



SUMMER 2018

Professional Development Catalog





ASRSD Vision Statement

Our vision is to connect, engage, and inspire all students in the Ayer Shirley Regional School District to reach academic excellence. We, the educators of the Ayer Shirley Regional School District, will instill habits of reflection and inquiry to challenge our students in setting ambitious academic and personal goals. Students will develop a strong voice to express their thoughts and ideas in the community, and the confidence to showcase their talents and successes in preparation for entry into college and the world of work.

ASRSD Mission Statement

The mission of the Ayer Shirley Regional School District is to educate - and to graduate - all of our students, and to foster a safe and respectful environment where each student develops the skills, character, and values needed to become a productive member of the global society.



Our Core Beliefs

- ❖ We have high expectations for all students. Every student deserves a quality education.
- ❖ We believe in a personalized learning environment.
- ❖ Successful students are independent thinkers and doers, and persevere in finding solutions to problems.
- ❖ An educated child is one who has developed and evolved as a “whole child” – in the academic, social, emotional, personal and cultural domains.
- ❖ Habits of reflection, setting goals, and measuring one’s progress support lifelong learning.
- ❖ Respect for self, property, and others are essential to a healthy learning community.
- ❖ Psychological and physical safety is necessary conditions for learning.
- ❖ Service to others builds character, is supportive of personal growth and career development, and connects students to the real world.
- ❖ Educators, students, families and communities collaborating together results in high quality educational programming.

Theory of Action

IF WE:

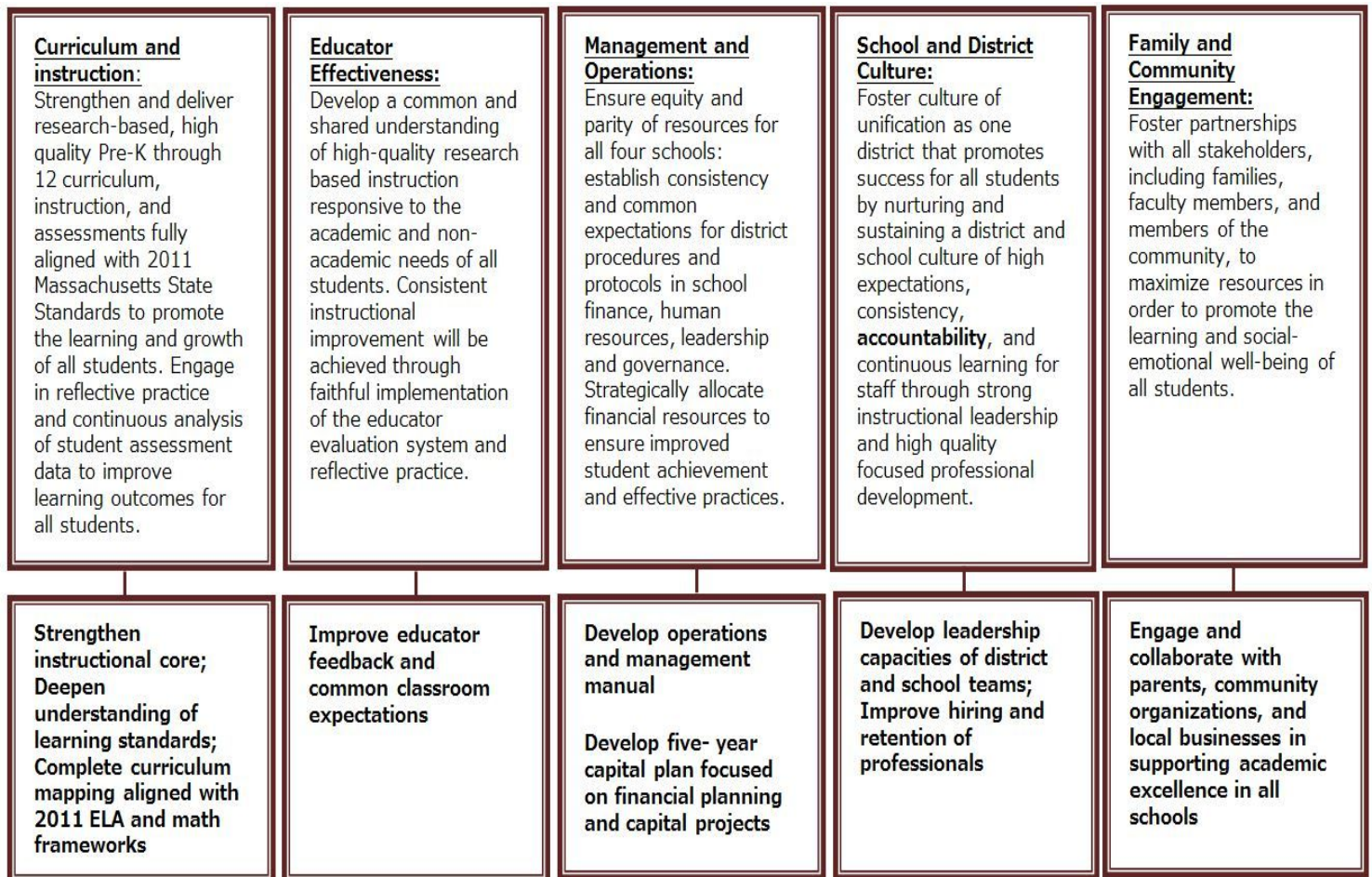
- ❖ implement high quality aligned curriculum and instruction monitored by performance assessments in each and every classroom;
- ❖ ensure educator effectiveness through a common understanding and shared vision of effective research- based instructional strategies, responsive to academic and non-academic needs;
- ❖ promote a culture of continuous and actionable feedback, reflection, and inquiry;
- ❖ maintain high expectations for student learning for meeting and exceeding grade level standards;
- ❖ partner with stakeholders to maximize and strategically allocate resources to teaching and learning. . . .

