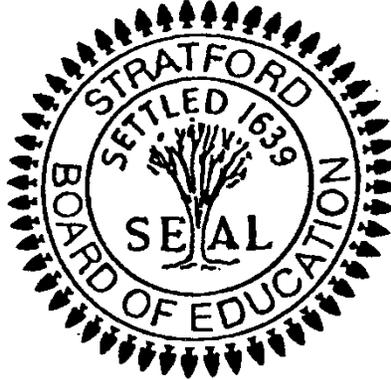


# STRATFORD PUBLIC SCHOOLS

## Stratford, Connecticut



*“Tantum eruditi sunt liberi”*  
Only The Educated Are Free

### Professional Learning Plan 2017-2020

Adopted by the Board of Education  
August 28, 2017

Janet Robinson, Ph.D.  
Superintendent of Schools

Linda Gejda, Ed.D.  
Assistant Superintendent of Schools

**PDEC MEMBERS 2016-2017**

**Administrators**

**Teachers**

NAME	SCHOOL	ROLE
ALVES, JENNIFER	SHL	COORDINATOR EARLY CHILDHOOD
BOYLE, AIMEE	BOE	COORDINATOR SPECIAL EDUCATION
CERIELLO, KATHERINE	BOE	COORDINATOR SPECIAL EDUCATION
CHRISTIANO, DIANE	BOE	COORDINATOR CAREER AND TECHNOLOGY EDUCATION
CONRAD, ERIC	CHAPEL	ASSISTANT PRINCIPAL
FLOREK, VICTORIA	ELI WHITNEY	PRINCIPAL
FRAZIER, BRIAN	BOE	COORDINATOR FINE ARTS, HEALTH, PE
GEJDA, LINDA	BOE	ASSISTANT SUPERINTENDENT
GREIST, HAROLD	BOE	COORDINATOR MATH AND SCIENCE/STEM
GRIGAS, GREG	FLOOD	ASSISTANT PRINCIPAL
LASEK, MARGARET	BOE	HR SUPPORT SPECIALIST
MCNEILL, SHERROD	FRANKLIN	PRINCIPAL
NAJARIAN-GARB, JOANNA	BOE	COORDINATOR LITERACY 7-12
NOGA, JIM	SHL	PRINCIPAL
PAUL, KOREN	SA-SOTO	PRINCIPAL
SCHMIDT, SUSAN	BOE	COORDINATOR LITERACY PREK-8
SINGLETARY, JIM	WOOSTER	ASSISTANT PRINCIPAL
TATTO, FRANCIS	BHS	ASSISTANT PRINCIPAL

NAME	SCHOOL	
BLAKE, JENNIFER	WILCOXSON	READING
DRISCOLL, TRICIA	SHL	READING
IORELLO, MICHAEL	SHS	SECONDARY ENGLISH
FONSECA, ANDREA	SHL	READING
GINICOLA, MICHAEL	NICHOLS	PHYSICAL EDUCATION
GUSTAFSON, CONNIE	ELI WHITNEY	GRADE 3
LOZINAK, KATHLEEN	CHAPEL	GRADE 4
LYNN, KATIE	FLOOD	GUIDANCE COUNSELOR
MCMELLON, JUDITH	SA-SOTO	KINDERGARTEN
MEIMAN, KATHRYN	WOOSTER	SOCIAL STUDIES
NAXHAKU, EMIRA	SA-JOHNSON	GRADE 5
OKAI, ROSE	BOE	MATH COACH
QUICK, CHERYL	SHL	PHYSICAL EDUCATION
ROSENBERG, SAMANTHA	FRANKLIN	GRADE6
RECORD, KRISTEN	BHS	SCIENCE
TAIT, CARRIE	BHS	SCIENCE
TRYON, LISA	SHS	SCIENCE
TSICHLAS, JESSICA	NICHOLS	GRADE 4

## **Vision of Professional Learning**

The vision of professional learning in the Stratford Public Schools is to support educator learning to maximize student growth. Professional learning is aligned to Stratford's Vision, Mission and Goals, which is driven by student, educator and system data in order to provide high quality instruction to all students.

