

MTA Staff Development 2009-2010

Programs for Teachers,
Paraprofessionals, Administrators
and School/District Teams



working for great public schools
center for education
policy and practice
www.massteacher.org/cepp

About the Massachusetts Teachers Association

The Massachusetts Teachers Association is a member-driven organization, governed by democratic principles that accepts and supports the interdependence of professionalism and unionism. The MTA promotes the use of its members' collective power to advance their professional and economic interests. The MTA is committed to human and civil rights and advocates for quality public education in which lifelong learning and innovation flourish. The MTA is the 107,000 member state affiliate of the National Education Association.

About the Center for Education Policy and Practice

The Center for Education Policy and Practice works with local associations, other education professional associations, and public and private sector organizations interested in framing and advancing education policy issues. CEPP engages in work covering four broad areas.

- 1) Influence educational policy through collaborative discussions with members of the Board of Elementary and Secondary Education, the Commissioner of Elementary and Secondary Education, the Governor's education advisors, the House and Senate Chairpersons of the Education Committees, and leaders of educational professional associations.
- 2) Inform, educate and improve the understanding of educational issues related to school reform, school improvement, and educator preparation, evaluation, and retention.
- 3) Improve practice for teachers, administrators, and paraprofessionals through a range of staff development programs.
- 4) Collaborate with MTA divisions and local association leaders to ensure that teaching and learning focused on student achievement and school improvement become a collective bargaining goal.

Professional Development Committee Members

Ronald P. Colbert, Ed.D., Fitchburg State College, Committee Secretary

Frances Cooper-Berry, M.Ed., Cambridge

Anne Marie Erler, M.Ed., Methuen

Gary Gilardi, C.A.G.S., Director of Graduate Programs, Norfolk County Teachers Association

Deborah Kozik, M.Ed., Sutton

Sharron Machamer, C.A.G.S., Fall River

Gail Meehan, M.Ed., Longmeadow (retired)

Linda Perla-Mullins, M.A., Ashburnham-Westminster, Committee Chairperson

Johanna Roses, M.Ed., Supervisor of Student Teaching, Boston College

Catherine Seuss, NBCT, M.Ed., Action-Boxborough

Paul Toner, J.D., Cambridge, MTA Vice President, *ex officio*

Anne Wass, M.Ed., Hanover, MTA President, *ex officio*

Kathleen J. Skinner, NBCT, Ed.D., MTA Staff

The 8th Annual Just for New Teachers Conference For Educators in Their First Four Years of Practice

Date: Friday, December 4, 2009

Time: 8:00 a.m. – 3:30 p.m.

Location: Best Western Royal Plaza Hotel
and Conference Center – Marlborough, MA

Program:

Past conferences have had the following workshops:

- Autism Spectrum Disorder
- Classroom Management
- Differentiating Instruction
- Legal Basics for New Teachers
- Professional Roles and Responsibilities
- SPED Primer for Regular Educators
- Working with Parents

This year's full program will be available at www.massteacher.org on October 1, 2009

Important Notes

This conference is appropriate for school district use to partially fulfill the obligation to provide an induction program for all new teachers (603 CMR 7.00).

- MTA will provide participants with a record of sessions attended.
- Attendance at the whole-day program is required to receive a certificate of completion.
- The registration fee is \$60.00 per person and includes all sessions, materials, morning refreshments, and lunch.
- Districts may inquire about registering individuals or groups by calling 1.800.392.6175 x8300.
- Individual teachers may register by going to www.massteacher.org after October 1, 2009.
There is no on-site registration.
- On-site check-in is from 8:00 am – 9:00 am. There are exhibits and “good stuff free” during check-in; workshops begin promptly at 9:00 am; afternoon workshops conclude at 3:30 pm.

Courses, Workshops, Webinars, Briefings

	FACE-TO-FACE	ONLINE	PAGE
New Teacher Webinars – most webinars may also be scheduled as face-to-face workshops **			
Establishing Classroom Routines	x	x	7
Managing Student Behavior	x	x	7
Informal Classroom Assessments & Retesting	x	x	8
Grading Student Work	x	x	8
Preparing for Parent-Teacher Conferences	x	x	9
Dealing with Difficult Parents	x	x	9
Legal Basics for New Teachers	x	x	10
E-mail and Internet Perils - Avoiding the Avoidable in the Digital Workplace	x	x	10
Working with Instructional Aides	x	x	10
Transitions and Sponge Activities	x	x	11
Rules, Consequences and Positive Recognition	x	x	11
Reading and Implementing IEPs	x	x	11
Behavior and Performance Conferencing & Contracts	x	x	11
Preparing for the End – of the School Year!	x	x	12
Graduate Courses			
Becoming A Mentor	x		12
Better Beginnings: New Teacher Induction Program	x		13
Creating Performance Assessment Tasks	x	x	14
Developing a District Mentoring Program	x	x	15
Developing a Standards-based Unit of Instruction	x	x	15
Differentiating Instructional Practices	x	x	16
English Language Learners: Strategies for Closing the Achievement Gaps	x		17
Mapping the Curriculum	x		18
Using TeLLS Data to Address Achievement Gaps *	x	x	18
Undergraduate Courses			
Inclusion Strategies for Paraprofessionals	x		20
Literacy Strategies for Paraprofessionals	x		20
Mathematics Strategies for Paraprofessionals	x		21
Professional Learning Workshops			
Bullying: What It Is and How to Stop It!	x		22
I Can Do It! Classroom Management for New Teachers	x		23
KEYS Online Survey	x		23
Visualize a Great Lesson	x		24
Preparing for MTEL Communications and Literacy Test	x		25
Informational Workshops			
Autism Spectrum Disorders	x	x	26
Language Acquisition for English Learners	x	x	26
Understanding the Requirements of IEPs and 504 Plans	x	x	27
Parent and Family Engagement	x	x	27
Regulatory Briefings			
Educator Licensure	x	x	28
Professional License Renewal	x	x	28
Understanding District and School Accountability	x	x	28

* Online for school and district teams only.

** Face-to-face workshops may be scheduled by contacting Beverly Eisenman at beisenman@massteacher.org

General Information

Local associations, school, and district staff development directors and committees should use this booklet in their staff development program planning.

Logistics for Face-to-Face Courses

MTA presenters will offer listed programs in a site arranged by the district. The schedule will be determined jointly by the district/association and MTA. The following apply to all courses, workshops and briefings unless otherwise noted.

- **Session Time and Length:** All sessions are three hours.
- **Learning Space:** Room with furniture appropriate for adult learners, such as a school library. Cafeterias and auditoriums are inappropriate learning spaces.
- **AV Equipment:** Most programs require a computer-ready multimedia projector and screen. Some programs may require an overhead projector or a TV and VCR/DVD player.
- **Minimum group:** 15 participants.
- **Maximum group:** 30 participants.

Logistics for Online Courses

Online courses cover the same topics and require the same performance tasks as face-to-face courses. Three credit courses have 12 sessions; two credit have eight sessions; and one credit has four sessions. Webinars are one-session programs.

- **Courses:** minimum 10 and maximum 19 participants. New sections established with 20 participants.
- **Webinars:** minimum 10 and maximum 25.
- **Regulatory Briefings:** minimum 15 and maximum 30.

Because of the nature of online learning, the methodology and specific content is not the same. Online learning requires at least as much time as a face-to-face course.

