

PROFESSIONAL DEVELOPMENT PLAN 2011-2012

School: NOMS

SBDM Approval Date: 5/19/2011

Title: <i>Curriculum Design and OCS Framework Training</i>	
Description: <i>Secondary ELA teachers will engage in curriculum design training and become familiar with new OCS ELA frameworks aligned to the new state standards. Training will focus on the tenets of the Understanding by Design curriculum model, which was utilized in the development of the new OCS frameworks.</i>	
Date of Session(s): <i>6/20-22/2011</i>	PD Credit Hours: <i>18</i>
Intended Participants: <i>Secondary ELA teachers</i>	
Identified need addressed by this session(s): <i>Implementation of new state standards in a manner aligned to the district vision and mission</i>	
Area(s) of Focus: Q1 <input checked="" type="checkbox"/> Q2 <input checked="" type="checkbox"/> Q3 <input type="checkbox"/> Q4 <input type="checkbox"/> Q5 <input type="checkbox"/> Media/Technology <input type="checkbox"/> Leadership <input type="checkbox"/> Critical Thinking/Problem-Solving <input checked="" type="checkbox"/> Communication Skills <input type="checkbox"/> Creativity/Innovation <input type="checkbox"/>	
Other: _____	

As a result of this professional development session(s), participants will

Understand... <i>~Effective curriculum/unit/daily lesson design evolves backwards from clear goals and is aligned across three stages ~UbD is a way of thinking more carefully about curriculum/unit/daily lesson design; it is neither a prescriptive program nor just a template for design ~Understanding by Design promotes deep student understanding and independence; therefore, UbD was utilized as the model for new OCS curriculum frameworks</i>
Know... <i>~The three stages of backwards design ~Characteristics of "big ideas" and "essential questions" ~Design standards of UbD ~Basics of course/grade level curriculum construction ~K-12 OCS ELA Frameworks background and setup</i>
Be able to ... <i>~Analyze units using the UbD design standards ~Complete Stages 2 and 3 of units using the tenets of backwards design</i>

Evidence that will be used to assess participant understanding/implementation: <i>~Development of Stage 2 and 3 assessments and activities aligned to UbD design standards ~Piloting of new OCS curriculum frameworks, reflecting on results ~Pre- and post-workshop surveys</i>
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PROFESSIONAL DEVELOPMENT PLAN 2011-2012

School: NOMS

SBDM Approval Date: 5/19/2011

Title: <i>Curriculum Design and OCS Framework Training</i>	
Description: <i>Secondary Math teachers will engage in curriculum design training and become familiar with new OCS Math frameworks aligned to the new state standards. Training will focus on the tenets of the Understanding by Design curriculum model, which was utilized in the development of the new OCS frameworks.</i>	
Date of Session(s): <i>6/15-17/2011</i>	PD Credit Hours: <i>18</i>
Intended Participants: <i>Secondary Math teachers</i>	
Identified need addressed by this session(s): <i>Implementation of new state standards in a manner aligned to the district vision and mission</i>	
Area(s) of Focus: Q1 <input checked="" type="checkbox"/> Q2 <input checked="" type="checkbox"/> Q3 <input type="checkbox"/> Q4 <input type="checkbox"/> Q5 <input type="checkbox"/> Media/Technology <input type="checkbox"/> Leadership <input type="checkbox"/> Critical Thinking/Problem-Solving <input checked="" type="checkbox"/> Communication Skills <input type="checkbox"/> Creativity/Innovation <input type="checkbox"/> Other: _____	

As a result of this professional development session(s), participants will

Understand... <i>~Effective curriculum/unit/daily lesson design evolves backwards from clear goals and is aligned across three stages ~UbD is a way of thinking more carefully about curriculum/unit/daily lesson design; it is neither a prescriptive program nor just a template for design ~Understanding by Design promotes deep student understanding and independence; therefore, UbD was utilized as the model for new OCS curriculum frameworks</i>
Know... <i>~The three stages of backwards design ~Characteristics of "big ideas" and "essential questions" ~Design standards of UbD ~Basics of course/grade level curriculum construction ~K-12 OCS Math Frameworks background and setup</i>
Be able to ... <i>~Analyze units using the UbD design standards ~Complete Stages 2 and 3 of units using the tenets of backwards design</i>