THEN:

- ❖ students will reach their potential;
- ❖ achieve academic excellence;
- ❖ engage as active, productive citizens prepared for success and entry into college and the world of work.



Strategic Levers





Dear Educators,

The district is pleased to present the 2018 Summer Professional Development Catalog. These offerings include a wide variety of options and formats (face to face sessions, online, and book study) to meet the needs of our PreK-12 staff as identified by district and school improvement plans and our annual needs assessment survey.

Please check this document frequently as new workshops may be added as they become available. Any new workshops will be added to the Table of Contents and will be marked NEW.

Please be mindful workshops will need a minimum of six participants to run so we ask that you commit on or before May 23. Each workshop has a link to register. You will receive a confirmation that your registration has been received. When the workshops that require six participants criteria has been met, you will be sent a second notification informing you the workshop will run.

Thank you.

Sincerely,

Mary Beth Hamel

Assistant Superintendent

Massachusetts Standards for Professional Development

Massachusetts defines High Quality Professional Development (HQPD) as: A set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving teacher practice and student outcomes. It enables educators to facilitate the learning of students by acquiring and applying knowledge, skills, and abilities that address student needs and improvement goals of the district, school, and individual. HQPD conforms to best practices in research, relates to educators' assignments and professional responsibilities, and conforms to the ten Massachusetts Standards for Professional Development.¹

The ten standards that make up the Massachusetts Standards for Professional Development:

1. HQPD has clear goals and objectives relevant to desired student outcomes.
2. HQPD aligns with state, district, school, and/or educator goals or priorities.
3. HQPD is designed based on the analysis of data relevant to the identified goals, objectives, and audience.
4. HQPD is assessed to ensure that it is meeting the targeted goals and objectives.
5. HQPD promotes collaboration among educators to encourage sharing of ideas and working together to achieve the identified goals and objectives.
6. HQPD advances an educator's ability to apply learnings from the professional development to his/her particular content and/or context.
7. HQPD models good pedagogical practice and applies knowledge of adult learning theory to engage educators.
8. HQPD makes use of relevant resources to ensure that the identified goals and objectives are met.
9. HQPD is taught or facilitated by a professional who is knowledgeable about the identified objectives.
10. HQPD sessions connect and build upon each other to provide a coherent and useful learning experience for educators.

[Click here](#) to access the complete Massachusetts Standards for Professional Development

Course/Workshop Table of Contents

* Indicates an option for MA educators to meet the license renewal requirement of at least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL) and at least 15 PDPS in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles.