- These are completely online courses; there are no face-to-face meetings.
- Participants must have an Internet connection and be able to use Microsoft Word in order to take these courses. There are no other technical requirements.
- Course sessions begin on a Tuesday and end on a Monday. Sessions over holiday and vacation periods are two or three weeks in length; all others are one week. [See table below for dates for each session.]
- Course participants are expected to log on at least three times per week to download assignments and readings, participate in discussion board forums, and upload completed performance tasks.
- Webinar participants must attend from the beginning to the end of the session and actively participate during that period.
- Districts wishing to offer an online course to a group of teachers should contact Beverly Eisenman @ 1.800.392.6175, ext. 8362 or email beisenman@massteacher.org.

Online Courses: 2009-2010 – Registration Deadlines**Semester 1***October 9, 2009***Semester 2***January 29, 2010***Course Dates**

Semester 1: Sessions begin on Tuesdays *October 20, 27; November 3, 10, 17; December 1, 8, 15, 22; January 5, 12, 19.*

Semester 2: Sessions begin on Tuesdays *February 9, 23; March 2, 9, 16, 23, 30; April 6, 13, 27; May 4, 11.*

Course Documentation

MTA is a registered staff development provider with the Massachusetts Department of Elementary and Secondary Education (DESE) and the International Association of Continuing Education and Training (IACET).

If district staff complete attendance sheets, they must be provided to the MTA trainer for MTA to issue transcripts to participants.

- **Professional Development Points (PDPs):** Every educator with a PROFESSIONAL LICENSE must earn PDPs to relicense. One contact hour equals one PDP. A work product is required for all PDP staff development workshops and courses.
- **Super PDPs:** Graduate credit courses earn 1.5 PDPs per hour, if the participant completes all required course work. Those failing to complete the graduate course work will earn 1 PDP per contact hour upon completion of the required work product.
- **Paraprofessional Training Points (PTPs):** The No Child Left Behind Act requires that all instructional paraprofessionals be “highly qualified.” One option is to earn PTPs through course work. One hour of training equals two PTPs.
- **Continuing Education Units (CEUs):** In addition to relicensing, some educators, e.g. school nurses, must accrue CEUs for a second professional license; 10 PDPs equal 1 CEU.

Graduate Credit/Super PDP Requirements

The following requirements apply to all graduate level courses and to those participants taking the course for super PDPs.

1. **Face-to-Face Courses:** A learning log with one entry for each session using the KWL model: what did you know about the session topic in advance (K), what did you want to know (W), and what did you learn (L).
2. **Online Courses:** Full participation in each session’s discussion forum that includes one original posting to the forum prompt and at least responses to two other participants postings.
3. A reflective analysis of the primary text for the course answering the question, *“What did I learn from this reading that I can apply to my practice or to the implementation at the school/district level of specific learning outlined in the text?”*

4. Performance assessment task:
 - Two graduate credit courses: one task – is listed in the course description below.
 - Three graduate credit courses: two tasks – each is listed in the description below.
5. A reflective paper on the development of one work product in the course that answers the question; *“How does this piece of evidence demonstrate my knowledge and skill level in this activity?”*

Undergraduate Credit/PTP Requirements

The following requirements apply to all undergraduate level courses and to those participants taking the course for PTPs. *These courses are NOT for teachers. For Title I paraprofessionals who have not yet been identified as “highly qualified,” completion of this three-course sequence will result in 180 PTPs to be used toward the total of 360 PTPs needed for the highly qualified requirement.*

1. A learning log with one entry for each session using the KWL model: what did you know about the session topic in advance (K), what did you want to know (W), and what did you learn (L).
2. Completion of all class activities assigned by the instructor.
3. Performance assessment tasks listed in each course description below.

Webinar Requirements

School districts should provide webinar participants with documentation using the following guidelines:

1. Complete the assigned reading in advance of the webinar and writing a reflective essay answering the question, “What did I learn from this reading that I can apply to my practice or to the implementation at the school/district level?”
2. Active participation in the webinar.
3. Completion of an extending activity from a list provided during the webinar.

PDP, Super PDP, and PTP by Program

	Contact Hours	PDPs	Super PDPs	PTPs
3-credit graduate course	37.5	45	67.5	
2-credit graduate course	24	30	45	
1-credit graduate course	12.5	15	22.5	
2-credit undergraduate course*	24*			60
Professional Learning Workshops**	6	6		
Preparing for MTEL	6	6		
Informational Workshops**	3	3		
Webinars**	3	3		
Regulatory Briefings	2-3			

* All undergraduate paraprofessional courses require 8-12 hours of work outside of class time.

** Schools/districts can extend this learning by asking participants to develop implementation and/or lesson plans that incorporate the workshop information. PDPs/CEUs are dependent on the length of the program.

MTA Program Fees

The MTA fee includes trainer costs and instructional materials; this includes the primary text for each graduate level course which is sent directly to participants upon completion of registration. For some programs, the instructional materials fees are waived if the district prints the materials and delivers them to the training site. A light meal will be provided during all after-school, multi-session courses. MTA prefers to contract with the school district food services. This cost is part of the program fee. MTA accepts credit cards (MasterCard and Visa only), purchase orders, and personal checks.

Fitchburg State College Tuition

Undergraduate or graduate credit is available through Fitchburg State College (FSC) for some programs. Participants must register and pay tuition at the first session; payment is to FSC which accepts checks and credit cards [American Express, MasterCard, Visa and Discover].

Per Person MTA Fee and FSC Tuition by Program			
	MTA Fee	FSC Tuition	Total MTA & FSC
3-credit graduate course	\$225	\$255	\$480
3-credit online graduate course ³			\$495
2-credit graduate course	\$190	\$215	\$405
1-credit graduate course	\$160	\$170	\$330
2-credit undergraduate course	\$160	\$170	\$330
Professional Learning Workshops ¹	\$50		\$50
Preparing for MTEL ⁴	\$60		\$60
Informational Workshops ²	\$30		\$30
Webinars	\$30		\$30
Regulatory Briefings	Free through MTA local association president.		

¹ Cost per person may be \$30 if the district opts to reproduce all workshop materials. Online version is \$30/person; all materials must be downloaded by the participant.

² Cost per person may be \$20 if the district opts to reproduce all workshop materials. Online version is \$20/person; all materials must be downloaded by the participant.

³ Online graduate courses have an additional \$15.00 technology fee.

⁴ Includes lunch.

Course Information

Course syllabi, requirements, and other relevant information about these programs may be accessed through the MTA web site after September 1, 2009 at www.massteacher.org/teaching/conferences/index.cfm

Registration Information

All registration is done online. Participants will be sent passwords to online offerings and textbooks. Go to www.massteacher.org/cepp and follow the Registration link.

Contact Information

Please contact Beverly Eisenman at beisenman@massteacher.org or 1.800.392.6175 x8362 for answers to specific questions or to schedule any workshop.

New Teacher Webinars

New Teacher webinars are open to MTA member, or newly hired teachers in districts represented by MTA. Registration for each session is limited to 25 participants. These are designed to address new teacher concerns at appropriate times throughout the first year of practice.

- *Reading in advance of assigned article – upon registration, participants will be sent the link to the article.*
- *Trainer introduction and overview of the session.*
- *Brief introduction by participants.*
- *Online PowerPoint presentation with opportunity to ask questions throughout.*
- *Discussion among participants of content of article and presentation and issues raised by participants.*
- *Guidance from trainer about extending the webinar learning through applications to teaching practices.*

Establishing Classroom Routines

Students want to know what you expect of them in your class. Smooth transitions throughout the day ensure that student behavior is guided by thoughtful routines and procedures. While you should have specific routines, it is advisable to have a discussion with students about the reason for each. You may even find that your students want to develop some routines with you. This webinar focuses on the following elements: helping students understand the reason for the routine by modeling each; allowing students to practice the routine through rehearsal; and establishing one routine at a time so as not to overwhelm students. Transition times will be frame for this webinar and will include some of the following: beginning and end of the academic day, entering and exiting classrooms, collecting and distributing papers and materials, signaling for quiet or attention, emergency drills, going to the restroom, asking questions, completing work early, and moving around the classroom.

