

Public Schools of Brookline: Summary of Professional Development Offerings; Summer 2014

	Course Title	Description	Core Values
1	Basic ELL - WIDA Workshop	Provides educators with tools to guide in design of curriculum, instruction and assessment for ELLs. Educators gain an understanding of the influences of academic language and sociocultural context across all content areas.	1, 2, 4, 5
2	Critical Friends Group Institute	During the CFG Seminar, participants learn how professional learning communities in schools contribute to increased student achievement. They work together to create a professional learning community, while learning the concepts, habits, tools, and skills that lead to more reflective practice.	2,3
3	Digital Storytelling in the Classroom	Participants in this workshop develop editing skills in iMovie and learn how to create and manage student projects. Class sessions will include instruction and discussion. Online sessions will feature self-paced instruction and templates for project development.	1,2, 4
4	EMI Anti-Racist School Practices	This graduate level course is designed to introduce educators to the complex issues raised by race and racism and their impact on student learning and achievement. This course will also help increase the skills of cultural proficiency.	2, 4, 5
5	iPads in the Classroom	In this class participants will learn the basic components of the iPad and how to use them in more complex ways. In addition, participants will understand how to navigate around on an iPad. They will learn art apps, how to write text, how to stay organized, and up to date on the latest news in education and technology.	2
6	Mentored Professional Learning (2nd Year)	Brookline's <u>two year</u> mentoring and professional learning structure matches an experienced educator with a small group of second and third year teachers. The experienced educator acts as a mentor, advisor and coach whose primary responsibility is to help the group build a community of reflective, self-directed learners where collegial, reflective practice is the norm. The experience begins with a two-day August seminar , followed by two years of monthly two-hour meetings	2, 3
7	Mentored Professional Learning (3rd Year)	Brookline's <u>two year</u> mentoring and professional learning structure matches an experienced educator with a small group of second and third year teachers. The experienced educator acts as a mentor, advisor and coach whose primary responsibility is to help the group build a community of reflective, self-directed learners where collegial, reflective practice is the norm. The experience begins with a two-day August seminar , followed by two years of monthly two-hour meetings	2, 3
8	Practical Interventions to Improve Executive Function (Grades 6-12)	A functional explanation of the executive function skills will be presented such that professionals can quickly identify behaviors associated with the various component/s of the executive system. Understand the development of the executive control skills. What skills can be expected at what age? How do we define 'Executive Dysfunction'?	2, 4
9	Practical Interventions to Improve Executive Function K-5	A functional explanation of the executive function skills will be presented such that professionals can quickly identify behaviors associated with the various component/s of the executive system. Participants will explore age-based expectations and create a common definition of "executive dysfunction."	2, 4

Course Title		Description	Core Values
10	Research Process: Effective Teaching Strategies (Grades 7-12)	This course will present strategies for teaching the research process and associated skills to students at the middle and high school levels. Topics addressed will include the design of effective research assignments, comparing different research models, skills to support effective research, and print/online tools to support steps of the research process.	1, 2
11	Responsive Classroom Course	The Responsive Classroom approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach consists of classroom and school-wide practices for helping children build academic and social-emotional competencies.	1, 2, 4
12	Schools Attuned: All Kinds of Minds	The Schools Attuned course supports educators in creating classrooms that meet the learning needs of all students through an understanding of the implications of the neurodevelopmental constructs for their curriculum, instructional decisions, and student learning.	1, 2, 4
13	Twitter in the Classroom	This course examines ways to use Twitter in an educational setting in order to connect beyond Brookline and engage with parents.	2, 3
14	Weaving Science and Literacy Together Grades PreK-8	This course is designed to provide preK-8 teachers and staff with the background they need to support science with literacy (science talk, science reading and science writing) in order to deepen student understanding of science as well as enhance literacy skills.	1, 2
15	Landmark School Collaborative Training	This workshop will present strategies for teachers to assist high school students with language-based learning disabilities to achieve success in the classroom. This work will continue through the school year with monthly observations, collaboration and consultation.	1, 2, 3, 4, 5
16	Evidence Based Reading	These series of workshops provide advanced and intensive instruction for teachers of students with disabilities in evidence-based reading programs and methodologies. These workshops enhance the ability of special educators to provide multi-tiered, highly specialized and targeted interventions to students across grade levels.	1, 2, 3, 4
17	Enhancing the IEP Process K-12	This workshop provides team facilitators K-12 with skills, strategies and knowledge to infuse compliance, creativity and best outcomes for students with disabilities through the IEP process.	2, 3, 4
SUMMARY: <ul style="list-style-type: none"> • All core values directly addressed by multiple professional development opportunities this summer. • Teachers had options for PD ranging in date from June 26th through all of July and August with some offerings continuing into the school year. • Over 212 seats were filled during summer professional development offerings. (Some attendance data unavailable) • Teachers adopting a leadership role from within PSB facilitated 10 of 14 total courses for which this data is available. • 4 total courses were facilitated through external experts. • Teachers worked to enhance their practice through the use of technology, a focus on racial equity, differentiating their instruction based on student needs. • Teachers pursued opportunities to assist in their attainment of a professional license as well as entirely elective courses. • Attendance ranged from 5 to 38 participants across a variety of offerings. 			