[1. *Co-Teach: Building Teaching Partnerships to Improve Student Performance in Inclusive Classrooms \(1 Graduate Credit Option \\$200 Fitchburg State University\)](#)

[*SEI Workshop: Teaching ELL Students](#)

[3. MASS Insights Summer Institutes for Advanced Placement \(AP\) and Pre-Advanced Placement](#)

[4. *Course Title: The Importance of Organizing Structures for Language & Literacy Learning](#)

[5. Creating Classroom Libraries That Inspire Readers](#)

[6. Strategies for Aligning Curriculum Using Learning Progressions in K-5 Math Classrooms](#)

[7. Earth Science & Energy](#)

[8. Excel Spreadsheets](#)

[9. The Behavior Code Online Book Study](#)

[10. Crisis Prevention & Intervention Training \(CPI\)](#)

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Courses and Workshops

Pedagogy/Instructional Practice

1.*Co-Teach: Building Teaching Partnerships to Improve Student Performance in Inclusive Classrooms (1 Graduate Credit Option \$200 Fitchburg State University)

**Instructor:
Karen Martin,
KM Educational Consulting**

Description:

How do you improve student achievement through inclusive practices, co-teaching and differentiating instruction? This course will provide teachers with strategies to add to their skill set and take their teaching practice to the next level. Teachers will use "Co-Teaching: Building and Sustaining Effective Classroom Partnerships in Inclusive Schools" to learn the impact of co-teaching strategies for student achievement for ALL students.

Teachers will explore how to differentiate and personalize learning for a range of learners and make small, flexible groups based on data. Since the class will include a range of learners and levels of expertise; the instructor provides individualized and differentiated learning experiences. The class combines practical mini-lessons, video clips, and reading discussions to enhance understanding and engagement. The instructor will model effective strategies for learning and provide participants with choices for demonstrating course content mastery.

This course will support the educator's ability to:

- Match the six models of co-teaching to the instructional needs of students
- Integrate flexible, small group instruction based on student data
- Define inclusive practices, accommodations, modifications, differentiation, and specially designed instruction
- Use the expertise of the general educators, special educators, and other professional support to increase instructional intensity
- Teach the growth-mindset and understand high expectations teaching
- Use Universal Design for learning to plan lessons
- Use instructional and assessment strategies that support a range of learners
- Reflect on current practice and make revisions/refinements
- Learn strategies for collaborative planning

TEXT (provided to participants): Friend, Marilyn. (2013). Co-Teach! Building and Sustaining Effective Classroom Partnerships in Inclusive Schools, 2nd ed. Washington, DC: Marilyn Friend Incorporated.

Target Audience: K-12 Educators and Administrators

Dates: June 27-June 28

Location & Time: HS LGI, 8:30-4:00 pm

PDPs: Number of Contact Hours: 12.5, 22.5 PDPs

1 Graduate Credit Option \$200 Fitchburg State University

To Register: Click [here](#) to register for the 2 day workshop.

<p>2.*SEI Workshop: Teaching ELL Students</p>	<p>Instructor: Cheney Harper, ESL Coordinator, Groton Dunstable Regional School District</p>
<p>Description: Teaching EL Students will provide an in depth examination of ESL teaching methodology in conjunction with the ESL Model Curriculum Units currently being developed by DESE. We will examine WIDA English Language Development Standards and apply them to content currently being used in the classroom. Emphasis will be placed on creating collaborative curriculum between content teachers and the ESL teacher. We will use the newly developed ESL Model Curriculum Units as a guide for ESL and Content teacher collaboration. Candidates will use the collaboration tool to develop lessons that meet the needs of diverse learner populations. <u>This workshop meets the license renewal requirement of 15 PDPs in teaching ELs.</u></p> <p>Target Audience: Preschool-Grade 12 Educators seeking PDPs for license renewal Date: August 20, 2018 with 3 additional fall after school dates Location and time: ASRHS LGI Room, August 20 8:30-3:00 pm PDPs: 15 PDPs</p> <p>Click here to register</p>	

<p>3. MASS Insights Summer Institutes for Advanced Placement (AP) and Pre-Advanced Placement</p>	<p>Instructors: MASS Insights for Education</p>
<p>Description:</p> <p>“ Advanced Placement and the foundation it provides young people will help strengthen America’s success in the future.” -Irene Mahoney AP Biology Teacher Chelsea High School</p> <p>Mass Insights provides comprehensive five day trainings for Advanced Placement teachers** of the following courses: Biology, Calculus, Chemistry, Computer Science A, Computer Science Principles, English Language & Composition, English Literature & Composition, European History, Environmental Science, Human Geography, Physics, Spanish Language & Culture, Statistics, and U.S. History; as well as Pre-AP training in: Biology, Chemistry, English Language Arts, Mathematics, and Physics. Pre-AP courses are intended for middle and high school teachers to align course content with the AP course framework.</p> <p>To learn more or to register for 2018 Summer AP Institutes click here.</p> <p>Target Audience: MS-HS Content Teachers Dates: Week 1: Monday, July 23 - Friday, July 27 / Week 2: Monday, July 30 - Friday, August 3 Location: Bridgewater State University (BSU) PDPs: Awarded by MASS Insights</p>	