Schedule of Webinars:

- September 14, 17, 22, 23, 24 and 29

Managing Student Behavior

Behavior management may be the critical skill you did not learn in your teacher preparation courses. Every teacher has his or her own recipe for dealing with student behavior in the classroom. For some, the recipe is strong and arresting, like Five-Alarm Chili or Shrimp Fra Diavolo. For others, it is mild and smooth, like a recipe for Pumpkin Pie or Crème Brûlée. Whatever your flavor intensity, this webinar provides some ingredients to include for a recipe that works time and time again: establishing routines, leading by example, being firm, and being fair.

Schedule of Webinars:

- September 21, 28, 30 and October 6

Informal Classroom Assessments & Retesting

The term “formative assessment” is overused. It essentially refers to teacher-developed assessments, as opposed to commercially developed tests. Essentially, formative assessment is used to help you determine how your students are doing. However, students can also become self-assessors with some guidance in learning how to judge their own performance and their own areas of need. This webinar focuses on five strategies of informal classroom assessment that provide teachers with quick analyses of student learning: letter-card responses, key questioning during discussion, whiteboard responses, traffic-signal technique, and rolling wheels.

Schedule of Webinars:

- October 5, 8, 13, 15, and 21

Grading Student Work

Next to planning, grading students’ work is probably the most time-consuming aspect of teaching. Yet it is an essential aspect of instruction. Grades allow you to know how your students are doing and to inform them and their parents about performance. The information you gather may help you gauge your effectiveness as a teacher from one lesson to the next. This webinar focuses on ways to make sure the time and effort you put into evaluating students’ work is meaningful. Some of the topics covered include:

1. Develop a correction code to use in the margins of papers to signal errors and teach this code to your students.
2. Create a student work schedule that allows you to return graded work within 2-3 days.
3. Before returning graded assignments, give the whole class a brief overview of the positive aspects of the assignment as well as areas that need improvement.
4. Identify broad areas where many students demonstrated they needed additional guidance and reteach these elements.
5. Grade informal classroom assessments as a class.

Schedule of Webinars:

- October 19, 22, 27, 28 and 29

Preparing for Parent-Teacher Conferences

Parent-teacher conferences occur at least once a school year. Many schools opt to have at least one parent-teacher conference per marking period to help keep parents apprised of the progress their child is making in class. You should spend a great deal of time preparing what to say since a good parent-teacher relationship will help you to better understand the needs of each student. This webinar will focus on key elements of successful, professional parent-teacher conference, which include:

1. Communicating with parents about how and when to contact you.
2. Avoiding surprises and developing an alliance with the home by corresponding with parents via letters home, emails, phone calls about student performance and behavior.
3. Preparing for conferences by gathering examples of student work and listing what each student has accomplished, needs to master, and ideas for parents to assist with student learning.
4. Maintaining a professional, business-like demeanor during conferences.
5. Scheduling follow-up sessions with parents who may need additional information or more time to meet with you.

Schedule of Webinars:

- November 2, 4, 9, 12 and 16

Dealing with Difficult Parents

All teachers must deal with parents who might best be described as “difficult.” Some always come to the defense of their “perfect” children, others may be “helicoptering” over their children, still others may have legitimate grievances. Whether you believe their behavior is justified, treat difficult parents with the same respect as you would treat any other parent. That means maintaining a professional demeanor:

1. Listen attentively without arguing or interrupting.
2. Do not accuse or judge, just state how you feel about the situation.
3. Display your educational and teaching credentials in your classroom.
4. Create an adult conversation space within your classroom away from the teacher desk.
5. Develop a range of follow-up communications strategies with parents.

Schedule of Webinars:

- November 18, 23, 30 and December 3 and 8

Legal Basics for New Teachers

As a teacher, your main duty is to teach children. But every teacher knows that he or she must also act at times as a social worker, police officer, witness, psychologist, mediator, advocate, and mandated reporter. All of these roles are intrinsic to your job, and all affect your obligations and liabilities as a teacher. Through the use of hypothetical situations, this interactive workshop will explore various legal issues that a teacher may face during his or her career, including sexual harassment, discrimination, student fights, liability, child abuse, Professional Teacher Status and union activity. Webinar Leader: MTA Staff Attorney

Schedule of Webinars:

- December 14, 17, 21, 23 and January 6

E-mail and Internet Perils - Avoiding the Avoidable in the Digital Workplace

The Internet has fundamentally changed our access to information and our means of communication, and these changes affect us all directly as professional employees and as citizens. This webinar will focus on the perils and pitfalls that face teachers in their use of the internet and e-mail both at work and at home. We will talk about how we communicate at work, employee privacy issues, social networking and other on-line activities while off-duty, school “acceptable use policies,” employer monitoring practices, and other issues related to our digital rights and responsibilities. Webinar Leader: MTA Staff Attorney

Schedule of Webinars:

- January 7, 11, 12, 21, 25

Working with Instructional Aides

Instructional aides are a vital resource for many classroom teachers. However, most are not teachers and need direction when working with students. Your role is to define the activities that students should be accomplishing under the guidance of a paraprofessional. To do this effectively, you should:

1. Develop activities specific to the needs of individual and/or small groups of students.
2. Meet with the instructional aide and explain what s/he should do with the students.
3. Indicate time frames and expected outcomes and clarify any questions prior to the activity beginning.

Schedule of Webinars:

- January 26, 28 and February 3, 4 and 8

Transitions and Sponge Activities

Classroom transitions guide students from one activity to the next without lost time or interruptions to learning. They may include everyday routines and rituals or a specific activity designed for one or two students who need additional directions. A “sponge” activity is designed to produce learning during the times taken up when some students may have completed their work. Transitions and sponge activities may be tied to: arrivals and departures, moving into large-group or to small-group activities, finishing work on assignments early, and moving students in and out of the classroom as a group

Schedule of Webinars:

- February 11, 22, 23, 24, and March 1

Rules, Consequences and Positive Recognition

Believe it or not, students like rules – and they like consequences for those who do not live by the rules. Students also like to be recognized when they do the right thing. Getting your students engaged in defining both the rules and the consequences helps to ensure greater acceptance of both – you are also acknowledging that they have an important role to play in creating a positive learning environment for everyone. This webinar focuses on: defining “civility,” engaging students in rule making, and identifying consequences for both good and bad behavior.

Schedule of Webinars:

- March 4, 8, 9, 11 and 16

Reading and Implementing IEPs

Some of your students may come with learning disabilities defined in an Individualized Education Program (IEP) which also details the accommodations you may have to use to ensure that the student is provided with the assistance needed to be academically successful. The webinar will explain: what an IEP looks like, how to read required accommodations, and how to address accommodations within the classroom.

Schedule of Webinars:

- March 17, 18, 22, 24 and 25

Behavior and Performance Conferencing & Contracts

Every teacher hopes that all of his/her students will be perfectly well-behaved 100 percent of the time. However, that typically does not happen. Conferencing allows you to work with a student one-on-one and learn more about when she/he has trouble abiding by the rules. Contracts help students to monitor their own behavior. For those students who are persistently earning negative consequences for their actions, creating a contract – in cooperation with the parents – may be a positive solution to a negative problem. This webinar focuses on: preparing for and conducting a student conference, writing a performance contract, rewarding positive changes and engaging parents.

