

Professional Development Workshops

2017-2018

Summer 2017 (Full and ½ days)

Differentiating ELL in Classroom (will meet requirements for 15 ELL PDPs). Graduate Credit: One (1) graduate credit is available to each participant from Endicott College for a fee of \$150. Additional readings and fieldwork assignments are completed independently and separate from the course dates in your district. Participants should register early for the graduate credit to begin the assignments well in advance in order to meet the AUGUST 30 due date. Assignments submitted earlier are encouraged. The credit can be purchased at www.ellstudents.com The registration form provided must be submitted to Confianza no later than the course start date - no exceptions. Refunds for graduate credit fees for cancellations made prior to course start date will have a 15% processing fee applied. There are no graduate credit refunds after the course start date.

Home School Connections for ELL 8/22/17 and 8/24/17 8:30-3:30 + virtual work (will meet requirements for 15 ELL PDPs) Graduate Credit: One (1) graduate credit is available to each participant from Endicott College for a fee of \$150. Additional readings and fieldwork assignments are completed independently and separate from the course dates in your district. Participants should register early for the graduate credit to begin the assignments well in advance in order to meet the AUGUST 30 due date. Assignments submitted earlier are encouraged. The credit can be purchased at www.ellstudents.com The registration form provided must be submitted to Confianza no later than the course start date - no exceptions. Refunds for graduate credit fees for cancellations made prior to course start date will have a 15% processing fee applied. There are no graduate credit refunds after the course start date.

CO-TEACHING GRADUATE COURSE (3 CREDITS): 1. 6/29 - REQUIRED ALL (8:00-4:00) 2. 7/14 - REQUIRED ALL (8:00-4:00) 3. 8/16 - REQUIRED ALL (8:00-4:00) 4. 1 full day worth of CHOICES OF DATES AND TIMES BUT A TOTAL OF 8 HOURS IS REQUIRED 5. 1 follow-up afternoon session in the fall

Social and Emotional Learning: Creating an Inclusive School -Wide Environment (This takes the place of the Skillful Teacher and will focus on the whole child. It is one of the expected courses for non-professional status teachers and is open to all teachers): 1. One spring afternoon (specific date TBA soon) 3 hour workshop REQUIRED 2. For secondary teachers EITHER 7/6/17 OR 8/17/17 (this is day one of the youth mental health first aid) - REQUIRED 3. For elementary teachers - there will be a variety of days/times to equal 1 full day - -MUST BE TIED TO SOCIAL-EMOTIONAL TOPICS - REQUIRED BUT CHOICE OF DAYS/TIMES 4. For everyone

1 full day worth of CHOICES OF DATES AND TIMES BUT A TOTAL OF 8 HOURS IS REQUIRED 5. For all teachers - 7/13 AND 8/23 - REQUIRED ON THESE DATES 6. 1 follow-up afternoon in the fall

DIFFERENTIATION GRADUATE COURSE (3 CREDITS): 1. 7/12/17, 8/11/17, and 8/21/17 - REQUIRED ALL 8:00-3:30 2. 1 full day worth of CHOICES OF DATES AND TIMES BUT A TOTAL OF 8 HOURS IS REQUIRED 3. 2 follow-up afternoons in the fall

YOUTH MENTAL HEALTH FIRST AID 1 GRADUATE CREDIT. 1. EITHER 7/6/17 OR 8/17/17 8:30-3:30 2. 8/21/17 8:30-3:30. 3. 8/22/17 8:30-11:30 (you cannot take for graduate credit if you are in the new graduate course OR if you are using Day 1 as a choice for differentiation or co-teaching)

Co-teaching workshops: These are a series of workshops to help prepare teachers who are interested in the nuts and bolts of getting started with co-teaching. Those who are co-teaching should take all 3 workshops and in consecutive order.

"Not your grandparent's stations!" In this workshop, we will focus on how to: create and set-up stations, differentiate the station activities, what roles to play during stations, and how to embed technology.

Strengthening your Elementary Literacy Block: Workshop Model, Assessment, and Balance: topics explored will include small group practice, readers and writers workshop, balanced literacy instruction, assessment, and mentor texts. This 3-credit course consists of 2 full meeting days in the summer (Monday, July 17 and Friday, August 25) with an 8 hour online component between; then there will be four 2.5-hour workshops and a 4-hour online component throughout the fall.

21st century Tools for Teaching Diverse Learners online course for 1 graduate credit. Class meets June 12th thru July 16th, 2017 Description: An examination of teaching strategies which teachers may integrate with online tools to support the success of ALL students, especially students with disabilities and diverse learning needs. This course explores effective techniques for incorporating web-based resources and emerging technologies into classroom lesson plans. Tools include Google apps, Chrome extensions, and other web-based tools. Meets the requirement for 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles.

Topics in Special Education. 1 credit graduate course. Tuesday afternoons (after summer programs end for day) from July 11th - August 8th.

"Teacher as learner is the centerpiece linking classrooms and school improvement" (Bennett & SmilanichIn); in this session you will learn tips and strategies to create a sense of community where your classroom becomes a gathering place for all divergent learners. (This workshop can be taken as part of the choice times in the graduate courses AND is open to everyone in the district).

The Coping Classroom: This workshop will give teachers and support staff hands on tools and ideas to help make their classroom a “coping classroom.” Calming strategies, coping skills, behavior management ideas, and techniques for meeting and navigating intense emotions will be given (this will meet the requirement for the elementary social-emotional choices, can be a choice for any of the graduate courses, and is also open to everyone).

What is a Makerspace? Are you interested in learning more about makerspaces? Have you wondered how you could utilize technology more effectively into your teaching and encourage deeper understanding for your students? In this workshop, we will provide learning opportunities for you to use a makerspace, discuss the different technologies that may be found in a makerspace, and help you to develop makerspace projects to use with your classes. (This can be used as a choice workshop for the Differentiation course OR the non-social emotional choices for the new graduate course AND is open to everyone in the district)

Free Google Chrome Tools for Struggling Learners - Explore Google Chrome apps, extensions and add-ons that support learners in the areas of reading, writing and executive functioning. Participants will learn how to customize the Chrome Browser to meet the needs of individual students. Please bring a laptop with the Chrome browser installed or a Chromebook. (This can be used as a choice workshop for the Differentiation course OR the non-social emotional choices for the new graduate course AND is open to everyone in the district)

Read&Write for Google Chrome - Learn about Read&Write for Google Chrome™, the Chrome extension that offers a range of powerful support tools to help students gain confidence with reading, writing, studying and research. At the conclusion of the workshop, teachers will have an opportunity to share a list of their students who might benefit from Read&Write Premium (paid version). Please bring a laptop with the Chrome browser installed or a Chromebook. (This can be used as a choice workshop for the Differentiation course OR the non-social emotional choices for the new graduate course AND is open to everyone in the district)

Intro to Google Apps for Education - Google Drive, Gmail, and Google Calendar: Suitable for all teachers K-12. Bring your own laptop or Chromebook. (This can be used as a choice workshop for the Differentiation course OR the non-social emotional choices for the new graduate course AND is open to everyone in the district)

Setting Up Your Google Classroom: This is for teachers who will be using the student Google accounts who wish to set up and explore uses of Google Classroom. (This can be used as a choice workshop for the Differentiation course OR the non-social emotional choices for the new graduate course AND is open to everyone in the district)

Explore the importance of Social Emotional Learning and develop techniques and strategies to be applied in the classroom. Subjects will include common language, social stories/scripting, and how to embed the RULER program into your teachings (this will meet the requirement for the elementary social-emotional choices, can be a choice for any of the graduate courses, and is also open to everyone).