ELA and Literacy

4. *Course Title: The Importance of Organizing Structures for Language & Literacy Learning

3 Day Institute- attend 1,2 or all 3 days

Instructor:
Sally Grimes,
Grimes Reading Institute

Description:

Learn strategies to motivate and engage students in inclusive settings using practical tools for language and literacy tasks. Strategies for supporting the language and literacy growth of K-6 students will be shared in this three day Summer Institute. Three foundational elements will be studied as mastery of grade level expectations in these elements greatly influences student achievement and performance: Morphology (the study of the smallest units of meaning .e.g. Prefixes, suffixes, root words, etc.), Writing at the Sentence level, and Executive Functioning. This institute meets the license renewal requirements of 15 PDPs for Meeting Diverse Needs and Teaching English Learners in inclusive settings.

Target Audience: K-6 Classroom, Special Educators, ESL teachers

Dates: August 21-22-23

Location & Time: Location: Ayer Shirley Regional Middle School Library, 8:30 am-1:30 pm

PDPs: 15 PDPs

Learn more about executive functioning:

<http://hechingerreport.org/does-a-lack-of-executive-function-explain-why-some-kids-fall-way-behind-in-school/>

Click [here](#) to register.

5. Creating Classroom Libraries That Inspire Readers

Instructor:
Diane Lyons,
ASRSD Literacy Coach

Description:

Do you need help organizing your classroom library? Does the learning environment support student choice, engagement and independence? Come collaborate with colleagues and learn more about setting up systems and structures within your classroom library that will support both student choice and your instructional goals.

This workshop will include both a face-to-face session on Day 1 and additional support (either virtual or face-to-face) provided by the instructor to ensure your classroom is organized and ready to receive readers on the first day of school! Participants will each receive a free copy of *It's All About the Books* by Tammy Mulligan and Clare Landrigan.

Target Audience: All Preschool-Grade 5 Educators

Dates: Thursday, August 16 (onsite); additional assignment (5 hours) to be completed by Friday, September 7.

Time: 8:30-1:30

Location: Lura A. White Book Room

PDPs: 10

Click [here](#) to register.

Math

6. Strategies for Aligning Curriculum Using Learning Progressions in K-5 Math Classrooms	Instructor: Hilary Kreisberg, Center for Math Education, Lesley University
<p>Description: Learn how to align and pace elementary math content to ensure student performance improves! K-5 teachers will deepen their knowledge of Learning Progressions in Mathematics and how vertical alignment impacts and affects student performance in the grades above and grades below.</p> <p>Target Audience: K-5 Classroom, Special Educators, ESL teachers Date: August 21, 2018 PDPs: 5 Location and Time: HS LGI, 8:30 am-1:30 pm</p> <p>Click here to register.</p>	

Science

7. Earth Science & Energy	Instructor: Worcester Polytechnic Institute (WPI)
<p>Description: Build your knowledge of key concepts in Earth Science, learn how to integrate Science & Engineering practices into your curriculum and engage students in hands-on activities through the integration of Engineering Design tasks. Collaborate with teachers from area school districts to write performance assessments (CEPAs) that you can use in the classroom next school year!</p> <p>Target Audience: K-6 Classroom teachers, Special educators and ESL teachers Dates, Location & Time: Option 1- June 16, 23 and 25-28 onsite at WPI (Course is full) Option 2- August 6-9, 13, 14 onsite at WPI (Open seats still available) Precourse Days with DESE (required) : Option 1- May 18 and June 4 at Skyview Middle School in Leominster Option 2- May 25 and June 8 at Page Hilltop School in Ayer</p> <p>PDPs: 67.5 PDPs for onsite WPI course; additional PDPs for pre-course activities</p> <p>This course is grant funded-an honorarium of \$1350 per course participant is awarded upon completion of all assignments. Graduate credit is optional- \$900 payable to WPI on the first day of class and eligible for tuition reimbursement</p> <p>Email mbhamel@asrsd.org to register.</p>	