Schedule of Webinars:

- March 29, 31 and April 7, 8, and 12

Preparing for the End – of the School Year!

The end is in sight – but there is still lots of work to be done – including MCAS administration! How do you get yourself – and your students – organized for the closing of school. Determining deadlines and communicating these clearly is essential. Dealing with closing grades, recommending summer school, providing book lists for incoming students, communicating with parents – especially those who may not have passed your classes, and getting your classroom and materials ready for the summer closing are all important issues that will be the focus of this webinar.

Schedule of Webinars:

- May 3, 5, 10, 11, and 20

Graduate Course Descriptions

Becoming a Mentor – 2 Graduate Credits

Massachusetts Regulations (603 CMR 7.00) require that new teachers be provided with a “trained mentor” within two weeks of hire. Mentors must have certain skills in order to appropriately assist their protégés through the first two years of practice.

Course Description: Mentor Training is designed for veteran teachers – those with at least five years of classroom experience – to be trained as MTA Certified Mentors for Beginning Teachers. Participants will learn observational techniques that can be applied when observing novice teachers. Time will also be spent in learning both pre-conferencing and post-conferencing skills. Participants will be ready to mentor beginning teachers with a focus on instructional practice.

Learning Outcomes:

1. Understanding adult learning theory
2. Observational techniques
3. Pre-conferencing
4. Post-conferencing
5. Mentoring roles and relationships
6. Developing an Individual Mentoring Plan
7. Developing a mentor-novice calendar of events
8. The “nuts and bolts” of mentoring in Massachusetts (statute, regulations, school district readiness and practice)

Performance Assessment Task:

1. A copy of the mentor's Individual Mentor Plan that must include:
 - Three (3) specific, personal objectives (skills or expertise to be practiced and refined), including the reason each was selected.
 - A calendar of planned events for the mentor and novice to engage in over the course of the academic year.
 - An explanation of how this plan supports or will be integrated into the mentor's Individual Staff Development Plan.

Required Text:

Mentoring in Action: A Month-by-Month Curriculum for Mentors and Their New Teachers
by Carol Pelletier

**Better Beginnings: New Teacher Induction Program –
3 Graduate Credits**

Massachusetts Regulations (603 CMR 7.00) require both induction and mentoring for all new teachers and administrators. More importantly, research tells us that new teachers who have high quality staff development and mentoring at the school/district level are more likely to have positive teaching experiences in their first years of practice. They are also more likely to stay both in the profession and in the district. So, districts benefit from investing in high quality new teacher programs.

Course Description: This course is designed to support beginning teachers in establishing effective professional communities with one another to overcome the challenges peculiar to early career teaching. A variety of activities allow new teachers to learn the content of the eight topics and hands-on classroom applications. Teachers work cooperatively on an activity related to the theme, incorporating classroom instruction, case study discussion, and application during each session.

Course Topics:

1. Managing the Inspired Classroom: Classroom management; Communicating effectively with the home; Managing instructional time
2. Standards-based Curriculum and Instruction: Assessing student learning – MCAS and other assessment tools, rubrics and benchmarks; Incorporating literacy strategies into instructional practice; Developing standards-based units of instruction; Differentiating instruction
3. Professional Issues: Professional roles; Education policy landscape; Engaged practice

Learning Outcomes:

1. Using instructional time effectively and as a means of managing student behavior
2. Creating units of instruction aligned to the Massachusetts Curriculum Frameworks
3. Understanding and applying the theory of standards-based curriculum, instruction and assessment

4. Learning how to “plan backwards” from the assessment model
5. Differentiating a unit by process and product for three distinct groups of students
6. Creating working relations within the school and between the school and home

Performance Assessment Tasks:

1. Completion of one standards-based unit of instruction using the planning-backwards model.
2. Completion of one standards-based unit of instruction that uses a planning-backwards model from two learning standards differentiated by process and product based on student readiness.

Required Text:

The Key Elements of Classroom Management: Managing Time and Space, Student Behavior, and Instructional Strategies by McLeod, Fisher & Hoover

Creating Performance Assessment Tasks – 3 Graduate Credits

Course Description: This course focuses on the theory and practice of creating, teaching, and refining authentic performance assessments related to the learning standards of the Massachusetts Curriculum Frameworks and differentiating one based on student readiness to learn and another based on level of student independence.

Learning Outcomes:

1. Understanding the theory of performance-based learning and assessment
2. Understanding the array of assessment practice used to gauge student performance
3. Name and describe the components of performance assessment tasks
4. Demonstrating an understanding of the use and evaluation of performance assessment tasks
5. Developing performance tasks with rubrics
6. Differentiating performance tasks – using low-prep differentiation strategies – to address specific student learning profiles

Performance Assessment Tasks:

1. A Performance Assessment Task with the following components: goal, role, audience, situation, product performance and purpose, and standards and criteria for success. This task must have multiple steps. The student directions must be provided. The scoring rubric must be provided.
2. A second Performance Assessment Task with the same components as the first. However, this task will use low-prep differentiation for the process that students must follow and the product they must create. The rationale for the differentiated groups must be provided. The task must have multiple steps. The student directions must be provided. The scoring rubric must be provided.

Required Text:

TBD

Developing a District Mentoring Program – 1 Graduate Credit

Course Description: This course is designed for district teams creating a mentor program that meets the Commonwealth’s licensure requirement. The course meetings will be spread over a 10-week period to allow for data collection and team time. Guidelines and guidance documents come from MTA’s revised *Charting a Course: A Mentor Training Handbook*.

Learning Outcomes: This course will provide district educators with a broad understanding of:

1. Understanding regulatory requirements
2. Knowing the personnel needs of the district over the next 3-6 years
3. Learning about new teacher research and how it can inform program development
4. Step-by-step program development
5. Planning to meet the needs of mentors and protégés
6. Program evaluation

Performance Assessment Task:

- The *District Mentor Plan* that addresses the regulatory requirements, dovetails with your District Improvement Plan and/or the District Professional Development Plan, and staff development details that support the professional growth of both mentors and novices.

Required Text:

A Better Beginning: Supporting and Mentoring New Teachers, edited by M. Scherer.

Developing a Standards-based Unit of Instruction – 3 Graduate Credits

Course Description: The course focus is on developing a two-week unit of instruction aligned with the learning standards of the Massachusetts Curriculum Frameworks. The materials and instruction are informed by the work of Wiggins and McTighe and Carol Ann Tomlinson, among others. The course is appropriate for whole school faculties, departmental groups K-12, or individual teachers. The standards-based unit that is developed will be taught and debriefed during the course. Topics include: identifying standards to be assessed; articulating major understandings; developing essential questions; determining the specific content and skills to be mastered during the unit; understanding the range of assessments that could be used; and developing an instructional calendar.

Learning Outcomes:

1. Understand the theory of standards-based curriculum development
2. Name and describe the components of standards-based unit of instruction
3. Demonstrate an understanding of the planning backwards model of curriculum development
4. Demonstrate how to “unpack” or “unwrap” content and grade specific learning standards

5. Understand the array of assessment practices used to gauge student performance
6. Determine acceptable evidence
7. Define major understandings and essential questions
8. Identify specific content and skills

Performance Assessment Tasks:

1. Using the format in the Ainsworth text, participants must “unwrap” at least ten learning standards used in their teaching practice; make connections among the standards using a graphic organizer; and identify at least one “power” standard within the ten and provide a rationale for this identification.
2. Each participant will create a standards-based unit of instruction of at least two-weeks in length, teach this unit; and write a reflective paper using the guidelines provided by the instructor.