RULER Training for new teachers (or a nice review for anyone who is interested)

Confronting Implicit Bias: Facilitating Difficult Conversations in the Classroom (July 25th 6 hours TBD) This interactive workshop explores commonly held beliefs and biases that influence educators' abilities to be responsive to all students. Engage in personal reflection; explore strategies for facilitating difficult conversations; plan student-centered instruction; and investigate ways to challenge implicit bias in school (This workshop is open to all staff and can be used as choice workshop time for any of the graduate courses including elementary social-emotional choices).

Speak Up at School: How to Respond to Prejudice, Bias and Stereotypes (2 hours July 26, 2017 - time TBD early morning). This interactive professional development assists educators, allies and youth gain practical tools and strategies to speak up in a timely manner against bias, prejudice and stereotypes at school. Learn how to be firm and confident, knowing that you are creating a positive school climate where all children feel welcome. Participants gain tools and strategies to prepare themselves and their students to speak up and create positive and inclusive school climate (This workshop is open to all staff and can be used as choice workshop time for any of the graduate courses including elementary social-emotional choices).

Critical Practices for Anti-bias Education (2 hours, July 26, 2017 - time TBD late morning) This professional development takes the big picture work in culturally responsive pedagogy and offers a set of critical practices to help educators effectively implement culturally responsive component in their own practice. Learn how to take action and create the conditions that bring the seven main components of Culturally Responsive Pedagogy to life. (This workshop is open to all staff and can be used as choice workshop time for any of the graduate courses including elementary social-emotional choices).

Common Beliefs Survey (2 hours July 26, 2017 - time TBD early afternoon). This professional development session examines common beliefs that help and hinder work with diverse students. Teachers want students to learn, and many make an effort to be particularly responsive to racially and ethnically diverse students. Many of the beliefs we hold and lessons we are taught about diverse students and how to best facilitate their learning have positive effects. Others, however, while seemingly sensible and well intended, can have negative consequences. (This workshop is open to all staff and can be used as choice workshop time for any of the graduate courses including elementary social-emotional choices).

Social Justice Standards: The Teaching Tolerance Anti-bias Framework (6 hours August 23, 2017 - time TBD). Teaching Tolerance's Social Justice Standards are a set of 20 anchor standards and 80 grade-level outcomes organized into four domains—identity, diversity, justice and action—that reflect the desired impact of successful anti-bias and social justice education on student personal and social development. The standards provide a common language and organizational structure: Teachers can use them to guide curriculum development, and administrators can use them to make schools more just, equitable and safe. (This will be part of the new graduate course, but is open to all staff and can count as part of the "choice" workshops for the other two graduate course - those in the new graduate course DO NOT need to sign-up as it will be part of the course on 8/23/17).

Reading Strategies: Getting your Teaching Tools Together - Join us for two days of exploring the "everything guide to developing skilled readers" using The Reading Strategies Book by Jennifer Serravallo, discussing guided reading/strategy groups, and creating visual prompts & tools to support your students. July 10 & 11, 8:30-12:30 (This can be used as a choice workshop for the Differentiation course OR the non-social emotional choices for the new graduate course AND is open to everyone in the district)

Growing Readers - A Closer Look at Shared Reading with Emergent Readers: Join us as we explore foundational reading skills, growth mindset, and the power of Shared Reading in your K-2 classroom. July 19, 9:00-3:00 (This can be used as a choice workshop for the Differentiation course OR the non-social emotional choices for the new graduate course AND is open to everyone in the district)

Kindergarten Readers' Workshop - Kindergarten teachers that are implementing Readers' Workshop will come together to learn more about the workshop structure as well as review materials and design units. August 15, 8:30-12:30 (This can be used as a choice workshop for the Differentiation course OR the non-social emotional choices for the new graduate course AND is open to everyone in the district)

LGBTQ understanding, inclusion and education: a one-day workshop Come join us for a full one-day workshop on July 28th 8:30-4:30 to learn about how we can make our schools more inclusive, understanding and welcoming for LGBTQ students. We will cover topics such as: vocabulary, policy, pronouns, and more. The workshop will include resources and recommendations for teachers from all levels and subject areas (This workshop is open to all

staff and can be used as choice workshop time for any of the graduate courses including elementary social-emotional choices AND is open to everyone in the district).

This workshop will focus on a couple of model lessons that employ scaffolding and jigsaw strategies in order to provide learning experiences for multiple learning styles and needs in an inclusive classroom. The lessons highlighted are from secondary English, but the inclusive strategies are applicable across grade levels and disciplines (This can be used as a choice workshop for the Differentiation course, the co-teaching course OR the non-social emotional choices for the new graduate course AND is open to everyone in the district)

Elementary Professional Book Groups: Looking to get your hands on a good professional read for the summer? Take part in a professional book group. Participation requirements include a pre-read brainstorm, attending a one-hour introductory meeting, reading the text, reflecting and responding to colleague reflections, developing lesson plan(s), and attending a culminating meeting (TBD). Choose ONE introductory meeting date to attend:

Add Life to Your Vocabulary & Word Study Lessons: Join us to explore new ways to bring vocabulary and word study lessons to life in your elementary classroom

Guided Reading Class: This is an opportunity to learn more about or refresh your small-group guided reading skills - focus on using assessments to initiate groups, strategies for organizing group time, and identifying teaching points. Same class offered for 2 sessions, select one

Writers' Workshop Worskhop: Take a chance to better understand the structure of a writers' workshop, the architecture of a mini-lesson, the use and value of mentor texts, conferencing skills, and using assessments effectively. August 14, 8:30-3:30

McCall Summer Professional Book Groups: Looking to get your hands on a good professional read for the summer? Take part in a professional book group. Participation requirements include a pre-read brainstorm, attending a one-hour introductory meeting, reading the text, reflecting and responding to colleague reflections, developing lesson plan(s), and attending a culminating meeting (TBD). Introductory meeting date to attend: Tuesday, June 27: 2:30 - 3:30 pm Tomlinson: *The Differentiated Classroom: Responding to the Needs of All Learners*, 2nd Edition 2nd ed. or *The Growth Mindset Coach: A Teacher's Month-by-month Handbook for Empowering Students to Achieve* by Annie Brock

Backward by Design Unit Planning Orientation

Why Is This Reader Struggling? Employing Sub-types to Diagnose and Intervene with Reading Disabilities. This workshop was created to share a multi-componential model for assessing and intervening with reading disabilities. Similar to Attention Deficit Hyperactivity Disorder (ADHD), there is now a substantial body of evidence to suggest that reading disabilities can be sub-typed by deficits in specific cognitive areas, and those sub-types are present in children beginning in kindergarten (Melissa Orkin, Ph.D.). August 8th 12:30-3:30.

Phonics Curriculum Work Group Phonics curriculum work will continue through the summer. This group will develop common assessments and a scope and sequence for grades K-2 based on phonics research, phonics resources, and our prioritized standards. First meeting will be July 11, 10:30-12:30 and subsequent dates determined by the group

Literacy Data Analysis Work Group This group will look at literacy assessments and use data analysis to plan for instruction. Bring your literacy data (F&P Benchmarks, writing samples, preschool developmental profiles, etc.) for your incoming group; analyze the data to determine plans for whole group, small group, and individual instruction based on student need and our prioritized standards. You may select one or both dates: Thursday, August 17, 8:30-11:30; Tuesday, August 29, 1:00-4:00

How to structure and use stations at the high school. Creating a "freedom within structure" for the classroom with stations.

Wellness Curriculum Committee (other times will be determined at this meeting)

ELA Curriculum Committee

Science Curriculum Committee

Advanced co-teaching workshop: This workshop is for co-teachers who have already been co-teaching together for 1 or more years. It will be more in-depth work with Lisa Dieker for those familiar with co-teaching.