Technology

8. Excel Spreadsheets	Instructor: Michael Thibeault, Director of Technology
<p>Description: This workshop will show you how to use the powerful tools in Excel and Google Sheets for organizing, visualizing, and calculating your data.</p> <p>Target Audience: Administrative Assistants (required) All educators, paraprofessionals, and administrators are invited to attend</p> <p>Date: TBD Location and time: TBD PDPs: TBD</p> <p>Click here to register</p>	

Inclusive Practice

9. The Behavior Code Online Book Study	Instructor: Rachel Fusco, ASRSD School Psychologist
<p>Description: This workshop is about helping students who are at risk to succeed in school based on behavioral challenges. Participants will learn strategies to address the unique needs of these students. The world renowned book, <i>The Behavior Code</i> by Jessica Minahan, will provide the basis for our work. All workshop participants will receive a free copy of this book.</p> <p>Target Audience: All educators, administrators and paraprofessionals Dates: June 25-June 29 <u>and/or</u> Aug 20-24 online + face to face follow up sessions (to be scheduled in 2018-2019 SY). Total of 10 hours of participation.</p> <p>PDPs: 10</p> <p>Click here to register</p>	

https://docs.google.com/forms/d/e/1FAIpQLSekdQ4vLziZJ_sOfklQaDbildOEMJ6ZH6haPAXm4D-D5fQYVw/viewform

10. Crisis Prevention & Intervention Training (CPI)	Instructor: Fred Deppe, Principal, Page Hilltop Elementary School
<p>Description: This program equips staff with proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. It will:</p> <ul style="list-style-type: none">• Reduce the risk of injury.• Comply with legislative mandates.	

- Meet regulatory/accreditation standards.
- Improve staff retention.
- Minimize exposure to liability.
- Promote *Care, Welfare, Safety, and Security*

Learn to organize your thinking about how behavior escalates and how to respond appropriately during moments of chaos.

Please dress comfortably for active participation

Target Audience: All educators, administrators and paraprofessionals

Date: Monday, August 20, 2018

Location and time: Page Hilltop Elementary School - Cultural Arts Room
8:30 am - 3:30 pm (includes 30 minute lunch break)

PDPs: 6.5

Click [here](#) to register

11. Mindfulness Workshop

Instructor:
Mary Lance,
Local Educator and
Mindfulness/Yoga
Instructor

Description:

What is Mindfulness?

Mindfulness means to pay attention, on purpose, in the present moment, nonjudgmentally. Educators can teach students strategies to pay attention to emotions and social cues through research based mindfulness techniques that align with the frameworks to address social and emotional health. In this workshop, educators will learn how to incorporate quick but effective strategies such as breathing techniques, mindful movement, guided visualizations and more within their school day without taking time away from learning.

Topics of Study:

- SEL Curriculum Connections
- Mindful Movement
- Visualizing
- Mindful Listening
- Breathing Techniques
- Cultivating Kindness
- Building Awareness through Games
- Mindful Eating
- Parent Involvement
- Classroom Integration

Target Audience: All Preschool-Grade 12 Educators and Administrators

Date: Monday, June 25 and Tuesday, June 26

Location and time: HS LGI, 8:30am-2:00pm (30 minute lunch break)

PDPs: 10

Click [here](#) to register

Teacher Leadership

12. District Induction and Mentoring Program for Incoming and First-year Teachers	Dates: Mentor Training Wednesday, August 2 , 2018 New Teacher Orientation Thursday, August 23, 2018 2018-2019 Induction Meeting Schedule TBD
<p>Description: Induction Program Goals:</p> <ol style="list-style-type: none">1. Provide a support system that will promote confidence, optimism, and job satisfaction for new staff2. Encourage collegial discussion among new teachers, staff members, and administration3. Enhance student learning by providing mini-lessons focused on instructional practice, improving the effectiveness of first year teachers4. Coach the first year and incoming teachers through the 5 steps of the Educator Evaluation cycle <p>Texts will be provided to support both the teacher new to the district and the mentor: <i>First Year Matters</i> and <i>Mentoring in Action</i> by Carol Radford Pelletier</p> <p>Note: First Year Educators should focus their Professional Practice Goal on completing the District Induction Program. Actions to include: attend monthly district-based meetings and weekly mentor-new teacher meetings, engage in at least two peer observations, complete Induction Program Protocols e.g. Reflections, Looking at Student Work, Induction Program Evaluation.</p> <p>Participants: Mentors, New and Incoming Teachers Facilitators: Mentor Coordinator and Administrators Location: HS LGI Room</p> <p>2018-2019 Mentor Application available here.</p>	

