

**Continuation of 2006/2007 PD  
ARTICLE 31 (18) PROFESSIONAL DEVELOPMENT  
INVESTMENT FUND NARRATIVE  
School Based Plan for 2007-2008**

You must submit your School Improvement Plan with this application

This form must be completed for EACH professional development activity/series included in the 2006/2007 Article 31 (18) Professional Development Investment Fund Application that the committee chooses to continue (there should be one form completed for each continued Activity/Series listed on Form C). The focus of this application is on impact and re-evaluated goals.

## Cover Sheet (Continuation of 2006/2007 PD)

1. Name of School: Joseph H. Gaudet Middle School

2. District: Middletown, RI

3. Professional Development Team Members:

- Donna Chelf Co-chair of SIT
- Deb O' Bryan Parent/Co-Chair of SIT
- Michael Mancieri Asst. Principal
- Helen Mikoliatis Teacher
- MaryBeth Fenton Parent

4. Name of the continued Activity/Series (copied from Form C line item) Integrating Curriculum Instruction and Assessment – Literacy: the following represent a series of PD initiatives that will focus on developing literacy across all content areas.

1. Disciplinary Literacy: To improve the teaching and learning in each content area through apprenticeship and a deep understanding of the “habits of mind”.
2. Lab Classrooms: East Bay Collaborative initiative. The purpose of the lab classrooms is to encourage reflection of teaching through the modeling of “best practices” in all content areas with a focus on the principles of teaching literacy.
3. Developing Literacy: Continued support of training in literacy programs such as:
  - 7 Keys to Comprehension
  - 6 Traits Writing
  - Reader's & Writer's workshop
  - Reading and Writing across the content areas
  - Book Study

5. If this professional development activity/series includes high school teachers indicate how many hours of this activity/series would address the 15 hours of professional development in the areas of Literacy, Graduation By Proficiency, or Personalization, as mandated by the Regents' High School Regulations.

N/A

**6. Number of teachers served.**

Use the grid below to indicate the number of teachers served

Educator Type	Number
Classroom/Special Education Teachers	60
Administrators	2
Itinerant Teachers (music, art, PE, etc)	13
Support Staff (i.e. Nurse Teacher, SLP, OT, etc)	9
Teacher Assistants	9
Total	93

**7. Number of educators involved in the PD.**

Are all classroom teachers involved in the PD activity/series? Yes  
Are all administrators involved in the PD activity/series? Yes  
Are all itinerant teachers involved in the PD activity/series? Yes  
Are all support staff involved in the PD activity/series? No  
Are all teacher assistants involved in the PD activity/series? No

## Programming Details (Continuation of 2006/2007 PD)

**8. From the 2006/2007 final approved Article 31 (18) PD Application copy and paste the data used to determine impact (question #17 on Form A). For each data point, indicate what impact (if any) the activity/series has had.**

- SALT Survey charts G2. The staff report PD needs in the following areas: Teaching a broad range of abilities (#2) (*#1 this year*), reading skills (#3) (*#13*), authentic assessment (#4) (*#5*), teaching to student learning styles (#5) (*#2*), active hands-on learning (#10) (*#12*), problem-based learning (#13) (*#24*), mastery learning techniques (#14) (*#17*). We are looking to see each of these drop in rank by five (i.e. #2 at least #7 or lower). *The red numbers in parentheses represent this year's ranking. Staff continue to request differentiated instruction and literacy PD.*
- SALT Survey chart D1.8 critical thinking practices are below leadership's expectations. Drop in rank by 5 spots. *Drop in rank is not clear as to what was expected. Team agrees that chart focus should trend upwards. Most current data suggest a greater emphasis on writing and reading in the classroom. However, use of current text (ie. newspaper articles) trends downward.*
- SALT survey D1.15 Standard-based practices in literacy. Drop in rank by 5 spots. *Drop in rank is not clear. Team agrees that chart focus should trend upwards. Staff reports that more reading and writing is taking place in the classroom as compared to last year. Team is concerned about downward trend in the use of Library and media center.*
- Informal Staff Prof. Dev. Survey will reflect less of a need in literacy. *Survey was not conducted this year.*
- Informal Staff PD Survey. Teachers communicate that they are looking for PD in the area of class management/instruction. *Survey was not conducted this year. However, reflections from Lab Classrooms suggest a readiness for PD in this area.*
- Learning walks will reflect implementation of practices that are inherent to DL and Lab classrooms. *This year we conducted seven learning walks. A review of the learning walk documents reflects the use of literacy strategies inherent in DL and Lab Classrooms to be applied frequently.*
- NECAP testing improving in reading and math by 3% and writing by 5%. *ELA NECAP scores dropped by less than 1% (.99%) (88.20, '06 to 87.21, '07'). NECAP MATH scores improved by 2.21% (88.63, '06 to 88.84, '07)*

### **9. Why did the committee decide to continue this activity/series?**

SALT survey charts referenced above, continue to indicate a need in the areas of literacy. This year we were able to embed the DL coaching and lab classroom experience into monthly professional development opportunities. While our NECAP

scores defined us as a High Performing school, they exposed a need in the area of literacy (only 39% of 8<sup>th</sup> grade students scored at or above proficiency in Writing). Two literacy based units were developed by DL coaches in collaboration with classroom teachers that were based on the IFL *Principles of Learning*. Fifteen staff members participated in the Lab Classroom training. They opened six lab classrooms to over twenty staff members who had not participated in the training. Feedback from DL coaches and Lab Classroom participants revealed an increase in commitment to the best practices emphasized in both activity series.