Evidence that will be used to assess participant understanding/implementation: <i>~Development of Stage 2 and 3 assessments and activities aligned to UbD design standards ~Piloting of new OCS curriculum frameworks, reflecting on results ~Pre- and post-workshop surveys</i>
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PROFESSIONAL DEVELOPMENT PLAN 2011-2012

School: NOMS

SBDM Approval Date: 5/19/2011

Title: <i>Inquiry and Literacy for Understanding in Science</i>	
Description: <i>The PEBC Science Institute is an experiential opportunity for teachers at all levels who want to make best practices in science education and literacy instruction come alive in their classrooms. Teachers will explore the need for, the theory behind, and the practical applications of inquiry-based learning in science.</i>	
Date of Session(s): <i>6/20-22/2011</i>	PD Credit Hours: <i>18</i>
Intended Participants: <i>Middle and high science teachers</i>	
Identified need addressed by this session(s): <i>Inquiry-based science instruction</i>	
Area(s) of Focus: Q1 <input checked="" type="checkbox"/> Q2 <input checked="" type="checkbox"/> Q3 <input type="checkbox"/> Q4 <input type="checkbox"/> Q5 <input type="checkbox"/> Media/Technology <input type="checkbox"/> Leadership <input type="checkbox"/> Critical Thinking/Problem-Solving <input checked="" type="checkbox"/> Communication Skills <input checked="" type="checkbox"/> Creativity/Innovation <input type="checkbox"/>	
Other: _____	

As a result of this professional development session(s), participants will

Understand... <i>~Student understanding of scientific concept is enhanced by inquiry-based instruction ~Curriculum planning and intentional use of thinking strategies are foundational to building deep student understanding of science</i>
Know... <i>~Relationship between comprehension strategies and conceptual understanding in science ~Importance of discourse in science classroom</i>
Be able to ... <i>~Integrate an inquiry-based approach in classroom</i>

Evidence that will be used to assess participant understanding/implementation: <i>~Pre and post surveys ~Integration of concepts in unit/daily plans</i>
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PROFESSIONAL DEVELOPMENT PLAN 2011-2012

School: NOMS

SBDM Approval Date: 5/19/2011

Title: <i>Literacy Standards for Science</i>	
Description: <i>Secondary science teachers will gain a greater understanding of the new content area literacy standards and ideas for integration into existing units of study.</i>	
Date of Session(s): <i>8/4/2011</i>	PD Credit Hours: <i>6</i>
Intended Participants: <i>Middle and high science teachers</i>	
Identified need addressed by this session(s): <i>Implementation of new state standards in literacy</i>	
Area(s) of Focus: Q1 <input checked="" type="checkbox"/> Q2 <input type="checkbox"/> Q3 <input type="checkbox"/> Q4 <input type="checkbox"/> Q5 <input type="checkbox"/> Media/Technology <input type="checkbox"/> Leadership <input type="checkbox"/> Critical Thinking/Problem-Solving <input type="checkbox"/> Communication Skills <input checked="" type="checkbox"/> Creativity/Innovation <input type="checkbox"/>	
Other: _____	

As a result of this professional development session(s), participants will

Understand... <i>~New content literacy standards are intended to increase student college and career readiness. ~Shared responsibility for implementing the literacy standards is critical to student success in meeting the new benchmarks.</i>
Know... <i>~New content literacy standards for science ~Facets of text complexity and role of text exemplars</i>
Be able to ... <i>~Identify content literacy standards already used in classroom ~Integrate new content literacy standards in existing units of study</i>

Evidence that will be used to assess participant understanding/implementation: <i>~Pre and post surveys ~Integration of content literacy strands into unit/daily lessons</i>
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PROFESSIONAL DEVELOPMENT PLAN 2011-2012