Required Text:

“Unwrapping” the Standards: A Simple Process to Make Standards Manageable by Larry Ainsworth.

Differentiating Instructional Practices – 3 Graduate Credits

Course Description: This course focuses on the decision making that the teacher must make about student readiness and level of independence as the basis for differentiating existing units of instruction. It is critical that participants have a two-week unit prepared as the basis for the coursework. Topics include: determining readiness and independence; low-preparation and high-preparation differentiated instructional strategies; differentiating student work by process and product to address learning styles, readiness, independence, and interests.

Learning Outcomes:

1. Understanding what “differentiating” is and is not
2. Determining learning styles, readiness, and interests
3. High-prep and low-prep differentiation practices
4. Developing differentiated lessons by process and product based on readiness, learning styles, and/or interests

Performance Assessment Tasks:

1. Completion of one standards-based unit of instruction differentiated by low-prep process and product for two student groups based on readiness, learning style, or interests.
2. Completion of one performance assessment task differentiated by low-prep process and product for two student groups based on readiness, learning style, or interests.

Required Text:

How to Differentiate Instruction in Mixed Ability Classes by C.A. Tomlinson

English Language Learners: Strategies for Closing the Achievement Gaps – 3 Graduate Credits

Course Description: The purpose of this course is to introduce classroom teachers to English language training intended to close the achievement gaps for English Language Learners (ELLs) of various cultures and language groups. The course content will support and assist teachers in understanding how to apply the best research-based ELL, culture, and equity practices in their classroom or school. The course provides a professional mix of lecture, discussion, activities, and technology while providing opportunities to respond and reflect on personal experiences in practice. This course is designed for educators with limited experience and training in ELL, culture and equity.

Learning Outcomes:

1. Components of culture and equity
2. Guiding principles of ELL instruction
3. Language acquisition theory
4. Language learning theory
5. Application of language acquisition stages to language development
6. Classroom conditions for optimal learning
7. The third language: academic English
8. English language developing lesson planning and sharing

Performance Assessment Tasks:

1. Completion of one multi-day lesson plan addressing ELL, culture and equity that demonstrates application of language acquisition and language learning theories.
2. Completion of one multi-day lesson plan addressing ELL, culture and equity that demonstrates application of academic English theory.

Required Text:

Classroom Instruction that Works with English Language Learners, by J.D. Hill & K.M. Flynn

Mapping the Curriculum – 3 Graduate Credits

Course Description: Aligning the local curriculum with the learning standards of the Massachusetts Curriculum Frameworks is the focus. Mapping is based on the work of Heidi Hayes Jacobs and Susan Udelhofen. Trainers will assist the school/district participants in determining an appropriate mapping format and strategy with the goal of mapping the taught curriculum, finding the redundancies and omissions. Maps will be aligned both horizontally (September to June) and vertically (grade to grade). The goal is to create a document – that may change as the frameworks and needs of students change – that provides explicit guidance about what learning standards are taught, when and by whom.

Learning Outcomes:

1. Mapping the curriculum of specific courses
2. Aligning the maps with the learning standards of the Massachusetts Curriculum Frameworks
3. Articulating the topic, content, skills, and assessments for each map segment
4. Identifying the texts and instructional materials used to support instruction
5. Developing adaptations for remedial assistance for students on IEPs

Performance Assessment Tasks:

1. Completion of one initial year-long curriculum map for one content area using the template provided by the instructor that aligns content and skills taught to the learning standards of the appropriate curriculum framework(s).
2. Completion of one final year-long curriculum map for one course that adds texts and instructional materials, and adaptations for students with special needs and/or English language learners to the initial map.

Required Text:

Keys to Curriculum Mapping: Strategies and Tools to Make It Work by Susan Udelhofen and/or *Mapping the Big Picture* by Heidi Hayes Jacobs

Using TeLLS Data to Address the Achievement Gaps – 3 Graduate Credits

State and federal laws are requiring that schools create the conditions for improved student achievement and narrowing gaps among student subgroups. This course is designed to use the Massachusetts Teaching, Learning and Leading Survey (TeLLS) results by either a joint Labor-Management Team (LMT) at either the

- a. **District Level** – usually 10-18 teachers, and education support professionals, central office and school-based administrators, including the association president and the superintendent of schools; or
- b. **School Level** – usually seven to nine teachers, education support professionals, administrators, and the principal.

Course Description: LMT members are trained in using TeLLS data and MCAS performance in English language arts and mathematics, locally administered standardized tests or district-created benchmarked assessments, and other student data (attendance, tardiness, course/school completion rates, etc.) are used to determine student performance measured against the learning standards of the curriculum frameworks. A case study will provide an overarching frame for the LMT's work.

Learning Outcomes: A broad understanding of

- State and federal accountability requirements
- District/school improvement and action plan requirements as outlined in Chapter 69, section 11
- Analysis and interpretation of survey, test, and other performance and school data
- Definition of areas of strength and weakness from data-based conclusions, improvement objectives, what educators must know and be able to do, appropriate staff development
- Development of improvement plan and action plan

Performance Assessments

A completed either a collaboratively developed District **or** School Improvement Plan which includes:

- Specific improvement objectives that, if achieved, will result in improved student achievement and/or narrowing of achievement gaps
- Staff development necessary to achieve the improvement objectives
- Budgetary requirements to achieve the objectives
- Program evaluation components to measure the degree of achieving objectives

A completed, collaboratively developed Action Plan for Year 1 which includes:

- Specific activities for each objective being addressed
- Persons responsible for ensuring activities are conducted
- Staff involved in each activity
- Timeline for each activity
- Financial resources to support each activity

Required Text

Schmoker, M. (2006). Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria: ASCD.

Undergraduate Courses

Inclusion Strategies for Paraprofessionals – 2 Undergraduate Credits

Course Description: This course focuses on managing student behavior and addressing different learning styles and needs within the classroom with portfolio entries about:

1. Documenting student behavior and consequences
2. Communicating effectively with students about behavior and learning issues
3. Designing activities for different learning styles, readiness levels, and interests
4. Modifying activities for different learning styles, readiness levels, and interests

Learning Outcomes:

1. Communication styles for student and parent interactions
2. Interventions for selected difficult behaviors encountered in the classroom
3. Building positive, working relationships with the home
4. Multiple intelligences – understanding how children learn
5. Modification and adaptation of classroom lessons and assessments

Performance Assessment Task:

1. Culminating activity related to the readings and activities in *The Inclusive Classroom* (Khalsa, 1999) focused specifically on
 - Modifications and adaptations to meet individual learning styles
 - Management of student behavior

The format of this activity will be determined through consultation between the instructor and the student.

Required Text: *The Inclusive Classroom: A Practical Guide for Educators* by S. Khalsa.

Literacy Strategies for Paraprofessionals – 2 Undergraduate Credits

Course Description: This course provides paraprofessionals with an understanding of the importance of activating prior knowledge, vocabulary development, reading comprehension strategies, and graphic organizers in the instruction of reading. Participants will learn the basics about the reading theories supporting each of these instructional strategies and apply what they have learned to a Caldecott or Newbury Award book of their choosing. In addition, paraprofessionals will understand the steps of the “writing process”: drafting, writing, revising, rewriting, publishing. Connections between reading and writing will be made.