Workshop on co-teaching for all evaluators: This is a workshop with Lisa Dieker for anyone who currently or could in the future evaluate/supervise co-teachers. There will be concrete steps on how to best support co-teachers in the classroom. July 13th 10:15-12:15

Interested in a **meeting with Lisa Dieker as an individual co-teaching team**? We will be setting up times for co-teachers that have already been working together and want feedback on next steps/ask questions, etc. These will take place mid/late afternoon on July 13th. We will be in touch to set-up specific times if you sign-up below.

Differentiating in an Inclusive Classroom with Lisa Dieker: Given the right culture, collaboration, technology and support ALL students and teachers can be successful. What are tools that lead to this success? Discover common themes in successful inclusive classrooms as well as what changes can occur to ensure the success of students academically and socially. This session will provide practical applications for inclusive settings to support teachers and students to move them from where they are to where they need to be in today's 21st Century classrooms. Come ready to learn, laugh and "think differently" about how using strategies, UDL and technology can support teachers in inclusive settings to successfully meet the needs of all students in the Common Core and College and Career Readiness Standards. July 14th 8:00-2:00

New Elementary Teacher ELA Overview

Sharon Marrama will be offering a two hour PD workshop on Friday July 21 from 10:00-12:00. You will be introduced to the basic concepts of **yoga, Mindfulness and meditation**. She will present Lesson plans for all ages and some activities that are easy to incorporate into your already busy school days. Join us and learn how to wake up and relax your students with yoga moves and breathing techniques. You'll also do a few poses and some meditation. This will be jam packed with info!

NAMI: Presentation for teachers and other school personnel to raise their awareness about mental illness and help them recognize the early warning signs and the importance of early intervention. August 7th 10:00-12:00.

Elementary RULER team to research and explore expansion to "Feeling Words" Curriculum. First meeting July 12th 8:00-10:00

Training for Middle School Teachers on the RULER Social Emotional Curriculum. First meeting July 12th 10:00-12:00

ADHD is Not a Four-Letter Word! This workshop explores how to best help students with ADHD/ADD. Teachers will leave this class with not only a massive toolbox of easily implemented strategies, but also methods to capitalize upon the unique strengths of the student with ADHD

Performance-Based Assessments

Everyday Math Training for New Teachers

Aspen for new middle and high school teachers

Introduction to G-suite and google classrooms August 23rd 8:30-11:30. Collaboration and communication between teachers and students or student to student is simplified through Google Classroom. Google app documents may be distributed and managed seamlessly between educator and student. Google app documents may be shared and assessed, formatively and summatively. This workshop will enable the educator to learn the tools of the G-Suite in their Drive, and then to set up their classes, enter students and begin to add assignments and announcements to Google Classroom. The mechanics of the collection and assessment of assignments will be covered.

September 28th (1/2 day)

Academic Conversations: This workshop will introduce incorporating Academic Conversations into the content classroom specifically focusing - but not limited to - English Learners. Based on Jeff Zwiers' research, we will define Academic Conversations and begin to develop models of use. Time may be spent discussing areas of growth to explore for both students and teachers. Open to all faculty and staff.

How to assess executive functioning using data based assessments, and then how to break down the skills the students are lacking, teach them and then track progress

Social Thinking 101: Strategies for Your Classroom: This workshop is geared towards teachers working with students in Kindergarten through grade five. Participants will learn the basic principles of Michelle Garcia Winner's Social Thinking Curriculums and concepts. Through discussion and interactive activities, participants will learn different ways to implement Social Thinking in their classrooms and how to effectively integrate social skills and emotional regulation strategies across the day.

Everything you want to know about TeachPoint but were afraid to ask...

Are you looking for a refresher/support on how to use TeachPoint? Newer to the district or TeachPoint itself? Come by for this exploration workshop where we will review: how to create and share forms, how to respond to a form, how to streamline the process, and how to upload and tag evidence for evaluations. You will be able to receive assistance on an individualized basis after we have worked together as a group to review the basics! Please make sure that any paper evidence is scanned onto your computer and on your desktop or in your email if you would like to upload evidence. Please be sure to bring your laptops to the training.

Explore the importance of Social Emotional Learning and develop techniques and strategies to be applied in the classroom. Subjects will include common language, social stories/scripting, and how to embed the RULER program into your teachings

Aspen Gradebook: Progress Reports, Report Cards and more for HS

In this workshop, we will delve deeper into Aspen gradebook including generating progress reports, report cards, communicating with parents, Field Sets, Filters, and more.

Aspen for MS: This workshop will cover most of what you will need to know to begin using Aspen, our student management system. I will cover setting up your classes in the gradebook, including assignments, how to email parents and students, the meaning of the icons, and creating a basic report.

Making Words: Making Words by Patricia Cunningham is a highly effective teaching routine designed to strengthen children's knowledge of phonemic awareness and phonics. First and Second Grade teachers will learn how to incorporate this engaging practice into word study in their classrooms. Teachers will leave with a lesson tailored to their students' needs and a plan for teaching further lessons both whole class and small group.

Kindergarten Readers' Workshop: Kindergarten teachers can come back together for a next meeting to explore the Calkins' Reading Workshop units of study.

The Reading Workshop, Grades 2-5: Take part in this opportunity to develop a deeper meaning of the workshop model during Literacy/Reading time in the classroom - regardless of what programs or materials you have available or prefer to use (i.e. Calkins, Reading Fundamentals, etc.), you will enhance your knowledge base and repertoire for Readers' Workshop!

Secondary math and math co-teachers - "You can be the best math teacher your students will ever have, without having to work harder. Maybe you noticed that when you began using structures after the Day 1 training! We'll explore new structures to help your students become more engaged, challenged, and excited about math. Release the power of Kagan Structures for Pre-Algebra, Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. Surpass the NCTM and Common Core State Standards. Come away with the winning equation: High School Mathematics + Kagan Structures = Increased Engagement, Learning, and Fun!"

Performance-Based Assessments - Want to learn more about assessing our students in new ways? Tired of being measured (you and your students) around test scores? Want to increase student motivation and engagement? Join us for an intro workshop for performance-based assessments (this isn't for people who have already gone to MCIEA training or workshops within the district already).

Admin Assistants: Registering procedures, dropping, revising registration forms for a standardized one, and the difference between the school year procedure and summer procedures. The team will begin working on a procedure and registration manual as well as discussing the following with integration into Aspen: AUP, video/picture release, military piece

for the high school. This workshop is required for all admin assistants at the building and central office level involved in registration in any way.

McCall English Summer Reading Analysis: Share your students' experiences and sort all the data that we have from the summer of 2017 to determine the response rate, frequency, appeal, and response to each text offered. Evaluate student survey data on their experiences comparing this year's model to prior formats. Help determine how to guide the development and refinement of summer reading while it is still fresh in your mind.

IEPs - What does a complete IEP document look like? How do I know if my goals are measurable and attainable? These questions will be answered and we will explore what an exemplar IEP contains- and what it should not. This workshop is for middle school special education staff for now.

Join Winchester Elementary school teachers for a half day at the

Museum of Science: MoS staff will lead a 45 minute science practices overview and highlight relevant resources for teachers to access

independently. Then you will have time to review the new science standards, access Museum resources, and plan for the coming year. Group size is limited to 24 so please make sure you are committed to

coming if you sign up. The program runs from 1:00-3:00 but teachers are welcome to stay and access museum resources until 5:00. Free parking is included and the MoS has laptops to loan if you prefer not to bring your own.