### **Mission**

The mission of the Stratford school community is to ensure that all students acquire the knowledge, character and 21<sup>st</sup> century skills to succeed through high quality learning experiences and community partnerships within a culture of diversity and respect. The mission of the Professional Development and Evaluation Committee (PDEC) is to operationalize the district mission by providing opportunities for ongoing growth and learning for educators in order to enhance student learning outcomes.

### **Overview**

The professional growth of our staff is critical to the progress of our school system. All certified staff and classroom based noncertified members participate in relevant learning experiences that are connected to our Vision, Mission and Goals. Our professional learning opportunities are developed in accordance with the Connecticut Standards for Professional Learning, based on correlating professional learning and student outcomes.

The Professional Development and Evaluation Committee (PDEC) oversees the development, implementation and assessment of professional development. PDEC provides significant input into the selection of learning opportunities. Each committee includes staff across grades and disciplines to ensure representational and diverse perspectives. The PDEC has adopted a continuum related to depth of learning levels for educators in order to meet student needs. Since adult learning ranges from awareness to mastery, every effort will be made to meet educators where their needs are on the continuum. Please see the final page of this plan for a detailed description of the continuum.

Additional opportunities are tailored to meet the unique needs of staff members. Beginning teachers participate in a multi-year process of support through the district's Teacher Educator and Mentoring (TEAM) program. Mandated training in areas such as DCF reporting, bullying, OSHA, and Personal Management for School Teams are ensured as prescribed by state regulations. District requirements such as overnight chaperone training and technology acceptable use policies are provided.

Diverse opportunities are offered annually through district, school, department, and individualized means. All certified staff participate in three full-day professional development

programs per year, two prior to the opening day of school and one on Election Day. We also offer a half-day professional learning opportunity each year in April. In addition, there are monthly faculty, department and grade-level meetings and early release days for teacher collaboration that further support professional learning. Multiple learning venues including workshops, independent study, webinars, action research, study groups, are encouraged to support optimal learning conditions and outcomes for all staff members.

Please note that this plan will reviewed, revised and updated annually by the PDEC.

## **The Connecticut Standards for Professional Learning**

**Cultural Competence:** Professional learning that enhances both educator practice and outcomes for each and every student *facilitates educators' self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally-responsive strategies to enrich the educational experiences for all students.*

**Learning Communities:** Professional learning that enhances both educator practice and outcomes for each and every student *occurs within learning communities committed to continuous growth, collective responsibility, family and community engagement and alignment of district and school vision and goals.*

**Leadership:** Professional learning that enhances both educator practice and outcomes for each and every student *requires and develops leadership capacity at all levels to advocate for and create systems for professional learning.*

**Resources:** Professional learning that enhances both educator practice and outcomes for each and every student *requires purposeful planning for the identification, coordination, monitoring, evaluation, and equitable use and allocation of resources to support educator learning.*

**Data:** Professional learning that enhances both educator practice and outcomes for each and every student *requires the use of both quantitative and qualitative student, educator and system data to plan, implement, monitor and assess professional learning.*

**Learning Designs:** Professional learning that enhances both educator practice and outcomes for each and every student *integrates research on effective adult learning and uses flexible learning designs to achieve intended outcomes.*

**Implementation:** Professional learning that enhances both educator practice and outcomes for each and every student *applies change research and uses tools to identify and support the developmental stages of change and ensures the fidelity of implementation.*

**Outcomes:** Professional learning that enhances both educator practice and outcomes for each and every student *is aligned with district/school goals, relevant Connecticut standards, and other agreed-upon standards for educator practice and student growth.*

*(Adopted by the State Board of Education May 6, 2015)*

## Guiding Principles

The **CSDE Connecticut Standards for Professional Learning Guidelines** reflect the following shifts in thinking about professional learning:

<b>Less</b>	<b>More</b>
Arbitrary, not aligned to student and educator growth expectations	Driven by student, educator and school system data
Focused on generic instruction	Focused on depth of knowledge, including cross-disciplinary and discipline-specific instruction and/or practice
Large group, formal, one-size-fits-all to build awareness	Informal, self-directed and collaborative learning to develop, refine and enhance practice
Occasional, episodic learning	Cycles of continuous improvement

The **Connecticut Standards for Professional Learning** provide a framework that supports the rationale, design and implementation of professional learning in the Stratford Public Schools.