Learning Outcomes:

1. Understanding readability of texts
2. Activating prior knowledge
3. Vocabulary development approaches

4. Reading comprehension strategies
5. The writing process
6. Narrative, descriptive, and persuasive writing

Performance Assessment Tasks:

1. A series of activities directly related to one trade book appropriate for grades K-3 from the Caldecott Award and Honor list or grades 3-7 from the Newbery Award and Honor Lists. The work will be organized into a mini-portfolio and will be directly related to course work on: readability, prior knowledge, vocabulary development, use of graphic organizers, and application of reading comprehension strategies; and the final step writing process.
2. Completion of one piece of personal writing that reflects working through each of the five steps in the writing process.

Required Text:

A trade book selected from the Caldecott or Newbery Award and Honor Lists.

Mathematics Strategies for Paraprofessionals – 2 Undergraduate Credits

Course Description: This course provides paraprofessionals with instruction in the content of and theory behind the Massachusetts Mathematics Curriculum Framework. Each participant will focus on the learning standards as they apply to the grade level(s) in which s/he assists with instruction. Topics to be covered will include understanding instructional strategies that focus on:

1. Addition, subtraction, multiplication and division of whole numbers, fractions and decimals
2. Number sense, patterns, relationships, and measurement
3. Understanding the use of manipulatives in acquiring mathematical understanding

Learning Outcomes:

1. Standard algorithms for solving addition, subtraction, multiplication and division number and word problems
2. Non-standard algorithms for solving addition, subtraction, multiplication and division number and word problems
3. Understanding the use of manipulatives
4. Understanding and applying various measurement and number systems

Performance Assessment Task:

1. Creation of a series of one-day lesson plans focused on solving computation problems and word problems; measurement systems; and using manipulatives.

Required Text:

Massachusetts Department of Elementary and Secondary Education, *Mathematics Curriculum Framework*.

Professional Learning Workshops

Bullying – What Is It & How to Stop It! – 6 hours

Workshop Description: Many young people have a good idea of what bullying is because they see it every day! Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others

Bullying also can happen on-line or electronically. Cyber bullying is when children or teens bully each other using the Internet, mobile phones or other cyber technology. This can include:

- Sending mean text, e-mail, or instant messages
- Posting nasty pictures or messages about others in blogs or on Web sites
- Using someone else’s user name to spread rumors or lies about someone

Learning Outcomes:

1. Nature and extent of the problem
2. Identification of bullying behaviors
3. Strategies for dealing with bullies
4. Strategies for dealing with victims
5. Identification of school-wide solutions
6. Communication with parents/caregivers about bullying behaviors and solutions

Workshop Requirements:

1. Attendance at the complete program
2. Active participation

Reading list/Resources:

Bullying training materials developed by MTA.

*We recommend offering **Bullying – What Is It & How to Stop It!** as a whole school program or district wide only with teachers from the same school level. Bullying behaviors experienced by elementary school children are significantly different from those experienced by middle or high school students. This workshop is appropriate either as a whole-day program or two 3-hour sessions.*

I Can Do It! Classroom Management for New Teachers – 6 hours

Workshop Description: This program is designed for K-12 teachers in their first three years of teaching. Included in the curriculum is information about the elements necessary for successful classroom management: building a community of learners; developing and reinforcing rules and routines; understanding various interventions for difficult behaviors; positive parent/teacher relationships; and pacing instruction and activity hints. The training is designed to impart as much information as possible while maintaining an interactive approach.

Learning Outcomes:

1. Creating a classroom community
2. Rules and routines
3. Reinforcement strategies
4. Polishing your techniques
5. Pacing instruction and activity hints
6. Dealing with difficult behaviors
7. Home and school communication

Workshop Requirements:

1. Attendance at the complete program
2. Active participation

Reading list/Resources:

I Can Do It! training materials developed by the National Education Association and adapted for Massachusetts schools.

We recommend offering I Can Do It! early in the academic year – especially with a large number of beginning teachers. Research and survey information tells us that new teachers are most concerned about classroom management. This workshop is most appropriate as a whole-day program; however, it may be offered in two 3-hour sessions.

KEYS KEYS Online Survey

2.0 *MTA offers local associations and their school districts access to the NEA KEYS Online Survey and assistance in analyzing the data to make school improvement decisions. The best use of this data tool is for all schools within the district to participate. This allows for both school-based and district-wide data to be aggregated and analyzed.*

NEA researchers identified the school conditions needed for students to achieve at the highest levels and found that high quality schools display the same set of effective schools characteristics, or quality indicators, centered around six “keys”:

1. Shared understanding and commitment to high goals
2. Open communication and collaborative problem solving
3. Continuous assessment for teaching and learning

4. Personal and professional learning
5. Resources to support teaching and learning
6. Curriculum and instruction.

The result of this groundbreaking research is Keys to Excellence for Your Schools, KEYS: an online survey tool that lets schools measure for themselves the extent to which the quality indicators are present; and a data analysis process that brings educators, parents and the community together to improve their local schools.

Through four sessions, MTA staff will assist the School Leadership Team (SLT):

Session 1 – Getting ready for KEYS, which includes scheduling and logistics.

Session 2 – Interpreting the data, which includes preparing a faculty presentation of the data and findings.

Session 3 – Formulating the improvement objectives, which include preparing faculty members to take “ownership.”

Session 4 – Developing the implementation plan, which includes a professional learning calendar.

The KEYS 2.0 Online Survey is available at no cost to MTA affiliates **only**. MTA staff will work with the school community to learn about the survey and the process for analyzing the data and identifying school goals. To learn more about the KEYS Initiative and to see a demo of the survey, visit www.keysonline.org/demo.

Please Note: *NEA, MTA and the local affiliate “own” the KEYS data, which may not be made public. All members of the school and district staff must honor this requirement.*

Visualize a Great Lesson – 3 hours

Workshop Description: Visual thinking is an important skill for teachers. Research suggests we educate best when we use pictures and text. We will explore new whole brain approaches to using tools such as white boards and PowerPoint in more powerful and persuasive ways in your classroom.

Learning Outcomes:

1. Whole brain theoretical approaches
2. PowerPoint presentation skills – some knowledge in advance is required; this is not an introduction to PowerPoint.
3. Whiteboard presentation skills – a portable whiteboard will be provided if there is no such technology at the training site.
4. Adapting a lesson/unit through “visualization” techniques

Workshop Requirements:

1. Attendance at the complete program
2. Active participation

Reading list/Resources:

MTA developed materials.

Preparing for MTEL Communications and Literacy Test – 6 hours

Workshop Description: Many teachers have difficulty passing the Massachusetts Test for Educator Licensure (MTEL) – either the Communications and Literacy test or their subject specific test. This session is designed to assist participants in learning some test-taking skills. This all-day program guides participants through the reading and writing tests and goals for content area tests. Activities include taking and analyzing test questions, dealing with test anxiety, and determining how best to prepare for upcoming tests.

Learning Activities:

1. Taking and reviewing practice reading test.
2. Taking and reviewing practice writing test.
3. Review goals for individual content area tests.
4. Developing a test preparation plan.

Session Dates – *all are held on Saturdays from 9:00 to 4:00. Lunch is included. Limited to 20 participants per session. Districts may schedule these sessions if there are at least 10 participants.*

- MTA Auburn field office: October 24, 2009 and January 30, 2010
- MTA Braintree field office: November 7, 2009 and April 10, 2010
- MTA Holyoke field office: November 7, 2009 and March 6, 2010
- MTA Lynnfield field office: November 14, 2009 and May 1, 2010
- MTA: Pittsfield field office: October 17, 2009 and April 3, 2010
- MTA Raynham field office: December 5, 2009 and March 21, 2010

Informational Workshops

These three-hour workshops provide educators with essential information that allows them to more effectively work with their students. Each session is divided into two parts:

- Part 1 – the first 90-minutes is a direct instruction presentation outlining the major issues that educators should understand about the topic. The specifics of each course are described below.
- Part 2 – the second 90-minutes includes a 60-minute small-group facilitated discussion, guided by the presenter, that allows participants to answer the question: *How can we incorporate the information we have just learned into our practice or into school policy to better enable us to meet our students' needs?* This is followed by a 30-minute whole-group reporting out and identifying next steps.