Workshop for TAs: Behavior management strategies and data collection "Learn about the basics of antecedent management strategies, principles of applied behavior analysis, and data collection methods. This course focuses on learning and actively practicing different ways to collect behavior data to make informed decisions on student progress. In addition, this course teaches several different antecedent management strategies and techniques to help decrease problematic behavior in educational settings and gives an overview on appropriate use of reinforcement procedures"

Creating Interactive lessons using GSuites (formerly GAFE): Come with your Chromebook or laptop ready to create lessons for your students to use with their Google accounts. We will show examples of activities using Google Slides, Drawings, and Forms for inspiration. Then you can choose your app of choice, and start creating. Some examples include sequencing, classification, drag and drop math, creative writing, and more. You will leave with ideas, an activity, and the best ways to share out your activity with students and other teachers.

NEASC: This PD offering is for those in the high school who would like to be considered for a leadership role and want to be part of the steering committee. There will be an introduction and discussion of the new pilot process and new standards.

June Academy: This will be the first PD offered for those at the high school who want to begin more in depth talks about how to pursue this initiative. Additionally, this time will be for staff who want to begin to explore curriculum ideas. (Please note that this is still an exploration and not a commitment.)

Co-Teaching at the HS: Teachers in common grades (9th grade teachers with 9th grade teacher, 10th grade with 10th grade) can meet to discuss trends of their shared students and to collaborate on goals, successful tools and more.

Scheduling for the HS: Looking at “Community Time”, what it is and how we can add it into our weekly schedule for high school teachers

Wellness Curriculum Committee - "Continuing our work of reviewing the Mass Model and the Health Frameworks as it applies to Counseling, Health and Wellness, looking at what feel is essential for our learners, and talking about how we assess student learning, including performed based assessments.

Kindergarten TAs (required workshop for those K TAs in attendance) - Learn how to support and enhance student learning in the kindergarten classroom. In this session we will discuss educational goals for this important developmental period. Topics include: Kindergarten curriculum and Massachusetts standards overview, how to effectively teach all learning styles, best practices for responding to student behaviors, and lastly how to guide and assess children’s learning as they assimilate into the school environment.

McCall teaching assistants to do the following:

1. Review Responsibilities
2. Review Schedules
3. Review the evaluation tool used for teaching assistants.
4. Review the chain for providing feedback
5. Receive feedback regarding the start of the school year and how we, as a leadership team can best support them
6. Share ideas regarding what academic support looks like for a 6th, 7th and 8th grader.

Choose Your Own Adventure (can choose this option up to 2 times this year) - Keep in mind that these need to be approved by your building principal ahead of time, you need to work with at least one other colleague, and you need to have a product from your session. If you are planning to do this, please check in with your building principal ASAP for prior approval.

November 7th (Full PD Day)

Supporting Executive Functions in the Inclusion Classroom ** - This PD session will: present different definitions of Executive Function and its related components and their relationship to study skills instruction - explore major EF clusters such as: activation, focus and memory by breaking down why each are important and how we support them in the classroom - provide teachers with take-away strategies, tools, and activities to use in all classrooms

How to Get a Great Grant - Have a dream for your classroom but no way to fund it? Write a grant! Worried about fussing with forms and intimidated by the process? Don't be, the Executive Director of Winchester's education foundation will walk you through the process with tips on local grants and lists of national resources

Kagan for secondary social studies teachers and special education co-teachers. FULL DAY. Whether you teach American or World History, Geography, Civics, Economics, Sociology, Anthropology, or Psychology, you will increase engagement in your classes when you start using powerful Kagan Structures. Foster participation, excitement, and accountability. Learn different ways to organize your classroom, and a dozen management tips! Align your teaching with NCSS Standards. Today's students crave a high level of stimulation, and Kagan Structures are the solution. With the structures in place, you tap students' intrinsic motivation to explore their world. Have students experience the power of participatory democracy with cooperative decision making. Make history come alive by unleashing the power of student-to-student interaction. When you use Kagan's active learning strategies, your students learn more and enjoy class more

It IS easy being green: Bring your iPad and learn how easy it is to create/make with a green screen. Have some fun with a **Hands-on** intro workshop to create photos and short videos using the camera app and Doink on your iPad-- Learn tips and tricks and share ideas. Use your results for app-smashing and Google app projects as well as Google Drive to share student work-
- Examples/ideas include student projects as young as K. Participants will receive the Doink app for the iPad so that they can continue to create. Audience is geared for K-5 but all are welcome.

NEASC - Steering Committee members, Standards Chairs and team volunteers will have the day to unpack the 5 Standards and begin the process of creating a strategy, collecting evidence, answering the Standards rubrics and putting together the Self-Reflection documents. (This will run all 3 sessions - you are welcome to sign-up for 1 or 2 sessions)

NAMI ** - "Allies for Student Mental Health is a two hour professional development program for K-12 educators which brings multiple perspectives on student mental health. A peer, clinician, educator and a family member share their wisdom and experiences to help educators work with students and families as allies to identify and understand mental health conditions at can have a significant impact on the student's academic success and overall well-being."

Projector training how to use the Epson Brightlink projector – cables, remote, and connections – and how to use the Easy Interactive Tools Software. We will cover PC Free and PC interactive mode. If there is enough time at the end of the training, we will also cover the wireless projection capabilities.

JUNE ACADEMY - Teachers will have an opportunity to provide input on the June Academy working Google document, the design and implementation of this exciting endeavor. Teacher will also breakout into mini-groups to brainstorm possible course offerings. The Q+A Google document will be updated and shared out to the faculty following this session.

Strategies for the Readers' Notebook: Inspired by the ideas and lessons from Aimee Buckner's book, we'll explore how to launch a reader's notebook in grades 3-6. A reader's notebook is a place for readers to document their thinking, show growth, prepare for discussions, and respond to text in an authentic way. A notebook is also a tool for readers to link reading and writing, build stamina, and take an active role in deepening their comprehension. You'll leave the workshop with lessons you need to launch a notebook routine in your classroom.

Elementary Literacy Data Analysis: Bring your running records, anecdotal notes, writing samples, and any other literacy data you may have collected on your students. Together, let's look for patterns and plan for whole group, small group, and conferring in your literacy block

Growing Readers - A Closer Look at Shared Reading with K-2 Readers: Join us as we explore the **power** of Shared Reading in your K-2 classroom. We will touch on growth mindset and the drawbacks of over-scaffolding. There will be the opportunity for planning shared readings to use in your classroom right away. Please bring to the session 2-3 engaging books from your collection that are a level or two above your current grade level benchmark expectation. You will use these to plan shared reading lessons

Youth Mental Health First Aid ** This workshop is suitable for all content areas and all grade levels, though recommended for middle school and high school teachers. Youth Mental Health First Aid is an 8-hour training course designed to give you skills to help someone who is developing a mental health challenge or experiencing a mental health crisis. In this interactive workshop, you will learn how to recognize potential risk factors and warning signs for a range of mental health challenges for youth (aged 12-18) and how to use a 5-step action plan. Participants who complete the entire 8-hour training will receive a certificate in Youth Mental Health First Aid. ****Please note** that this workshop will be held from **7:30 to 3:45** to accommodate the entire 8 hours of training necessary for Youth Mental Health First Aid Certification. Lunch will be provided by the Coalition for Safer Community.

SMALL READING GROUPS IN THE READERS' WORKSHOP MODEL: An opportunity to learn more about or refresh your guided reading or strategy group instruction. Together, we will discuss practices for organizing your group time, identify various teaching points, and look at potential plans for different groupings during Readers' Workshop.