### In-District Professional Learning Opportunities

- District Professional Development Days
- Teacher Collaboration Days
- Faculty Meetings
- Department/Grade-Level Meetings
- Voluntary during school or after-school professional learning

## **Out-of-District Professional Learning Opportunities**

“Stratford Public Schools recognizes the need for ongoing professional learning for every educator in the district and will therefore make funds available to support professional development outside of the district. Resources are limited and will be distributed based on professional learning priorities.

“The district shall pay the reasonable expenses (including fees, meals, lodging and/or transportation) incurred by teachers who attend workshops, seminars, conferences, or other professional improvement sessions at the request and/or with the advanced approval of their principal or immediate supervisor and the Superintendent or his/her designee.” (SEA Contract).

The form is currently available on the SBOE intranet and should be submitted to the Assistant Superintendent’s office.

## **The Professional Development and Evaluation Committee (PDEC)**

The Professional Development and Evaluation Committee (PDEC) is charged with the following annual responsibilities: **(CGS 10-220A)**

- Research and discuss best practices in professional learning
- Help to set priorities for professional learning for the district
- Help to create staff surveys for professional learning opportunities
- Report professional learning opportunities to faculty
- Help to develop the Professional Development Calendar
- Develop, review and revise the Stratford Educator and Administrator Evaluation Plan on an annual basis.

### **Long-term and ongoing goals of the PDEC include:**

- Professional learning opportunities will reflect the Stratford Public Schools Mission Statement and priorities.
- Professional learning will be aligned with state requirements, system-wide, building, department, and personal goals.
- The PDEC will work with Central Office administration to establish a coordinated system of professional learning, teacher evaluation, and student learning.
- The PDEC will facilitate efforts to ensure sufficient time and resources are allocated to support professional learning activities.

- There will be increased opportunities for staff and teacher leaders to design and lead professional learning activities that align with school goals.
- The PDEC will make every effort to balance the needs of district and building initiatives with teacher needs for small, personalized and/or individualized professional learning.

### **Membership**

The PDEC is made up of administrators and teachers (including at least one member who represents the teachers' collective bargaining unit). The goal is to have at least one teacher and one administrator from each building, representing all grade-levels, content areas and Pupil Personnel Services. Participation on the committee is voluntary and requires the approval of an administrator. Members who wish to leave the committee are encouraged to find their own replacement within the area they represent. The superintendent or their designee will appoint the co-chairs of the committee.

### **Subcommittees**

When additional work needs to be completed but does not require the entire membership to work on it, sub-committees may be form. Any work done by the sub-committees need to be brought back to the full membership for approval. The following sub-committees should meet at least once per year

- Professional Learning Steering
- Teacher Evaluation Plan
- Administrator Evaluation Plan
- District-wide Professional Learning Days

### **Meetings**

The PDEC will meet on a monthly basis as a full committee. Sub-committees may schedule their own meetings on an as-needed basis. Agendas and minutes from the monthly PDEC meetings will be available for all staff via Google Docs.

### **Budget**

The PDEC shall work closely with the Assistant Superintendent and/or Chief Operations Officer to develop and manage an annual budget for in-district professional learning.

## **Dates of Professional Learning**

Per the school calendar, three and one half days will be designated as “Professional Development Days” on the school district calendar annually. In addition, early-release days will be designated as “Teacher Collaboration Days” (per BOE approval). Professional Learning days shall be designated as meeting by building or by district. On early release days for teacher collaboration, schools will meet with their partner schools unless otherwise approved by the Superintendent or his/her designee.

