3: ENHANCEMENT OF STE (Science and Technology/Engineering) INSTRUCTION AND TRAINING

- *To horizontally and vertically align K-8 science instruction

*To incorporate a more inquiry-based, collaborative inquiry model of science instruction

*To infuse increased opportunities for students to write about their carrying out investigations, analyzing and interpreting data, and engaging in argument from evidence

*To increase course offerings in science and technology/engineering

Goal 4: INSTRUCTIONAL TECHNOLOGY INTEGRATION

* Follow IT Director's updated technology upgrade plan

*To increase technology tools for student and teacher classroom use

*To utilize technology to increase student engagement and better personalize learning for students

Goal 5: PROJECT-BASED LEARNING

*To provide students with varied experiences to target their individual learning needs and to build essential skills required for the competitive workforce

*To increase dual enrollment and internship opportunities for students to partner with area colleges and businesses

*To provide released time for some teachers to observe other districts engaged in project-based learning

Goal 6: SPECIAL EDUCATION ACHIEVEMENT

*To implement current best practice with regards to the IEP process

*To increase our inclusive practices

*To increase literacy achievement for students receiving special education services (also already outlined in *PK-5 literacy* goal)

*To increase mathematics achievement for students receiving special education services (also already outlined in *K-8 math* goal)

4. Professional Development Action Plan Maps

Goal 1: PK-5 LITERACY (support PK-5 Literacy Action Plan)

Action Step	Participants	Timeline	Anticipated Outcome
To train educators in using instructional strategies in close reading and writing to text	Curric. Dir, Principals, All teachers	2016-17, then ongoing	Instruct students how to act as “detectives” in looking for clues to cite textual evidence, know the author’s purpose, analyze how a text works, and better answer what a writing prompts demands
To train educators and ensure high-quality core reading instruction is implemented	Curric. Dir, C&I Leaders, Principals, Team Leaders, Reading Specialists, Teachers	2017-18, 2018-19, then ongoing	<p>Increase the use of successful instructional practices</p> <p>Engage in high-quality PD (Guided Reading and Readers/Writers Workshop through Lesley University)</p> <p>Implement common phonics instruction (engage in high-quality Wilson <i>Foundations</i> PD)</p> <p>Develop Units of Study for each grade level</p>
To establish consistent, rigorous and progressive instructional practices	Curric. Dir, C&I Leaders, Principals, Literacy Initiative Leaders, Reading Specialists, Teachers	2017-18, 2018-19, then ongoing	<p>Establish uniformity for reading service delivery</p> <p>Review student data to progress monitor and track student growth over time</p> <p>Provide differentiated literacy intervention and enrichment for all students</p>

To increase literacy achievement for students receiving special education services	Pupil Serv. Dir., Reading Specialists, Teachers	2017-18, 2018-19	Increase effectiveness of specialized literacy programs utilized by special education teachers for at-risk students
To increase the quality of student writing through daily explicit writing instruction	Curric. Dir, C&I Leaders, Principals, LILs, Teachers	2017-18, 2018-19, 2019-20	<p>Create a working knowledge of best practices in the explicit teaching of writing</p> <p>Provide teachers with common PD (Writer's Workshop) and tools (rubrics) for writing</p> <p>Give students additional opportunities to communicate through writing across content areas</p>
To articulate and enact a literacy assessment plan that identifies grade-specific proficiency expectations in reading and writing	Curric. Dir, C&I Leaders, Principals, Team Leaders, LILs, Reading Specialists, Teachers	2017-18, 2018-19	<p>Use reliable identification for at-risk students in order to increase the number of students meeting grade-equivalent benchmarks</p> <p>Develop and identify uniform formative assessment tools and writing prompts to measure student progress</p> <p>Document the scope and sequence of the writing curriculum</p>