Strategies for best supporting students with ADHD **- This workshop is for Teaching Assistants and this workshop will be a review of what ADHD looks like in the classroom, how other disabilities can impact attention, and a variety of intervention strategies. Data collection methods will be introduced, as well as opportunity to review resources.

Physical Science for Elementary Teachers

Do you want to know more of the content behind what you are teaching in Science? How do your grade level standards fit into the big picture for K-12? This workshop will focus on Physical Science for elementary teachers. Staff from McCall will start us off by introducing concepts all teachers need to know. Topics may include: matter, forces and motion, magnetism, energy, and waves. The second part of the session will be given for independent/team planning and curriculum design with upper level teachers on hand to support.

Earth and Space Science for Elementary Teachers

Do you want to know more of the content behind what you are teaching in Science? How do your grade level standards fit into the big picture for K-12? This workshop will focus on Earth and Space Science for elementary teachers. Staff from McCall will start us off by introducing concepts all teachers need to know. Topics may include: Earth's place in the Universe, plate tectonics and large scale changes, weathering and erosion, water on earth, weather and climate. The second part of the session will be given for independent/team planning and curriculum design with upper level teachers on hand to support.

Rethinking homework - Are you tired of hearing how the dog ate your students' homework? This workshop is designed to give teachers in grades 4-12 an opportunity to rethink homework practices. We'll consider the purpose of homework, look at what the research says, and share successful strategies.

Kindergarten Excursion to the Eric Carle Museum in Amherst, MA FULL DAY. This excursion is open to all Kindergarten Teachers. Eric Carle is one of Kindergarten's Author Studies. The museum is built on the premise that picture books help to inspire a lifelong love of art and reading. Come explore the museum of picture book art in the morning, then spend the afternoon at the "Whole Book Approach Workshop." Carpooling plans will be coordinated.

LGBTQ understanding, inclusion and education: a mini workshop

Join us for a two hour introductory session to learn about how to make our schools safer for our LGBTQ students. We will learn vocabulary, discuss scenarios and examine concrete ways we can work towards inclusive spaces for all.

Performance based working group: Have you already had training either in-district in the past year or at the MCIEA and want to continue your work on performance-based assessments? If so, this is an opportunity to work together to brainstorm, provide feedback, and build new performance-based assessments.

World Languages - Writing Curriculum (Understanding by Design) with Proficiency in mind. FULL DAY. We will continue the discussion of proficiency, the ACTFL Standards and the Can-Do Statements in order to incorporate them in our continues work. This is an opportunity for the entire department to learn, work and grow together.

Professional Development Workshop Title: **Instruction that Activates the Entire Reading Brain (THIS WILL BE AN ALL MORNING WORKSHOP)** Description: Children are not born to read. There is not a single gene or neuron that is specifically designed for reading. Instead, each child has to build a circuit that connects all aspect of their word knowledge to ultimately facilitate reading fluency and comprehension. Building fluency is not an easy task. In order to become fluent, children need to develop automaticity within and across all domains of word knowledge. These domains include phonology, orthography, semantics, syntax and morphology (otherwise known as the POSSuM circuit). In elementary school, teachers can support student's development of automaticity by teaching across POSSuM circuit, including building 1) phonological knowledge, through rhythm production, and phonemic awareness tasks; 2) orthographic knowledge, like recognizing common letter patterns such as starter sounds, and rimes, and syllable types; 3) semantic knowledge, through vocabulary activities that instruct around synonyms, antonyms, and multiple meanings of words; 4) syntactic activities that support student's knowledge of the jobs of words in sentences, and finally 5) morphological knowledge that builds an understanding of the ways affixes change the meanings of roots words. This workshop will serve as the first of a two-part series that introduce a variety of teaching routines for building the reading circuit from kindergartners to fifth graders.

Speak Up at School: How to Respond to Prejudice, Bias and Stereotypes This interactive professional development assists educators, allies and youth gain practical tools and strategies to speak up in a timely manner against bias, prejudice and stereotypes at school. Learn how to be firm and confident, knowing that you are creating a positive school climate where all children feel welcome. Participants gain tools and strategies to prepare themselves and their students to speak up and create positive and inclusive school climate

Critical Practices for Anti-bias Education This professional development takes the big picture work in culturally responsive pedagogy and offers a set of critical practices to help educators effectively implement culturally responsive component in their own practice. Learn how to take action and create the conditions that bring the seven main components of Culturally Responsive Pedagogy to life:

Using an Equity Literacy Framework to Disrupt School-based Inequities Strategies for reaching and teaching students of all identity groups that rely solely on individual interventions give educators permission to ignore systems of inequality, rely on stereotypes and focus on deficits. This interactive professional development addresses how to move from a deficit-based approach to an equity literacy framework for meeting the needs of all students and families. Using a common definition of equity, participants will work together as a professional learning community to define a shared vision of equity in their school, uncover existing inequities, devise a plan to disrupt those current inequitable policies and practices and draft a plan to create and sustain equitable policies and practices for all students and their families.

Creating a School Home Connection with Google Sites and Blogger: I want an easy way to share what is happening in my classroom. I've heard about class blogs and websites, but which is best suited to my needs? In this workshop, we'll help you decide the platform which best suits your needs and how to involve your students in creating the content.

Learning with Google Drawing Tools: Learn how to use Google Drawing Tools on a Chromebook with your students to create illustrations, diagrams, eBooks (without audio), mindmaps, Glogster style projects. Projects can be imported onto an iPad later to add voice.

Exploring Calkins Readers' Workshop: Elementary teachers currently participating in the Calkins Reading Workshop pilot this year and/or those that are interested in beginning an exploration of this curriculum can come together to overview Readers' Workshop, look at the Calkins' Units of Study resources, consider the implications of this approach, and plan for next steps.

Interacting with emotional middle schoolers: A survival guide. This session provides and overview of the various emotional challenges experienced by middle schoolers, discusses factors contributing to these difficulties, and provides simple/doable strategies for responding to them. The goal is for attendees to leave the session with (a) increased understanding of middle schoolers' emotions, and (b) simple ways of supporting and/or responding to emotional concerns in the classroom.

This workshop will focus on **autism**. ** The primary focus will be to look at our perspectives on this disability as teachers and try to gain a deeper understanding of how autism impacts children and ways that we can best support the students in our classrooms. As a way of doing this we will look at self-advocate perspectives as well as discuss strategies for supporting students in your classrooms through the use of communication strategies or behavior support strategies.

"Supporting our students. Working with the Anxious Child and Their Families" ** During this seminar, educators will: 1. Identify challenging behaviors and possible factors. 2. Discussing strategies to best support student needs. 3. Working in meaningful collaboration with the families to support them and the child. Audience: K-12 staff

ADHD is Not a Four-Letter Word! ** This workshop explores how to best help students with ADHD/ADD. Teachers will leave this class with not only a massive toolbox of easily implemented strategies, but also methods to capitalize upon the unique strengths of the student with ADHD.

Now that we've had a fun-filled wedding reception, it's time for the happy couple to jet off for the honeymoon. **Administrative Assistants** are invited to join us in a mysterious honeymoon locale (details to follow) where we'll continue to work on developing consistent district-wide procedures. As part of this, we'll be joined by another district's Director of Student Information with Aspen.

What to have information from Aspen at your fingertips for Students and/or Staff? Join us to learn how to create a query, filters, and field sets that would allow information you want to see in Aspen in a few clicks.

TA evaluations - For Teaching Assistants - want to be part of redesigning our TA evaluation system? Based on TA feedback, we would like to improve our evaluation instrument and process. This workshop is designed to be a brainstorming session ONLY. Evaluation is part of the bargaining process, so the purpose of this workshop would be to provide feedback to the group negotiating. Please bring ideas and instruments/processes from other districts if you would like. We look forward to generating some great ideas!