School: NOMS

SBDM Approval Date: 5/19/2011

Title: <i>Middle School Social Studies Workshops</i>	
Description: <i>6th, 7th, and 8th grade Social Studies teachers from across our county will attend sessions presented by other Social Studies teachers from our county.</i>	
Date of Session(s): <i>August 2, 2011</i>	PD Credit Hours: <i>6</i>
Intended Participants: <i>6th, 7th, and 8th grade Social Studies teachers</i>	
Identified need addressed by this session(s): <i>Best instructional practices related to current topics selected by teachers--differentiated instruction, technology, primary source documents and other resources, and the workshop model in SS</i>	
Area(s) of Focus: Q1 <input type="checkbox"/> Q2 <input checked="" type="checkbox"/> Q3 <input type="checkbox"/> Q4 <input type="checkbox"/> Q5 <input checked="" type="checkbox"/> Media/Technology <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Critical Thinking/Problem-Solving <input checked="" type="checkbox"/> Communication Skills <input type="checkbox"/> Creativity/Innovation <input checked="" type="checkbox"/> Other: _____	

As a result of this professional development session(s), participants will

Understand... <i>the importance of designing engaging lessons and units based on the needs, interests and abilities of our students</i>
Know... <i>how to design engaging lessons and units based on the needs, interests and abilities of our students</i>
Be able to ... <i>design engaging lessons and units based on the needs, interests and abilities of our students</i>

Evidence that will be used to assess participant understanding/implementation: <i>PLC meetings during 2011-12 school year and observations and evaluations conducted by school administration</i>

PROFESSIONAL DEVELOPMENT PLAN 2011-2012

School: NOMS__

SBDM Approval Date: 5/19/2011

Title: <i>Middle School Social Studies: collaborating to improve student learning</i>	
Description: <i>6th, 7th, and 8th grade Social Studies teachers from across our county will meet with their colleagues from the other middle schools to share strategies and resources to improve student learning</i>	
Date of Session(s): 4:00-5:30 on these dates <i>August 25-EOMS; September 29-OCMS; October 27-SOMS; November 17-NOMS</i>	PD Credit Hours: 6
Intended Participants: <i>6th, 7th, and 8th grade Social Studies teachers</i>	
Identified need addressed by this session(s): <i>Teachers typically get trapped into working in isolation. These sessions give them the opportunity to network with teachers from 3 other exemplary schools to pick up effective strategies & resources</i>	
Area(s) of Focus: Q1 <input checked="" type="checkbox"/> Q2 <input checked="" type="checkbox"/> Q3 <input checked="" type="checkbox"/> Q4 <input checked="" type="checkbox"/> Q5 <input checked="" type="checkbox"/> Media/Technology <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Critical Thinking/Problem-Solving <input checked="" type="checkbox"/> Communication Skills <input checked="" type="checkbox"/> Creativity/Innovation <input checked="" type="checkbox"/>	
Other: _____	

As a result of this professional development session(s), participants will

Understand... <i>there are many talented middle school SS teachers in our district who can help them grow and develop professionally</i>
Know... <i>how to better design, deliver, and implement quality instruction to increase student learning</i>
Be able to ... <i>design engaging lessons and units based on the needs, interests and abilities of our students</i>

Evidence that will be used to assess participant understanding/implementation: <i>PLC meetings during 2011-12 school year and observations and evaluations conducted by school administration</i>

PROFESSIONAL DEVELOPMENT PLAN 2011-2012

School: NOMS

SBDM Approval Date: 4/19/2011

Title: <i>Health/Physical Education Program enrichment</i>	
Description: <i>training/Forum on heat-related injuries and illness, Teens of Kentucky (cancer information), book discussion</i>	
Date of Session(s): <i>8/1/2011</i>	PD Credit Hours: <i>6</i>
Intended Participants: <i>District Middle School Health/PE teachers</i>	
Identified need addressed by this session(s): <i>Better understanding of how to recognize the signs of heat-exhaustion and dehydration</i> <i>Updated, current information on cancer and relevant classroom materials</i> <i>Better inclusion strategies for students</i>	
Area(s) of Focus: Q1 <input checked="" type="checkbox"/> Q2 <input checked="" type="checkbox"/> Q3 <input type="checkbox"/> Q4 <input checked="" type="checkbox"/> Q5 <input type="checkbox"/> Media/Technology <input type="checkbox"/> Leadership <input type="checkbox"/> Critical Thinking/Problem-Solving <input type="checkbox"/> Communication Skills <input type="checkbox"/> Creativity/Innovation <input type="checkbox"/>	
Other: _____	