DESE No Cost Online Options

The Low-income Education Access Project (LEAP) *** Understanding the Impact of Poverty on Student Outcomes**

Online Training Module <http://www.doe.mass.edu/sped/videos/povertyimpact/story.html>

This online interactive training module was developed by ESE and guided by ongoing partnership work with LEAP districts and collaboratives. It is intended to provide the user with a fundamental understanding of the impact that poverty can have on student performance and is intended for school and district use with groups or individuals allowing for direct instruction to school personnel.

This course is one option for Massachusetts educators to **earn Professional Development Points (PDPs) toward license renewal**. When the course has been completed, participants will be able to generate a Certificate of Completion that must be signed by a supervisor/administrator.

***Foundations for Inclusive Practice: Online Courses**

These courses promote best practices for inclusion through the Educator Evaluation Framework and are one option for MA educators to **meet the 15 PDPs [license renewal requirement](#)** related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles at no cost.

Click to register for the free online course:

- [Foundations for Inclusive Practice: Administrator \(must register first to access the course\)](#)
- [Foundations for Inclusive Practice: Educator \(must register first to access the course\)](#)



Prevention of Physical Restraint and Requirements if Used

<http://www.doe.mass.edu/sped/videos/restraint/story.html>

This training is intended for school and district use with small groups or individuals allowing for direct instruction to school personnel about the regulatory requirements in the recently revised regulations under 603 CMR 46.00 *Prevention of Physical Restraint and Requirements if Used*. The training guides the user through the requirements of these regulations and can be used to partially meet the requirements of orientation for new personnel during the course of the year, as well as for initial orientation each year. Please note, however, that this training does not

include all required elements of training. Additional time will be necessary to orient individuals to program and district policies in this area. The Department recommends individual use or use in groups of 3-4 people. This training is not meant to be used as the sole method of training for large groups, although it can be of assistance in such trainings. If a district uses the training, it must supplement the information provided to ensure that all requirements of annual training are met.

Online Mandated Reporter Training, Middlesex Children’s Advocacy Center

Sign up for free online training. Click [here](#) to learn more.

Family Engagement in Inclusive Early Childhood Settings

Sign up for free, self-paced online training.

- Earn 15 PDPs
- Narrated presentation with videos, reflections, planning activities
- Five modules for educators; 6th module designed for use with families

Click [here](#) to learn more.

E-Learning: Chromebook Classroom

Visit this site to view training topics and select On Demand professional development for Google Apps for Education

<https://sites.google.com/site/chromebookclassroominthecloud/chromebook-training/google-apps-professional-development>

Online Courses and Workshops provided by edX

Sign up for free online courses hosted by the world’s top universities and colleges. Many high quality options to choose from!

[Free Online Courses](#)

FEE BASED OPTIONS

SEI Endorsement Options for Licensure

Each of the offerings in this listing have been reviewed and approved by the Department of Elementary and Secondary Education, and successful completion of these offerings will earn the participating educator PDPs. Please email the contact listed in each course description to register and learn more specific information on course location, dates and availability.

<http://www.doe.mass.edu/retell/courses.html>

Wilson Language Just Words

Please see the following link for information on this course:

www.wilsonlanguage.com

Wilson Language Foundations Workshop

Please see the following link for information on this course:

www.wilsonlanguage.com

Facing History and Ourselves

Workshop and course Seminar participants get access to free resources, our lending library, ongoing follow-up, curriculum planning support, and classroom speakers. Graduate credits and Professional Development Points available.

Register at: <https://www.facinghistory.org/professional-development>

Fitchburg State University Center for Professional Studies

Highlights: <https://www.fitchburgstate.edu/academics/continuing-education/center-for-professional-studies/>

Champion Teaching: Techniques that Improve Student Performance

Location: Professional Development Center at Fitchburg State University

Number of Class Meetings: 7 Number of Contact Hours: 37.5

Dates: July 17th-19th from 8:30-4:00

Dates: Wednesdays, September 12th, October 3rd, October 24th, and November 14th from 4:00-7:15

Course Number (PDMT): 6976

Schedule Number (CRN): 52209

Three Graduate Credits at \$957.