Goal 2: K-8 MATH

Action Steps	Participants	Timeline	Anticipated Outcome
To ensure high-quality core mathematics instruction is implemented	Curric. Dir., K-5 Math Coordinator, 6-8 Math Specialist, Principals, C&I Leader	2016-17, then ongoing	Ensure Math in Focus in being utilized to its intent Develop and refine math units and scope and sequence Establish uniformity for mathematics service delivery
To utilize Math in Focus instructional materials to maximize student mathematical reasoning and understanding	K-5 Math Coordinator, 6-8 Math Specialist, Principals, Teachers	2016-17, 2017-18, then ongoing	Ensure students have a concrete and abstract understanding of mathematical concepts Utilize resources the district has provided to support the full implementation of Math in Focus
To increase mathematics achievement for students receiving special education services	Pupil Serv. Dir., K-5 Math Coordinator, 6-8 Math Specialist, Teachers	2017-18, 2018-19	Increase effectiveness of the math program and interventions utilized by all teachers for students with math goals in their IEPs
To create and utilize common assessments in mathematics	Curric. Dir., K-5 Math Coordinator, 6-8 Math Specialist, Principals, C&I Leader	2016-17, 2017-18, 2018-19, then ongoing	Provide consistent horizontal math assessments across grade levels

<p>To provide additional professional development for teachers related to brain research and effective instructional strategies/practices</p>	<p>Curric. Dir., K-5 Math Coordinator, 6-8 Math Specialist, Principals, C&I Leader</p>	<p>2018-19, then ongoing</p>	<p>Improve pedagogical understanding of teaching mathematic reasoning</p> <p>Increase student engagement</p>
<p>To familiarize high school math teachers with our K-8 Math in Focus series</p>	<p>Curric. Dir., K-5 Math Coordinator, 6-8 Math Specialist, C&I Leader, Teachers</p>	<p>2018-19, then ongoing</p>	<p>Improve high school teacher's knowledge of our K-8 mathematics scope and sequence (i.e. what is taught at each grade level)</p> <p>Improve student transitions from middle school to high school</p> <p>Increase awareness of pedagogical shifts in instructional practices in mathematics</p>

GOAL 3: ENHANCEMENT OF STE (Science/Technology/Engineering) INSTRUCTION AND TRAINING

Action Steps	Participants	Timeline	Anticipated Outcome
To horizontally and vertically align K-8 science instruction	Curric. Dir., C&I Leaders, Team Leaders, Principals, Teachers	2016-17, 2017-18, then ongoing	Implement more consistent science instruction, including eliminating redundancies as well as addressing gaps in topics being taught at grade levels Develop Units of Study and lessons to incorporate NGSS (Next Generation Science Standards) and inquiry-based instruction
To incorporate a more inquiry-based, collaborative inquiry model of science instruction	Curric. Dir., C&I Leaders, Principals, Team Leaders, Teachers	2016-17, 2017-18, 2018-19, then ongoing	Engage in high-quality PD Increase the use of successful instructional practices Plan lessons to include hands-on tasks and the use of critical thinking skills
To infuse increased opportunities for students to write about their carrying out investigations, analyzing and interpreting data, and engaging in argument from evidence	C&I Leaders, Principals, Team Leaders, Teachers	2016-17, 2017-18, then ongoing	Use knowledge of best practices in the explicit teaching of writing in response to text and interpreting data Give students additional opportunities to communicate through writing across the science and technology/engineering content areas

To increase course offerings in science and technology/engineering	Curric., Dir., Principals	2017-18, 2018-19, 2019-20	Add and/or revise UHS and McCloskey Middle School courses in science and technology/engineering, such as PLTW (Project Lead the Way)
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Goal 4: INSTRUCTIONAL TECHNOLOGY INTEGRATION