If schools/districts sponsor these workshops, the expectation is that participants will earn PDPs from the district. If others sponsor them, MTA will provide PDP documentation.

Autism Spectrum Disorders (ASD)

Inclusion policies have resulted in classrooms that serve a wider array of students with varying learning needs. More students are coming to schools with autism spectrum disorders – or pervasive developmental disorders – from the severe Autistic Disorder to the mild Asperger Syndrome.

Participants will be provided with information about the range of student behaviors encompassed by ASD. Workshop content focuses on the questions:

- *What is autism?*
- *How do students with autism present in the classroom?*
- *What is the range of behavior that educators might expect to find with ASD students?*

Schedule of Webinars:

- December 2, January 14, February 25, April 5, and April 29.

Language Acquisition for English Learners

The issue of second language acquisition through sheltered immersion programs was mandated by the Unz petition that passed on the November 2002 ballot. Now, more and more educators have English Language Learners (ELLs) in their classrooms and schools. ELLs have a right to be taught by qualified teachers who are able to employ Language Acquisition Strategies (LAS) as an integral part of their instructional practice. However, in order for teachers and administrators to meet the needs of students there must be high-quality, sustained staff development. Expecting educators to implement changes in organizational structure without training is unethical.

Participants will be provided with information about the legal requirements for schools and the range of LAS available. Workshop content focuses on the questions:

- *What does language acquisition mean?*
- *What is the array of recommended language acquisition strategies?*
- *What is required as a result of the DESE's "Guidelines for Agencies Providing Sheltered English Immersion Staff development for Content Teachers of English Language Learners"?*

Schedule of Webinars:

- December 10, January 20, March 3, April 13, and May 6

Understanding the Requirements of IEPs and 504 Plans

Some students come to us with defined learning disabilities that are detailed in Individualized Education Program (IEPs); students with medical issues have their detailed needs outlined in a 504 Plan. Both IEPs and 504 Plans detail the accommodations that educators must take to ensure that students are provided with the assistance needed to be academically successful.

Participants will be provided with information about the legal requirements for schools to address student needs. Workshop content focuses on the questions:

- *What is an IEP?*
- *What is a 504 Plan?*
- *What does the Individuals with Disabilities Education Act (IDEA) require?*
- *What does the Americans with Disabilities Act (ADA) require?*

Schedule of Webinars:

- October 1, November 17, February 1, March 23, and April 26.

Parent and Family Engagement

With frequent interactions among schools, families, and communities, students are more likely to receive common messages from various people about the importance of school, working hard, thinking creatively, helping one another, and staying in school.

Parents are the key stakeholders in their children's education. Parental engagement at the district and school level is a key element of student success. Student achievement in school is not based solely on income or socioeconomic status, but the extent to which that student's family is able to create a home environment that encourages learning; communicate high yet reasonable expectations for the child's achievement and future careers; and become involved in their child's education.

Participants will be provided with information about the six National Parent Teacher Association standards for parent and family engagement: parenting, communicating, volunteering, student learning, school decision-making, and collaborating with community. Workshop content focuses on the questions:

- *What is two-way communication between the school and the home?*
- *What are the benefits of positive two-way communication between students and educators?*
- *How can the school create conditions that improve parent and family engagement?*

Schedule of Webinars:

- October 7, January 4, February 9, April 1, and April 28.

Regulatory Briefings

MTA provides local associations with a series of regulatory workshops at no cost. These programs may be offered district-wide, but only at the request of the local association president. All are two hours in length, which includes time for general questions and answers. The presenter will remain for an additional 30-60 minutes to answer specific questions from members of the audience. The minimum group for regulatory workshops is 20 and there is no maximum. These programs are not eligible for PDPs or PTPs. These programs are not available to non-MTA schools or districts.

Educator Licensure – 1.5-hour informational workshop

This workshop explains the regulatory requirements covering licensure. It is appropriate for all educators who hold Temporary, Preliminary or Initial stage licenses or who are working under waivers. Trainers explain how a teacher moves through the stages of licensure from Preliminary to Initial to Professional. The presenter will explain how the educator documents his/her progression through each stage and the roles and responsibilities of both the educator and the district.

Webinar Schedule:

- September 15, October 20, November 3, December 1 and 15, January 5 and 19, February 10, March 10, April 14, May 12 and 19 from 2:45 to 3:45 OR 4:00 – 5:00.

Professional License Renewal – 1.5-hour informational workshop

This workshop explains the regulatory requirements covering professional license renewal (formerly recertification). The trainer explains the requirements for relicensure for those who hold a Professional License. The presenter will explain how the educator documents his/her professional learning to renew all professional licenses held.

Webinar Schedule:

- September 16, October 14, December 9, January 13, February 2, March 2, April 6, May 4 and May 18 from 2:45 to 3:45 OR 4:00 – 5:00.

Understanding District and School Accountability – 1.5-hour informational workshop

This workshop is designed to help the whole school community – including school council members and parents – understand the Department of Elementary and Secondary Education’s (DESE) accountability process. The presenter will explain the role of student test results in determining a school’s accountability status. The most recent DESE’s school accountability regulations will be explained and suggested strategies will be recommended. In addition, the importance of school improvement planning that is collaborative and ensures teacher ownership will be explained.

MTA recommends that any school identified as in need of improvement or underperforming as a result of AYP should request this workshop as soon as possible.

Webinar Schedule:

- Available to MTA local association presidents and/or their designees on October 26, November 5, 10, 19, 24 and December 7 from 3:45 to 5:15.

Center for Education Policy and Practice

PDF versions of these publications may be downloaded by going to www.massteacher.org/cepp and following the Research Reports link.

1. *Fulfilling the Promise of Education Reform: Narrowing the Achievement Gaps, Closing the Staffing Gaps, Reducing the Funding Gaps*
2. *Facing Reality: What Happens When Good Schools are Labeled "Failures"*
3. *Tomorrow's Teachers: Preparing the Education Workforce for 21st Century Schools*
4. *Teacher Retention: Closing the Staffing Gaps by Addressing Teacher Learning and Professional Growth*
5. *Massachusetts Teaching, Learning and Leading Survey: Creating School Conditions Where Teachers Stay and Students Thrive*

PDF versions of the From Policy To Practice series may be downloaded by going to www.massteacher.org/cepp and following the Policy Briefs link.

1. *Language Acquisition Staff Development: Qualified to Meet Needs of English Language Learners*
2. *Special Education: Understanding Federal and State Statutory Requirements*
3. *Education Proficiency Plans*

Individual Professional Development Plan (IPDP) folders are free to MTA local associations through direct requests from local presidents only. For all others, they are sold in packets of 25 for \$25 plus shipping and handling.

Standards-based Unit of Instruction folders are sold in packets of 25 for \$25 plus shipping and handling.

Please contact Beverly Eisenman for single copy and bulk rate fees

Call: 617.878.8362 or 800.392.6175, x8362 or email beisenman@massteacher.org.