**10. Considering the monitoring and impact of the PD during the 2006/2007 SY, what are the goals for 2007/2008?**

- Increase the number of opportunities for DL coaches to work with individual teachers. Each coach will collaborate with at least three teachers (a total of twelve) and develop a unit based on the Principles of Learning.
- Open at least two lab classrooms a month with a focus on literacy strategies
- Engage all staff in the Lab Classroom experience
- Improve NECAP scores in both Math and ELA by 3%
- Further develop staff understanding in the area of literacy across all content areas

**11. List the specific School Improvement Plan goal(s) that this activity/series aligns with and explain how the activity/series supports that goal?**

Our current School Improvement plan addresses our needs in the areas of Reading (result statement 1), and Writing (result statement 2). These particular activities will improve the teaching of literacy in all content areas. Specifically we refer to the following items:

- All students will apply the thinking strategies (i.e. Seven Keys to comprehension) (Result statement 1)
- All students will be familiar with and apply a writing process across the curriculum (Result statement 2)

Specifically, the SIP calls on all teachers to implement the rituals and routines of both Disciplinary Literacy and the Workshop model as utilized in Lab Classrooms.

**12. Create a timeline that includes each major event in the series. For each event include when it will take place and who will train/facilitate the PD.**

**Disciplinary Literacy:** Coaches (who are employed and have been trained by the district) will work with one member of the staff each trimester (Sept.-Dec, Dec.-March, March-June) to develop a unit of study. Coaches and teachers will meet on a daily basis to develop, implement and reflect on the work.

**Lab Classrooms:** Lab Classroom teachers (employed by the district) will be supported with PD from the East Bay Educational Collaborative (employed by the district) on a monthly basis. Each month (starting in September) they will participate in a content specific PD workshop. That work will be utilized in the classroom and

shared with staff. Trained teachers will open their classrooms on a monthly basis. This will provide staff members the opportunity to observe a lesson, engage in discussion with the facilitator, and reflect on their own learning through the process. **Literacy Development** : Monthly faculty meeting will be utilized to showcase teachers who have developed their skills in the area of literacy. We will also employ the East Bay Collaborative to visit our school five times during the year to focus on reading and writing across all content areas. Finally, we will conduct a school community book study focused on the development of literacy strategies from September to January.

### **13. How will the progress be monitored?**

The educational leadership team (Principal, Assistant Principal, Grade Leaders, and Chair of the SIT) will meet on a quarterly basis (Oct., Dec., Feb., & April) with the DL coaches and the lab classroom teachers to assess the effectiveness and progress of the programs.

To be considered:

- Participation rate: this will be looked at monthly by the Assistant Principal and reported quarterly to the SIT. (Checkpoint #1)
- Changes in teaching and learning in the classroom as evidenced by teacher evaluations and learning walks. These will be done on a monthly basis. They will be written by a leadership team member and reported out to both staff and administration. (Checkpoint #2)
- Curriculum leaders will report to both the leadership team and the School Improvement Team three times during the year (Nov., Feb., & May)

### **14. Explain how this activity/series is embedded professional development.**

Both the DL and the lab classroom (LC) model are embedded in the school day. The teachers who facilitate these models will utilize outside resources throughout the year to support their development. Thus, LC and DL teachers will learn new skills, apply them in a classroom, and have an opportunity to model their teaching and learning for other teachers. Teachers will have opportunities to observe, engage, review and reflect on their practice. This fits the definition of job-embedded professional development.

Also, we currently have other teachers who are well versed in the areas of 7 keys, 6 traits of writing, and R & W workshop. We will utilize their skills in an effort to improve the capacity of the building in these areas. Our “experts” will train our staff during weekly faculty meetings on a monthly basis and during grade level common planning time twice per trimester.

**15. How will you again determine if the activity/series had an impact on teacher instruction and ultimately on student achievement? Include all data sources you will use.**

- a. SALT staff chart will G2 show that PD in literacy is no longer an area of imminent PD need.
- b. We will see an upward trend in the SALT staff chart D1.8 with an emphasis on reading and writing in all content areas.
- c. For the SALT survey D1.15, we will see increased use of the Library and media center.
- d. Learning Walks will reflect an emphasis on literacy skill building in all content areas.
- e. NECAP testing scores will improve by 3% in both math and ELA.