As a result of this professional development session(s), participants will

Understand... <i>How to better understand and recognize the signs of heat-related illnesses and how to properly care for victims. Learn new, more relative information on cancer and relay it to students in our classrooms. How to better utilize inclusion skills and concepts in our PE classrooms.</i>
Know... <i>How to properly treat victims of heat-related illnesses and prevent them from happening. More relevant, current information on cancer and how to prevent it through behavior choices. New inclusion strategies for students of all ability levels in the classroom.</i>
Be able to ... <i>Treat victims of heat-related illnesses. Educate and inform students on how to safeguard against cancer risks. Make PE a more positive experience for all students regardless of skill level</i>

Evidence that will be used to assess participant understanding/implementation: <i>Discussion and "sharing" of lessons, activities, experiences, etc. at next year's monthly PLC meetings of skills/concepts learned during the PD sessions and how they are "working" in our classrooms.</i>
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PROFESSIONAL DEVELOPMENT PLAN 2011-2012

School: NOMS

SBDM Approval Date: 4/19/2011

Title: <u><i>Zumba Dance Instruction, Teaching Middle School Golf in the Classroom, Teaching Tennis in an Indoor / Large Classroom Environment.</i></u>	
Description: <i>Each of these sessions will be designed to enhance classroom instruction by making the use of space, class size, and introducing new materials, the will be aimed to directly impact student learning in a physical manner.</i>	
Date of Session(s): <u>8/2/2011</u>	PD Credit Hours: <u>6</u>
Intended Participants: <u><i>District Middle School PE and Health teachers</i></u>	

Identified need addressed by this session(s): <u><i>Each of these sessions will be designed to enhance the physical and health benefits for students, thus encouraging an active healthy lifestyle.</i></u>
Area(s) of Focus: Q1 <input checked="" type="checkbox"/> Q2 <input checked="" type="checkbox"/> Q3 <input checked="" type="checkbox"/> Q4 <input checked="" type="checkbox"/> Q5 <input type="checkbox"/> Media/Technology <input type="checkbox"/> Leadership <input type="checkbox"/> Critical Thinking/Problem-Solving <input checked="" type="checkbox"/> Communication Skills <input checked="" type="checkbox"/> Creativity/Innovation <input checked="" type="checkbox"/>
Other: _____

As a result of this professional development session(s), participants will

Understand... <i>Participants will understand new and current fitness activities to enhance physical development and engaging students in a large class environment.</i>
Know... <i>Participants will know how to implements these activities into their current practices.</i>
Be able to ... <i>Participants will be able to implement ideas that will promote students to lead an active healthy lifestyle with these activities and compliment current classroom management and procedures.</i>

Evidence that will be used to assess participant understanding/implementation:

PROFESSIONAL DEVELOPMENT PLAN 2011-2012

School: NOMS

SBDM Approval Date: 4/19/2011

Title: Eat This Not That Presentation, Heat / Weather Related Injury Prevention, Right Fielders are People Too and Planet Health: Book Study Discussion and Classroom Implementation.

Description:

These sessions will focus on content specific items to aid in the safety and performance of middle school students.

Date of Session(s): 8/3/2011

PD Credit Hours: 6

Intended Participants: District Middle School PE and Health teachers

Identified need addressed by this session(s):

Each session is designed to enhance the quality and safety of middle school students to help lead an active healthy lifestyle and perform to the best of one's ability.

Area(s) of Focus: Q1 Q2 Q3 Q4 Q5 Media/Technology Leadership

Critical Thinking/Problem-Solving Communication Skills Creativity/Innovation

Other: _____

As a result of this professional development session(s), participants will

Understand...

Participants will understand how to implement new activities and lessons to increase student engagement and for student success and safety.

Know...

Participants will know how to implements these activities into their current practices.

Be able to ...

Participants will be able to modify current teaching methods and incorporate cross curricular activities at their school.