## **Planning -The Role of the Teacher**

The district will offer at least one designated Professional Learning Day per year to be designed and led by teachers. Teachers who wish to lead professional learning will create and present a proposal for approval by the PDEC. Teachers who lead professional learning will be paid for two hours of preparation for each hour of presentation. The hourly rate shall be in accordance with the SEA contract. Teachers who are “turn-keying” information from previous professional learning experiences that the district paid for, or who are re-delivering a presentation they have previously given, would not be eligible for additional remuneration. Teachers who lead professional development will be responsible for setting logistical parameters, in collaboration with the PDEC co-chairs. Any presentation with multiple presenters would require a rationale as to why. (Please see proposal form at the end of this plan.)

## **Planning-The Role of the Administrator**

**District Based PL:** Central Office is responsible for establishing plans and logistics for Professional Learning for all staff in the district. This includes PreK-12 certified staff (including pupil services staff, specialists, resource teachers, school counselors, academic coaches, library media staff), other pre-school staff, CIA's, nurses, OT/PT service providers, etc. Occasionally administrators may be asked to facilitate a session on a district PL day. They may also be asked to assist with acquiring people to lead PL opportunities on a district based day. Plans must be established and approved no later than thirty days before the date of the Professional Learning.

**Building based PL:** The principal is responsible for establishing plans and logistics for PL for all staff in the building. This includes PreK-12 certified staff (including pupil services staff, specialists, resource teachers, school counselors, academic coaches, library media staff), other pre-school staff, CIA's, nurses, OT/PT service providers, etc.

## Approval Process

Professional learning for designated professional learning days must be approved by the PDEC a minimum of 30 days prior to implementation. Presenters who wish to be considered must submit a proposal to the PDEC that meets the specified criteria. The criteria list will be provided with the proposal form. The criteria can also be utilized for determining the benefit and design of services from outside providers. The PDEC will review and determine whether or not the proposal is approved during one of their monthly meetings.

All proposals must include the following:

- Standards addressed (CCT, Content, 21st century learning, Professional Learning Standards, etc.)
- Depth of Learning Level
- Location
- Date
- Presenter
- Topic/Description
- Intended Audience
- Design Format (preference will be given to small-group with opportunities for collaboration)
- Maximum Attendance
- Room Requirements
- Materials
- Prerequisite or Prior Knowledge/Experience Expectations
- Expectations for Changes In Teacher/Student Outcomes
- Method for Assessing Effectiveness
- Administrator/Presenter Method for Implementation Follow-Up

After approval, the presenter will be responsible to work with the ProTraxx District Administrator to ensure that the professional learning opportunity is entered and enrollment is correct. Presenters will be responsible for recording attendance and forwarding it to the District Administrator for ProTraxx. Stratford Public Schools uses ProTraxx to maintain the records demonstrating compliance with the required eighteen hours of professional development per CGS 10-148A.

## Stratford Public Schools

### Proposal for Professional Learning-Approval Checklist

	Criteria	No	Partially	Yes
<b>Does your professional learning proposal...</b>	provide opportunities for collaboration with other department members, schools, grade levels, etc.?			
	include strategies that support discourse and sharing among participants?			
	have opportunities for feedback and reflection?			
	align itself to the curriculum?			
	offer different opportunities for learning based on knowledge and expertise of staff?			
	when appropriate integrate technology to support learning styles and application of new learning?			
	indicate what your participants will know and be able to do as a results of their participation?			
	align with district goals?			
	align with Connecticut's Professional Learning Standards?			

# Depth of Learning Levels

Level	Name	Description	Evidence - "Look For's"	Impact on Student Achievement
1	Awareness	I am introduced to knowledge and/or skills that are new to me.	Reflection	TBD
2	Application	I learn about how the knowledge and/or skills are used with students to create meaning for them.	Lesson plans Reflection	TBD
3	Mastery	I learn more deeply about how to integrate the knowledge and/or skills into instruction and how to formatively assess student learning. I learn how to review formative/ summative assessment data and use to plan further instruction.	Samples of student work, samples of assessments, charts of student progress	TBD
4	Teach/Coach	I have a deep level of understanding about the knowledge and/or skills and learn how to teach or coach another educator or adult on how to effectively use the information.	Samples of student work, samples of assessments, charts of student progress	TBD