Co-teaching ** - Are you currently co-teaching? Want to share best practices? Want to share some hurdles and challenges and gain new ideas and approaches? Then this is the workshop for you! Please join us as we share our learning, growth, practices, and make/take ideas.

Chromebook Accessibility: Explore tools and free resources to help create a learning environment for all students ** (*Participants should bring a Chromebook*) Chromebooks have a variety of accessibility features to explore with students and users with diverse needs. New options include: select to speak and side by side multitasking windows. We will walk through the Chromebook accessibility features and look at extensions and apps that are especially relevant to students. The second half of the workshop will examine free resources, images and video for adapting or enhancing classroom content.

Speech-Language Data Analysis: Bring and review our new assessment tools (CASL-2, OWLS, Functional Communication Profile), evaluation data, background information, informal notes, writing samples, and any other language data you may have collected for your students. Together, let's look at case studies, evaluation methods, and goals/objectives for speech-language intervention.

Teaching Students to be Global Citizens through literature: Are you looking for good picture books to teach core values such as respect, kindness, honesty? This workshop will help teachers learn how to encourage students to become global citizens through literature and civic responsibility. Using various websites like Brightly and A Mighty Girl teachers will explore picture books and online resources to teach their school's core values. There will time for teachers to work together to plan activities and share literature that can be used in their classroom or school wide.

Middle School Science and Special Ed Teachers - Shifting Science: Working on the curriculum changes as we move to align with NGSS

LabQuest2 Training for Science and Special Ed Teachers: Come explore how to best utilize LabQuest2

Co-Teaching in Secondary Science - Planning on how to best meet the needs of all learners in co-teaching science classrooms

10-12 For **Music Teachers:**** Dr. Rhoda Bernard will lead a workshop on effectively including students with disabilities into the music class

1-3 For **Music Teachers - ****workshop on implementing strategies learned during workshop on including students with disabilities into music classrooms

Beginning, Middle and End Skills Checklist and Kit for Preschool Teachers FULL DAY.: This workshop will guide preschool teachers into further development of common expectations for skill development in 3 year olds and 4 year olds based on the Massachusetts Curriculum

Frameworks, the Teaching Strategies Gold Assessment Tool, and the professional knowledge that the preschool teachers bring to the workshop. In addition, the preschool teachers will be supported in update the format on which to collect data as well as a the kit to support the collection of the data.

Health PD: Learn basic information about epilepsy, types of seizures and triggers, as well as basic first aid and safety during seizures. Susan Welby has been with the Epilepsy Foundation since 2001, and has provided more than 400 presentations on epilepsy to a wide variety of audiences.

Black and White Film Photography Workshop

I know you're all saying "Wow! People still shoot Black and White film?" Sign up for this workshop and you will learn why there is a renaissance happening with this exquisite photographic process.

The workshop will take place at Winchester High School in its newly renovated, state-of-the-art Photography suite.

Our objectives for the workshop are;

- To learn some B&W darkroom basics and the processes of camera photography
- To learn about processes that are still current and relative to the way we access and create imagery
- To discuss ways photographic processes might be used as solutions for multi-media, differentiated and creative projects and assessments.
- To learn and appreciate what many of our students are capable of and passionate about
- To discuss and determine interdepartmental connections and future collaborative opportunities between teachers across departments

Participants will learn the basics of black and white photography including;

- Creation and use of a pinhole camera to take outdoor photographs
- Operation of 35mm camera and development of 35mm Black and White film
- Operation and use of photographic enlarger and chemicals to make photographic prints

All participants will need to arrive at the start of the workshop with a fully exposed roll of 35 mm black and white film (you will need to "shoot" a roll of B&W film). Teachers who do not have access to a 35 mm camera can contact Robert Gillis or Jenn Levatino before Nov.1 to arrange for a camera loan. Film can be purchased through Robert Gillis in the Art Department.

- Film MUST be one of the following brands in order to be processed for use:

- o Ilford HP5 Plus 400 Black and White Negative Film
- o Kodak Tri X 400 Black and White Negative Film

Service-Learning, Leadership, and Creating a Global Classroom:

The purpose of this PD is to help teachers create lesson plans that connect school-based curriculum with the inherent caring and concern that young people have for their world – whether in their classroom, at a local food bank, or in a distant rain forest. By adding service-learning to your classrooms you make school and education more relevant for your students. Students benefit academically, socially, and emotionally; develop skills; explore numerous career options; and better appreciate the value of civic responsibility and actively participating in their community. Whether you are interested in learning more about service-learning, need help getting a project idea off the ground, or are looking to make a current project more robust, this is the PD for you.

Performance-Based Assessments - Want to learn more about assessing our students in new ways? Tired of being measured (you and your students) around test scores? Want to increase student motivation and engagement? Join us for an intro workshop for performance-based assessments (this isn't for people who have already gone to MCIEA training or workshops within the district previously).

What I thought I knew about the Special Ed Process for general education teachers....**

This PD will look at the special education process, eligibility- how is this determined, what is expected of me as a general education teacher and effective meeting tips.

IEPs **- What does a complete IEP document look like? How do I know if my goals are measurable and attainable? These questions will be answered and we will explore what an exemplar IEP contains- and what it should not.

I registered with **NPEN FULL DAY**

Choose Your Own Adventure (can choose this option up to 2 sessions this year) - Keep in mind that these need to be approved by your building principal ahead of time, you need to work with at least one other colleague, and you need to have a product from your session. If you are planning to do this, please check in with your building principal ASAP for prior approval.

January 31st (1/2 day)

Teaching Tolerance: *Responsive Discipline: Reframing Classroom Management*: Effective classroom management is critical to supporting student engagement and achievement. You can spend hours crafting a creative, engaging, standards-based lesson, but that lesson will be of little use if taught in a chaotic or unsafe classroom. Classroom management issues are a leading cause of educator burnout. What's more, poor classroom management can harm students by diminishing instructional time and pushing students out of class. This professional development offers tools to help demystify common behaviors and reinforce what works.

Objectives:

- Understand the functions and complexities of student behavior
- Explore responsive strategies to respond effectively to student behavior
- Learn tools and strategies to foster positive and supportive classroom climates

Admin Assistants will continue their collaborative work to create consistency, efficiency, and effectiveness across the district with shared practices. For this session, a representative from DESE will join the team to work on coding and data reporting. Don't miss out on the learning and team building fun".

Middle School Science teachers: Continue to develop curriculum for the transition to the new state standards, including building curriculum map, lesson plans, and investigating new text resources. In particular, 7th grade will be making the transition for the 2-18-2019 school year."

A collaborative transition session involving the 5th and 6th grade special education staff (liaisons) from the district facilitated by a Special Education Supervisor. To discuss the vision of how a quality IEP is written for the student's success in transitioning to middle school. We would really appreciate at least one representative from each building, however all are welcome to this discussion.

McCall English Text Choice Study: Investigate the list of texts studied as a child progresses from grade 6 through grade 8 at McCall. Identify the mirrors and windows that those texts offer our students and determine populations that may be over-represented or missing from our canon. Use this analysis to inform supplemental text selection and budget allocation in the future.

Teaching Games for Understanding (TGFU): In this model, students learn elements such as activity appreciation, tactical awareness, decision-making, application of skills and performance. It is a student-centered approach, allowing our students to facilitate their learning, ask questions, problem-solve, and transfer their knowledge to other units and lessons

throughout the year in the gymnasium and beyond. This model allows us to maximize the potential of tactical transfer and assess learning outcomes across all domains with a games-centered focus. Please be sure to wear comfortable clothing and sneakers, as we will be actively participating as we learn and discuss the Teaching Games for Understanding Model and its benefits.