Evidence that will be used to assess participant understanding/implementation:

PROFESSIONAL DEVELOPMENT PLAN 2011-2012

School: NOMS

SBDM Approval Date: 4/19/2011

Title: <i>Managerial Process for the Rehearsal, Overview of Sound Recording Technique, Technology Use in the Rehearsal, Fostering Leadership Through Community Building, Transitioning from Middle to High School: Bridging the Gap, Choral/Band Directors and Administration: Seeing Eye to Eye</i>	
Description: <i>Each of these sessions will be designed to enhance classroom flow by making the best use of time and facilities. Furthermore, they will be aimed at directly impacting, in a positive way, group performance.</i>	
Date of Session(s): August 2-4	PD Credit Hours: 6
Intended Participants: <i>NOMS, SOMS, EOMS, OCMS</i>	
Identified need addressed by this session(s): <i>Each of the sessions will be designed to enhance the musical experience for students, thus encouraging them to continue through high school in a performance class</i>	
Area(s) of Focus: Q1 <input checked="" type="checkbox"/> Q2 <input type="checkbox"/> Q3 <input type="checkbox"/> Q4 <input type="checkbox"/> Q5 <input type="checkbox"/> Media/Technology <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Critical Thinking/Problem-Solving <input type="checkbox"/> Communication Skills <input checked="" type="checkbox"/> Creativity/Innovation <input type="checkbox"/>	
Other: _____	

As a result of this professional development session(s), participants will

Understand... <i>Participants will understand new processes and procedures to enhance learning and inspire student participation.</i>
Know... <i>Participants will know how to implement strategies that will improve upon current practices.</i>
Be able to ... <i>Participants will be able to implement ideas that will promote student achievement and complement current classroom management and procedures</i>

Evidence that will be used to assess participant understanding/implementation: <i>Participants will use auditory recordings of rehearsals as a means of self assessment alone and in the PLC setting.</i>

PROFESSIONAL DEVELOPMENT PLAN 2011-2012

School: NOMS

SBDM Approval Date: 4/19/2011

Title: *Mallet Exercises and Techniques, Low Brass: Attaining a Fuller Sound for Success, Timpani Tuning: How to Teach Kids, Diction in the Foreign Language Piece, Sight Reading: From Beginning to Festival, Rhythm for Young Choir: Where to Begin, Introducing Theory to the Young Musician, Bassoon Embouchures: Correct Technique for Good Tone*

Description:

These sessions will focus on content specific items to aid educators with young performers.

Date of Session(s): August 2-4

PD Credit Hours: 7

Intended Participants: *NOMS, EOMS, SOMS, OCMS*

Identified need addressed by this session(s):

During PLC meetings this year, teachers found gaps with regards to performance in each of these areas.

Area(s) of Focus: Q1 Q2 Q3 Q4 Q5 Media/Technology Leadership

Critical Thinking/Problem-Solving Communication Skills Creativity/Innovation

Other: _____

As a result of this professional development session(s), participants will

Understand...

Participants will understand how to implement new strategies for student success by focusing on fundamentals in a new way.

Know...

Participants will gain knowledge of resources designed to bring about student achievement in a more timely manner.

Be able to ...

Participants will be able to modify current teaching methods to implement new techniques and styles.

Evidence that will be used to assess participant understanding/implementation:

Performance recordings and festival assessment results will be used to assess achievement.

PROFESSIONAL DEVELOPMENT PLAN 2011-2012

School: NOMS

SBDM Approval Date: 4/19/2011

Title: *Instrument Repair Seminar, All Conty: Process, Auditions, Requirements and Recordings, Literature and Repertoire sharing Session: Picking Skill Specific Literature, Dr. Tim's Road Signs to Success for Music Teachers, Creating Imagery Through Performance*

Description:

Each of these sessions are designed to aide the music teacher in updating their skills to better educate students.

Date of Session(s): August 2-4

PD Credit Hours: 4

Intended Participants: *NOMS, EOMS, SOMS, OCMS*

Identified need addressed by this session(s):

At PLC meetings, teachers discussed the needs to stay current with new literature for performers and problem solving in other areas of the classroom.

Area(s) of Focus: Q1 Q2 Q3 Q4 Q5 Media/Technology Leadership

Critical Thinking/Problem-Solving Communication Skills Creativity/Innovation

Other: _____

As a result of this professional development session(s), participants will

Understand...

