

SAU 21 Professional Development Plan 2019-2020

SAU #21 Core Values & Beliefs

We, the members of the SAU 21 educational community, are committed to developing lifelong learners who are creative and critical thinkers and who contribute to a changing global society. The SAU 21 educational community consists of students, teachers, parents, administrators, school board members and the community-at-large working collaboratively towards this mission.



Focus Area #1: Curriculum Alignment

Outcome: to identify common standards & competencies associated with specific grade levels based on statewide published documents. Curriculum teams will determine the current status of each school with respect to these expectations and develop school-based plans in order to achieve commonality.

- SAU 21 will agree upon & publish competencies and underlying standards associated with all classes in all academic areas. Standards will include explicit, measurable learning objectives. Rubrics applied to student work will reflect the accepted standards/ competencies.
- SAU 21 will define common work study practices (i.e Habits of Learning, Schoolwide Learning Expectations, etc). These will be measured through developmentally appropriate rubrics.
- SAU 21 will begin a comprehensive program review for curriculum in K-8 schools with a specific focus on the provision of equitable access to curriculum at the high school level.

Focus Area #2: Grading, Assessment & Reporting

Outcome: to establish common grading and reporting practices for SAU 21.

- With respect to competencies, student mastery will be reported on a 4 point scale. Additionally, the SAU will work to agree on common descriptors of learning (i.e. beginning, proficient, advanced).
- With respect to Performance Assessments:
 - Structures will exist to ensure that all students have access to and receive regular, timely, differentiated support.
 - Teachers will determine inter-rater reliability across and within teams specific to “what competent is”.
 - Systems will be in place to monitor the pace and progress of individual students throughout their learning.

Focus Area #3: Interventions & Extensions

Outcome: to ensure that all students have access to the curricular expectations of the SAU.

- SAU 21 will ensure that students receive timely, differentiated support based on their individual learning needs.
- SAU 21 will ensure that student outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.
- SAU 21 will work towards an RtI model that is based on demonstrated student needs.

Focus Area #4: Climate & Culture

Outcome: the implementation of social emotional learning and bullying prevention curriculum efforts across all schools and grades in deliberate manner. These efforts must include all stakeholders, including parents.

- SAU 21 will work toward a consistent and integrated Social Emotional curriculum.
- SAU 21 will provide training associated with trauma sensitive teaching, diversity and ACES
- SAU 21 will leverage the work of the Behavior Intervention Team (BIT) and Student Assistance Team (SAT) to plan appropriate interventions, extensions and supports for social emotional learning.

Focus Area #5: Educator Appraisal

Outcome: to develop a supervision and evaluation model for teachers

- The SAU will implement a supervision and evaluation model that enhances practice, is manageable for school leaders, and is linked to SAU, District and professional goals, the professional learning plan, educator licensure and appropriate sections of the collective bargaining agreement.
- The SAU will implement other supervision and evaluation models for all other staff that enhance practice and are manageable for school leaders.

Timeline & Essential Tasks:

Date	Topic and Desired Outcome
August 22, 2019 <i>Opening Day for Teachers</i>	Introduction to 2019-2020 PD and SAU Goals <u>Person(s) Responsible:</u> David Hobbs, Assistant Superintendent of Schools <u>Desired Outcome:</u> Faculty and staff will leave with a shared understanding of the focus areas and intended outcomes of the year's PD activities.
September 11, 2019 <i>SAU 21 Early Release</i>	District/ Building Work Sessions <u>Person(s) Responsible:</u> Building Administrators/ Coordinators <u>Desired Outcome:</u> Faculty and staff will engage in work to support building/ district level goals.
October 2, 2019 <i>SAU 21 Early Release</i>	Performance Assessment Review & Expectations <u>Person(s) Responsible:</u> Jon VanderEls, CBE Consultant <u>Desired Outcome:</u> Faculty and staff will leave with a shared understanding of the QPA tasks and timelines for the year. Departments and/ or work groups will have time to create timelines and essential tasks.
November 20, 2019 <i>K-8 Full Day PD</i>	K-8 Curriculum Team Meetings <u>Person(s) Responsible:</u> Content Area Curriculum Team Leaders

<i>WHS Transition Day</i>	<u>Desired Outcome:</u> K-8 subject area teams will leave with a shared understanding of the grade band competencies and essential standards associated with their grading practices.
February 5, 2020 <i>SAU 21 Early Release</i>	District/ Building Work Sessions <u>Person(s) Responsible:</u> Building Administrators/ Coordinators <u>Desired Outcome:</u> Faculty and staff will engage in work to support building/ district level goals.
February 11, 2020 SAU 21 Full Day PD	Student Services: Social Emotional Learning, Diversity and ACES <u>Person(s) Responsible:</u> Caroline Arakelian, Executive Director of Student Services <u>Desired Outcome:</u> Faculty and staff will leave with a shared understanding of approaches to Social Emotional Learning, trauma sensitive teaching, diversity and ACES. Additionally, faculty and staff will be familiar with the work of the Behavior Intervention Team (BIT) and Student Assistance Team (SAT).
March 10, 2020 <i>K-8 Full Day PD¹</i> <i>WHS Transition Day</i>	Completion of QPA Validation Protocols <u>Person(s) Responsible:</u> QPA teams based on grade band and subject area. <u>Desired Outcome:</u> By the end of this session, QPA teams (K-8 ²) will have completed the validation protocol related to their team's new QPA.
May 6, 2020 <i>SAU 21 Early Release</i>	Student Work Calibration Protocols <u>Person(s) Responsible:</u> QPA teams based on grade band and subject area. <u>Desired Outcome:</u> By the end of this session, QPA teams (K-12) will have completed the student work calibration protocol, with added emphasis on interventions & extensions provided to students.

¹ Updated December 2019; AM Building Based; PM SAU

² 9-12 will complete a validation protocol in March department meeting/ faculty meeting time.