World Languages - Writing Curriculum (Understanding by Design) with Proficiency in mind. We will continue the discussion of proficiency, the ACTFL Standards and the Can-Do Statements in order to incorporate them in our continues work. This is an opportunity for the entire department to learn,work and grow together.

Computer Science in the Elementary/Middle school curriculum

Let's explore the new Digital Literacy and Computer Science standards and STEM standards and how computer science or programming can be taught to elementary and middle school students. What knowledge do teachers need to teach this content? Are there pre-existing curriculums that can be used? How can this content be integrated into other disciplines?

Audience: ITS, computer teachers, math and science teachers

NAMI (National Alliance on Mental Illness) In Our Own Voice presentations change attitudes, assumptions and stereotypes about people with mental health conditions. Th

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a personal perspective of mental illness, as presenters with lived experience talk openly about what it's like to live with a mental health condition. Our trained presenters humanize the misunderstood, highly stigmatized topic of mental illness by showing that it's possible—and common—to live well with a mental health condition.

Projector training how to use the Epson Brightlink projector – cables, remote, and connections – and how to use the Easy Interactive Tools Software. We will cover PC Free and PC interactive mode. If there is enough time at the end of the training, we will also cover the wireless projection capabilities.

Digital Assessments - Join us to test-drive and create your own formative assessments using a range of free, kid-friendly tools and for all ages, including options for limited or no student devices. Explore options for automatic grading with extensions such as Flubaroo, collaborative assessments, student-created quiz games that help kids prepare for upcoming assessments in

novel ways. Participant interest will determine the specific tools you choose to focus on during the session, but can include Plickers, Quizlet Live, Quizziz, Google Quizzes, and more

The Coping Classroom: This workshop will give teachers and support staff hands on tools and ideas to help make their classroom a “coping classroom.” Calming strategies, coping skills, behavior management ideas, and techniques for meeting and navigating intense emotions will be given.

Anxiety and School Performance: Anxiety that students experience not only challenges academic progress, but also significantly affects behavior. This workshop will review how anxiety affects student behavior and performance, and strategies that can be employed to help students effectively manage the demands of school and home. ***PLEASE NOTE THIS WORKSHOP WILL TAKE PLACE BETWEEN 12:00-2:15***

ELL - Creating and Using Student Profiles to aid classroom instruction. Participants will examine student profile models and create asset based student profiles for their students. Initially designed for ELLs, can be used with any student. Please bring WIDA scores or additional data if available. Additional resources to be used will include Teaching to Strengths by D. Zacarian, L. Alvarez-Ortiz, and J. Haynes. Please bring a laptop or Chromebook as profiles may be created with Lucid Chart. For all K-12 staff.

Elementary Science Grades K-2: Want to get some new ideas for teaching science and still have time to plan with your team? Come to see model lessons, explore resources, and plan for your upcoming units.

Elementary Science Grades 3-5: Want to get some new ideas for teaching science and still have time to plan with your team? Come to see model lessons, explore resources, and plan for your upcoming units.

Beginner Google Drive and Apps: Haven't had an opportunity to explore Google Drive or Apps yet? This workshop will cover **BASIC** google drive skills and an **introduction** to Docs, Slides, and Forms. Do you have questions like- Where did my Doc go? How do I share with colleagues or parents? How do I get projects from my iPad to my Drive? Then this workshop is for you! Time will be available to: create, play, and become more comfortable with Google apps, share ideas with others, and ask ANY questions. Please bring your device.

RULER/SOCIAL-EMOTIONAL - Are you Interested in learning more about RULER and other social emotional strategies/approaches and why they are beneficial for students? Are you already using RULER and/or social emotional strategies and want to talk to others about how they are incorporating it into their classrooms? Want to talk about ideas on how you can work across all curriculum areas with these? Do you want to ask questions about how you can think about RULER and social emotional strategies for your classroom? If yes, come join the group, learn from the expertise of your colleagues, and make/take for your own classroom! This is for grades 4-8.

Accommodations Answers & Tips for a successful IEP Meetings

Join in an active discussion about PLEP A accommodations and MCAS accommodations. We'll talk about universal, discretionary, presentation/response, special, ELL accommodations. Suggestions, strategies and tools for special education and general education teachers to effectively prepare and participate in IEP meetings.

NEASC Work: High School Faculty has the opportunity to complete the evidence submission/organization portion of the NEASC process. Working in pairs or more, the compiled evidence should be critically analyzed so that only the *essential* work and examples of our "best practice" are submitted into each Standard category. Participants should organize their process directly with their Standards Chairs or members of the Steering Committee for final approval.

Performance based working group: Have you already had training either in-district in the past year or at the MCIEA and want to continue your work on performance-based assessments? If so, this is an opportunity to work together to brainstorm, provide feedback, and build new performance-based assessments. Please bring your materials you have started or materials you would like to get started with :-)

Strategies for the Readers' Notebook: Inspired by the ideas and lessons from author Aimee Buckner, we'll explore how to launch a reader's notebook in grades 3-6. A reader's notebook is a place for readers to document their thinking, show growth, prepare for discussions, and respond to text in an authentic way. A notebook is also a tool for readers to link reading and writing, build stamina, and take an active role in deepening their comprehension. You'll leave the workshop with lessons you need to launch a notebook routine in your classroom.

Structuring your Elementary Literacy Block for Student Learning: Are you thinking about adjusting the way your literacy block is set up? Whether you are already looking at how you will do it next year or just considering some changes for this year, let's come together to talk about

what is important for your students and to you during your literacy (reading, writing, word study) block and think about ways to "fit it all in."

Small Groups in the Reading Block: Join us as we talk about how to structure your small groups (guided reading & strategy groups), use formal and informal assessments to plan for your groups, and access resources that are meaningful.

This is a professional development opportunity for **Teaching Assistants at the High School** level who would like to learn more about strategies for supporting students in the general education setting. There will be an time to discuss how to navigate the general education classroom setting and an opportunity to discuss questions that arise in this role.

MCAS ALTERNATIVE ASSESSMENTS - Receive feedback and discuss your students' portfolios-in-progress by- having your questions answered by expert teachers, sharing ideas for collecting high-quality evidence and data, and take time to organize and work on your students' portfolios.

9th Grade Math Curriculum Group will work on breaking out the standards for the new 9th grade course by creating specific SWBATs for the 2 courses and beginning to prioritize (by color coding) these SWBATs.

Elementary Art Educators: In-house workshop exploring TAB (Teaching for Artistic Behavior) at Lincoln. Teachers will be exploring the concepts, strategies and logistics behind successful adaptation of TAB practices in the K-5 program.

Secondary Art Educators: In-house workshop exploring repousse and chasing techniques. Connections to jewelry making and metal sculpting will be addressed as educators familiarize themselves with these techniques. This will be a processes exploration, but also an opportunity to discuss changes in, and align the 3D program from grades 6-12.

Beginning, Middle and End Skills Checklist and Kit for Preschool Teachers: This workshop will continue the work that was started on the Full Professional Development Day in November. The group will work to review the development of common expectations for skill development in 3 yearolds and 4 year olds based on the Massachusetts Curriculum Frameworks, the Teaching Strategies Gold Assessment Tool, and the professional knowledge that the preschool teachers bring to the workshop. In addition, the preschool teachers will be supported to update the format on which to collect data as well as to develop a kit to support the collection of data.

Choose Your Own Adventure (can choose this option up to 2 times this year) - Keep in mind that these need to be approved by your building principal ahead of time, you need to work with at least one other colleague, and you need to have a product from your session. If you are planning to do this, please check in with your building principal ASAP for prior approval.