Participants will understand how to serve students in a more effective with regards to creating the self sufficient musician. Each of the sessions will give participants tools to aid students in making individual gains.

Know...

Participants will know how to engage students in such a way as to inspire them toward proficiency.

Be able to ...

Participants will be able to guide students toward success at a quicker pace.

Evidence that will be used to assess participant understanding/implementation:

Participants will, at the end of these sessions, develop personal strategies for implementation and document implementation on a bimonthly basis for review at PLC meetings.

PROFESSIONAL DEVELOPMENT PLAN 2011-2012

School: NOMS

SBDM Approval Date: 4/19/2011

Title: <i>Teaching Literacy Through Visual Arts</i>	
Description: <i>Writing and its uses in the Visual Art Studio, thinking strategies, etc.</i>	
Date of Session(s): <i>8/1/11</i>	PD Credit Hours: <i>2</i>
Intended Participants: <i>Middle School Visual Art Teachers</i>	
Identified need addressed by this session(s): <i>To give our visual art students a better opportunity to use written language to communicate about their own art and others' art: artists statements, critiques, reviews, etc.</i>	
Area(s) of Focus: Q1 <input checked="" type="checkbox"/> Q2 <input type="checkbox"/> Q3 <input checked="" type="checkbox"/> Q4 <input type="checkbox"/> Q5 <input type="checkbox"/> Media/Technology <input type="checkbox"/> Leadership <input type="checkbox"/> Critical Thinking/Problem-Solving <input checked="" type="checkbox"/> Communication Skills <input checked="" type="checkbox"/> Creativity/Innovation <input checked="" type="checkbox"/> Other: _____	

As a result of this professional development session(s), participants will

Understand... <i>Thinking Strategies</i>
Know... <i>How to better apply writing in the art room</i>
Be able to ... <i>Implement thinking strategies and appropriate writing activities in the art classroom</i>

Evidence that will be used to assess participant understanding/implementation: <i>Student writing and work in their school. 4-Schools 1-Show in April 2012.</i>

ECS Professional Development

Summer 2011

All staff should confirm their attendance for each session by contacting Shawn Becker (e-mail or call 222-3777, extension 140).

Audience	Topics	Dates/Location
New ARC Chair Training	IDEA Regulations/Policy and Procedures Role of the ARC Chairperson	July 28, 8:30-11:30 To be determined
New/Experienced ARC Chair Training	Documenting Adverse Effect for Referral and Eligibility Least Restrictive Environment – Facilitation of ARC Meetings Legal Issues and Updates	July 29, 8:30-3:30 To be determined
School Psychologist Work Day	Interventions Update Interventions and Adverse Effect in the ISR	July 27, 8:30-3:30 Administrative Annex (new site) – Lg Conf Rm
Speech Therapists	Aug 1- Incorporating New Standards into IEP Development/UBD Overview Language Based Interventions Aug 2- Social Skills Assessment Components Focus on Providing Services for Students with Autism Spectrum Disorders Aug 3- Assistive Technology Assessments Assistive Technology Applications	Aug 1 – 3, 8:30-3:30 To be determined
FMD Teachers	Aug 1- Assistive Technology (AM) Intelligent Classroom Ipads Medication Training (PM) Aug 2- Incorporating New Standards into IEP Development (AM) Effective Programming for FMD Students (PM)	Aug 1 – 2, 8:30-3:30 To be determined
EBD Teachers (stipend)	Structure and Supports for EBD Special Class Settings	Aug 2, 8:30-3:30 To be determined
Elem/MS/HS ECS Teachers (LBD, EBD, HI, VI, AU)	Developing IEPs based on UBD/New Curriculum	Aug 4 – To be determined MS/HS – 8:30-11:30 Elem – 12:30-3:30
Medicaid Training – New Staff (OT, Inst Assts, SLP)		To be determined
ECS Instructional Assistants	Effective Strategies for Working with Students with Autism Spectrum Disorders Using Least Restrictive Prompts, Fostering Independence and Fading Supports	Aug 8, 8:30-11:30 OR Aug 8, 12:30 – 3:30 To be determined