Instructor: Karen Martin

Office: Center for Professional Studies

Telephone: 978-790-5903

E-mail: kmeducationalconsultant@gmail.com

Office Hours: Before or after class meetings

COURSE DESCRIPTION:

Course for new and experienced teachers, add to your teaching repertoire.

Learn from the champions! Doug Lemov has researched the techniques high performing teachers use to raise achievement in their classrooms. Come and find out what you are already on target with and learn additional techniques that engage students in higher level critical thinking and make them accountable for their work. How can you shift the work to your students and in turn improve student performance? This course will provide teachers with the time and support to make this important paradigm shift. Teachers will learn new concepts (and some old) and transfer the learning into strategies to start the first day of school and throughout the school year. The class combines practical mini-lessons, media, and readings to enhance understanding and engagement. The instructor will model effective strategies for closing the achievement gap and teaching smarter and differentiate to meet the range of learners in the course. All course work will directly relate to each teacher's grade level, content area, or special area.

This course will support the educator's ability to:

- Set high academic expectations using specific techniques
- Plan for academic achievement through the use of backwards design and plan for checks of understanding
- Structure and deliver lessons to maximize learning and develop a growth mindset
- Practice techniques how to engage ALL students
- Establish a strong classroom culture by setting and maintaining high behavioral expectations
- Reflect on practice and develop specific actionable plans to improve
- Create quality units/lessons that are differentiated and student-focused
- Gather data and create a culture of error

Click below to learn more about Summer FSU courses by Gail Okerman

June Reflective Practice Course

<https://www.fitchburgstate.edu/academics/continuing-education/center-for-professional-studies/go1/>

Deeper Learning Course

<https://www.fitchburgstate.edu/academics/continuing-education/center-for-professional-studies/go2/>

2018 Summer Literacy Institute - Thinking, Talking, and Writing About Books, K-8

Monday, July 16, 2018 8:00 AM -

Thursday, July 19, 2018 3:45 PM (Eastern Time)

Register:

<https://www.regonline.com/builder/site/Default.aspx?EventID=2200313>

617-349-8402

Click [here](#) to view the complete list of Lesley University Summer 2018 Professional Development Offerings

Calendar of Summer PD Offerings

June 2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
18	19	20	21	22
25	26	27	28	29
MA Math & Science Partnership Cohort 2 Course Mindfulness Workshop The Behavior Code	MA Math & Science Partnership Cohort 2 Course Mindfulness Workshop The Behavior Code	MA Math & Science Partnership Cohort 2 Course Co-Teach The Behavior Code	MA Math & Science Partnership Cohort 2 Course Co-Teach The Behavior Code	

July 2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
Week 1 of AP Institute at Bridgewater State University	Week 1 of AP Institute at Bridgewater State University	Week 1 of AP Institute at Bridgewater State University	Week 1 of AP Institute at Bridgewater State University	Week 1 of AP Institute at Bridgewater State University
30	31	1	2	3
Week 2 of AP Institute at Bridgewater State University	Week 2 of AP Institute at Bridgewater State University	Week 2 of AP Institute at Bridgewater State University	Week 2 of AP Institute at Bridgewater State University	Week 2 of AP Institute at Bridgewater State University

August 2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1	2	3
		Week 2 of AP Institute at Bridgewater State University	Week 2 of AP Institute at Bridgewater State University	Week 2 of AP Institute at Bridgewater State University
6	7	8	9	10
MA Math & Science Partnership Cohort 2 Course	MA Math & Science Partnership Cohort 2 Course	MA Math & Science Partnership Cohort 2 Course	MA Math & Science Partnership Cohort 2 Course	
13	14	15	16	17
MA Math & Science Partnership Cohort 2 Course	MA Math & Science Partnership Cohort 2 Course		Creating Classroom Libraries That Inspire Readers	
20	21	22	23	24
CPI Workshop	The Behavior Code	The Behavior Code	The Behavior Code	
The Behavior Code	Deepening Understanding of K-5 Math	Mentor Training	New Teacher Orientation	
	The Importance of Organizing Structures for Language & Literacy Learning	The Importance of Organizing Structures for Language & Literacy Learning	The Importance of Organizing Structures for Language & Literacy Learning	
27	28	29	30	31
All Staff Report	Professional Development Day	Opening Day Grades 1-12		