Action Steps	Participants	Timeline	Anticipated Outcome
Follow IT Director's updated technology upgrade plan	School Committee, Supt., IT Director, Curric. Dir., Tech Support Personnel	2017-2020	<p><u>Year 1 (2017-18)</u></p> <p>Continued UHS iPADS</p> <p>New Computers at Taft/Whitin</p> <p>5 Cart Systems for Taft</p> <p>Infrastructure at Taft to include new switches and wireless access building wide</p> <p>Increase bandwidth to 200/200 mbps to handle increased mandated online testing for 2019</p> <p><u>Year 2 (2018-19)</u></p> <p>Continued UHS iPADS</p> <p>Laptops for Teachers at McCloskey and Whitin</p> <p>6 Laptop Carts for Grade 8</p> <p>6 Laptop Carts for Grade 5</p> <p>5 Cart Systems for Taft</p> <p>Increase bandwidth to 400/400 mbps to handle increased mandated online testing for 2019</p>

			<p><u>Year 3 (2019-20)</u></p> <p>Continued UHS iPADS</p> <p>Laptops for Taft Teachers</p> <p>6 Laptop Carts for Grade 7</p> <p>6 Laptop Carts for Grade 4</p> <p>5 Cart Systems for Taft</p>
To utilize technology to increase student engagement and better personalize learning for students	IT Director, Principals, Teachers	2017-18, 2018-19, then ongoing	<p>Meet expectations for students to be able to learn and practice 21st century skills, as well as be prepared for college and careers</p> <p>Utilize more online-based learning systems for students to continue to learn at home (IXL, Assistments, Google classroom, Khan Academy, flipped classroom, etc.)</p> <p>Set up new structures (maker spaces, BYOD, student technicians) to increase technology integration for students</p>
To increase technology tools for student and teacher classroom use	School Committee, Business Manager, IT Director, Curric. Dir., Principals	2017-18, 2018-19, 2019-20	<p>Increase hardware and software throughout the district to add more relevance to student learning</p> <p>Meet the need for state testing (MCAS Next Generation) demands to be completed online</p>

Goal 5: PROJECT-BASED LEARNING

Action Steps	Participants	Timeline	Anticipated Outcome
To provide students with varied experiences to target their individual learning needs and to build essential skills required for the competitive workforce	Guidance Counselors, Teachers	2017-18, 2018-19, then ongoing	Provide students with increased opportunities to make learning relevant and practical for students in the 21 st century
To increase AP, dual enrollment, and internship opportunities for students to partner with area colleges and businesses	Curric. Dir., UHS Principal, Guidance Counselors, Teachers	2017-18, 2018-19, then ongoing	Increase AP classes, internship opportunities, and dual enrollment opportunities (UHS courses that can be taken for college course credit) being offered at UHS
To provide released time for some teachers to observe other districts engaged in project-based learning	Teachers	2017-18, then ongoing	Provide teachers with differentiated professional development in order for them to bring creative, new ideas to the Uxbridge Increase student engagement, relevance of learning, and critical thinking skills

Goal 6: SPECIAL EDUCATION ACHIEVEMENT

Action Steps	Participants	Timeline	Anticipated Outcome
To implement current best practice with regards to the IEP process	Pupil Serv. Dir., Special Education Teachers and Special Education Professional Staff	2017-18, then ongoing	Implement consistent procedures PK-12+ for the IEP process (i.e. eligibility determination, transition processes, meeting deadlines, creating measureable goals, etc.)
To increase our inclusive practices	All Teachers, Paras, ABAs	2017-18, 2018-19, 20119-20, then ongoing	Provide service within the least restrictive environment Increase abilities of staff to collaborate and provide consistent implementation of services throughout the school day
To increase literacy achievement for students receiving special education services (also already outlined in <i>PK-5 literacy</i> goal)	Pupil Serv. Dir., Reading Specialists, Teachers	2017-18, 2018-19	Increase effectiveness of specialized literacy programs utilized by special education teachers for at-risk students
To increase mathematics achievement for students receiving special education services* (also already outlined in <i>K-8 math</i> goal)	Pupil Serv. Dir., K-5 Math Coordinator, 6-8 Math Specialist, Teachers	2017-18, 2018-19	Increase effectiveness of the math program and interventions utilized by all teachers for students with math goals in their IEPs