March 6th (1/2 day)

Beginning, Middle and End Skills Checklist and Kit for Preschool Teachers: This workshop will continue the work that was started on the Full Professional Development Day in November. The group will work to review the development of common expectations for skill development in 3 year olds and 4 year olds based on the Massachusetts Curriculum Frameworks, the Teaching Strategies Gold Assessment Tool, and the professional knowledge that the preschool teachers bring to the workshop. In addition, the preschool teachers will be supported to update the format on which to collect data as well as to develop a kit to support the collection of data.

4 Things Every Teacher Should Try in 2018

In this workshop, teachers will be introduced to 4 new technologies, use them, and then brainstorm how these new technologies could be integrated in their classroom

1. Virtual Reality
2. Screencasting
3. SketchNoting
4. Google Keep

MUSIC DEPARTMENT: Members will participate in a discussion on selection of repertoire, rehearsal structures, scheduling for large ensembles, and major shifts with instrumentals.

Art Department staff: in-house investigation/research session on contemporary artists shown at local museums specializing in 3D works. Research will inform pending updates to our current K-12 curriculum. Elementary will be working together at Lincoln and Secondary at McCall and HS.

EL - Creating and Using Student Profiles to aid classroom instruction. Participants will examine student profile models and create asset based student profiles for their students. Initially designed for ELLs, can be used with any student. Please bring WIDA scores or additional data if available. Additional resources to be used will include Teaching to Strengths by D. Zacarian, L. Alvarez-Ortiz, and J. Haynes. Please bring a laptop or Chromebook as profiles may be created with Lucid Chart. For all K-12 staff.

Learn about de-escalation techniques and various antecedent management strategies to help prevent behavioral crises from escalating. These techniques are valuable for all educators looking for tips on how to better manage behavioral incidents within the classroom.

Civil Discourse and Deliberative Dialogue from Teaching Tolerance

Description: This professional development takes the big picture work in cultural proficiency and offers a set of critical practices to help teachers effectively implement culturally responsive communication components in their own practice. Learn practical strategies for creating space where academic and social-emotional goals are accomplished side by side. Take action and create the conditions that reflect diversity, equity and justice and make components of culturally responsive pedagogy part of larger individual, school and community action. Reflect on how your identity influences opinions, relationships and interactions in daily exchanges. Engage in conversation that explores and celebrates diversity and builds understanding of community engagement. Exercise (and gain) the tools necessary to productive, reasoned and lively discussions on a variety of important topics.

Creative Computing with Scratch

Learn programming with your students (Grades 3-5). Program stories, interactives, simulations, musical instruments, speaking dictionaries, even games! If you can imagine it, you can program it! We will use Scratch developed by Lifelong Kindergarten Group at the MIT Media Lab. You don't need any prior programming experience.

NAMI (National Alliance on Mental Illness) In Our Own Voice presentations change attitudes, assumptions and stereotypes about people with mental health conditions. This presentation provides a personal perspective of mental illness, as presenters with lived experience talk openly about what it's like to live with a mental health condition. Our trained presenters humanize the misunderstood, highly stigmatized topic of mental illness by showing that it's possible—and common—to live well with a mental health condition.

Laying the Groundwork for Fluency in K-2 with Melissa Orkin

Reading fluency plays a critical role in students' overall achievement. Yet building fluency remains one of the most complex and comprehensive tasks a teacher can undertake, in part because fluency represents mastery in all aspects of word knowledge. Beginning in kindergarten, teachers can lay the groundwork for later fluency development by supporting the automaticity of early reading skills and helping to connect all aspects of word knowledge including phonics, vocabulary, parts of speech, roots and endings. This workshop will offer K- 2 teachers a series of small group teaching routines that support the development of automaticity across all aspects of word knowledge.

This workshop will focus on the prevalence of **anxiety in our schools**, common causes of anxiety, what anxiety looks like in students and ways to help students manage their anxiety.

Growth Mindset for elementary:

Join us to learn about various classroom-ready growth mindset activities that include performance-based assessments!

IEP Writing - What does a complete IEP document look like? How do I know if my goals are measurable and attainable? These questions will be answered and we will explore what a exemplar IEP contains- and what it should not. This workshop is for middle school special education staff for now.

Breakout and Escape Challenges for Curriculum:

Be prepared to actively participate in an immersive challenge, and experience the concept of breakout or escape games. This is an engaging way to have students thinking critically and working collaboratively while using growth-mindset skills. Time will be available to explore free resources and breakouts available to facilitate your own curriculum related experience. This breakout session will cover both physical and digital; however, devices will be provided.

World LanguagePlease join the **WL Department** to continue their work with proficiency, gather and share evidence, and work on program review

Classroom Engagement - Meet the needs to all learners. Engage all kids. Learn strategies you can implement the next day. Come ready to move, create, and become engaged yourself.

Engagement in the Classroom - A Social Studies perspective This workshop will highlight 4 different lessons in the Social Studies, designed to get students active and engaged with the

content they are studying. Sample lessons will be led by teachers from the Social Studies department, but you don't have to be a Social Studies teacher to participate. If you are interested in learning different engagement strategies, want to get the feeling of being back in a Social Studies classroom or just want to learn with, and from, your peers, come join us and see how we make history come alive for our students.

LGBTQ Competence in Schools In this workshop, we will cover an introduction to the concepts relevant to LGBTIQQA* (lesbian, gay, bisexual, transgender, intersex, queer, questioning, and asexual) students, review information about the specific needs and risks for LGBTQ students, and talk about what staff can do to help create a supportive environment in Winchester schools.

Rethinking elementary math assessments: Tired of automatically using EDM assessments? Are your students tired of these assessments? Hoping to bring some passion and excitement to your math learning and assessments? If so, this is the workshop for you! Feel free to bring some particular units/standards that you want to work on, or there will be ideas/materials in the workshop.

Middle School Science teachers: Continue to develop curriculum for the transition to the new state standards, including building curriculum map, lesson plans, and investigating new text resources.

Mindfulness: Have you already taken a course through Mindful Schools? Another kind of professional development around mindfulness? If you already have some background on mindfulness (you do NOT need to be an expert - you can still be a beginner :-)) and you have an interest in learning more, sharing, and growing on this topic, this is the workshop for you! We will be exploring our own experiences and beginning to talk about how to use mindfulness in our practices. Please join us!

Kindergarten Profile Work Continues....come and check in on the changes made and help work on next steps. We will work on analyzing and adapting our rubrics."

Teen Depression Workshop

This workshop is offered for school faculty and covers what depression is, how to talk to teens and parents about it, and what to do if help is refused. This workshop is presented by Families for Depression Awareness.

Join us to tackle some of the more challenging new science standards. This session is for fourth grade teachers planning units on energy, motion and waves and for third grade teachers planning or revising new fossil and heredity units. Come to share resources, see model lessons, and plan with others. Specific new content, resources and lessons will be available for those who have already attended a science planning workshop.

LBLD and Ambrose SLC - Continue the conversation about the mission, structure and logistics of specialized programming for students with complex intellectual and language-based profiles. Open to special education teachers working in specialized learning centers at Ambrose and Vinson Owen.

A collaborative opportunity for school psychologists to discuss the transition of psychology services across levels (preschool, elementary, middle, high school); a reference guide outlining the delivery options of psychological services will be drafted.

Choose Your Own Adventure (can choose this option up to 2 times this year) - Keep in mind that these need to be approved by your building principal ahead of time, you need to work with at least one other colleague, and you need to have a product from your session. If you are planning to do this, please check in with your building principal ASAP for prior approval.

May 11th (1/2 day)