Schedule of Online Programs

General Codes:

ASD: Autism Spectrum Disorders

EL: Educator Licensure

IEP/504: IEP & 504 Plans

LAEL: Language Acquisition for English Learners

OGC: Online Graduate Course

PFE: Parent & Family Engagement

PL: Professional License Renewal

USDA: Understanding School & District Accountability

New Teacher Webinar (NTW) (alpha order)

BPC: Behavior & Performance Contracts

DDP: Dealing with Difficult Parents

EIP: E-Mail & Internet Perils

EYA: End-of-Year Activities

ECR: Establishing Classroom Routines

GSW: Grading Student Work

CAR: Informal Classroom Assessment & Retesting

LBT: Legal Basics for New Teachers

MSB: Managing Student Behavior

PTC: Preparing for Parent Conferences

RIP: Reading and Implementing IEPs

RCP: Rules, Consequences & Positive Recognition

TSA: Transitions and Sponge Activities

WIA: Working with Instructional Aides

	S	M	TU	W	TH	F	S
SEPTEMBER	13	14 ■ NTW-ECR 4:00 – 6:00	15 ■ EL 2:45 – 3:45 OR 4:00 – 5:00	16 ■ PL 2:45 – 3:45 OR 4:00 – 5:00	17 ■ NTW-ECR 4:00 – 6:00	18	19
	20	21 ■ NTW-MSB 4:00 – 6:00	22 ■ NTW-ECR 4:00 – 6:00	23 ■ NTW-ECR 4:00 – 6:00	24 ■ NTW-MSB 4:00 – 6:00	25	26
	27	28 ■ NTW-MSB 4:00 – 6:00	29 ■ NTW-ECR 4:00 – 6:00	30 ■ NTW-MSB 4:00 – 6:00	1 ■ IEP/504 3:45 – 5:45	2	3
OCTOBER	4	5 ■ NTW-CAR 4:00 – 6:00	6 ■ NTW-MSB 4:00 – 6:00	7 ■ PFE 3:45 – 5:45	8 ■ NTW-CAR 4:00 – 6:00	9	10
	11	12 Columbus Day	13 ■ NTW-CAR 4:00 – 6:00	14 ■ PL 2:45 – 3:45 OR 4:00 – 5:00	15 ■ NTW-CAR 4:00 – 6:00	16	17
	18	19 ■ NTW-GSW 4:00- 6:00	20 ■ OGC Session 1 ■ EL 2:45 – 3:45 OR 4:00 – 5:00	21 ■ NTW-CAR 4:00 – 6:00	22 ■ NTW-GSW 4:00- 6:00	23	24
	25	26 ■ USDA 4:00 – 5:15	27 ■ OGC Session 2 ■ NTW-GSW 4:00- 6:00	28 ■ NTW-GSW 4:00- 6:00	29 ■ NTW-GSW 4:00- 6:00	30	31
NOVEMBER	1	2 ■ NTW-PTC 4:00 – 6:00	3 ■ OGC Session 3 ■ EL 2:45 – 3:45 OR 4:00 – 5:00	4 ■ NTW-PTC 4:00 – 6:00	5 ■ USDA 4:00 – 5:15	6	7
	8	9 ■ NTW-PTC 4:00 – 6:00	10 ■ OGC Session 4 ■ USDA 4:00 – 5:15	11 Veterans Day	12 ■ NTW-PTC 4:00 – 6:00	13	14
	15	16 ■ NTW-PTC 4:00 – 6:00	17 ■ OGC Session 5 ■ IEP/504 3:45 – 5:45	18 ■ NTW-DDP 4:00 – 6:00	19 ■ USDA 4:00 – 5:15	20	21
	22	23 ■ NTW-DDP 4:00 – 6:00	24 ■ USDA 4:00 – 5:15	25 Thanksgiving Holiday	26 Thanksgiving Holiday	27	28
	29	30 ■ NTW-DDP 4:00 – 6:00	1 ■ OGC Session 6 ■ EL 2:45 – 3:45 OR 4:00 – 5:00	2 ■ ASD 3:45 – 5:45	3 ■ NTW-DDP 4:00 – 6:00	4	5

	S	M	TU	W	TH	F	S	
DECEMBER	6	7 ■ USDA 4:00 – 5:15	8 ■ OGC Session 7 ■ NTW-DDP 4:00 – 6:00	9 ■ PL 2:45 – 3:45 OR 4:00 – 5:00	10 ■ LAEL 3:45 – 5:45	11	12	
	13	14 ■ NTW-LBT 4:00 – 6:00	15 ■ OGC Session 8 ■ EL 2:45 – 3:45 OR 4:00 – 5:00	16	17 ■ NTW-LBT 4:00 – 6:00	18	19	
	20	21 ■ NTW-LBT 4:00 – 6:00	22 ■ OGC Session 9	23 ■ NTW-LBT 4:00 – 6:00	24	25	26	
	27	28 – 31 Winter Holiday Break Week					1	2
JANUARY	3	4 ■ PFE 3:45 – 5:45	5 ■ OGC Session 10 ■ EL 2:45 – 3:45 OR 4:00 – 5:00	6 ■ NTW-LBT 4:00 – 6:00	7 ■ NTW-EIP 4:00 – 6:00	8	9	
	10	11 ■ NTW-EIP 4:00 – 6:00	12 ■ OGC Session 11 ■ NTW-EIP 4:00 – 6:00	13 ■ PL 2:45 – 3:45 OR 4:00 – 5:00	14 ■ ASD 3:45 – 5:45	15	16	
	17	18 Martin Luther King Day	19 ■ OGC Session 12 ■ EL 2:45 – 3:45 OR 4:00 – 5:00	20 ■ LAEL 3:45 – 5:45	21 ■ NTW-EIP 4:00 – 6:00	22	23	
		25 ■ NTW-EIP 4:00 – 6:00	26 ■ NTW-WIA 4:00 – 6:00	27	28 ■ NTW-WIA 4:00 – 6:00	29	30	
FEBRUARY	31	1 ■ IEP/504 3:45 – 5:45	2 ■ PL 2:45 – 3:45 OR 4:00 – 5:00	3 ■ NTW-WIA 4:00 – 6:00	4 ■ TW-WIA 4:00 – 6:00	5	6	
	7	8 ■ TW-WIA 4:00 – 6:00	9 ■ OGC Session 1 ■ PFE 3:45 – 5:45	10 ■ EL 2:45 – 3:45 OR 4:00 – 5:00	11 ■ NTW-TSA 4:00 – 6:00	12	13	
	14	15 – 18 February School Vacation Week					19	20
	21	22 ■ NTW-TSA 4:00 – 6:00	23 ■ OGC Session 2 ■ NTW-TSA 4:00 – 6:00	24 ■ NTW-TSA 4:00 – 6:00	25 ■ ASD 3:45 – 5:45	26	27	

General Codes:

ASD: Autism Spectrum Disorders

EL: Educator Licensure

IEP/504: IEP & 504 Plans

LAEL: Language Acquisition for English Learners

OGC: Online Graduate Course

PFE: Parent & Family Engagement

PL: Professional License Renewal

USDA: Understanding School & District Accountability

New Teacher Webinar (NTW) (alpha order)

BPC: Behavior & Performance Contracts

DDP: Dealing with Difficult Parents

EIP: E-Mail & Internet Perils

EYA: End-of-Year Activities

ECR: Establishing Classroom Routines

GSW: Grading Student Work

CAR: Informal Classroom Assessment & Retesting

LBT: Legal Basics for New Teachers

MSB: Managing Student Behavior

PTC: Preparing for Parent Conferences

RIP: Reading and Implementing IEPs

RCP: Rules, Consequences & Positive Recognition

TSA: Transitions and Sponge Activities

WIA: Working with Instructional Aides

	S	M	TU	W	TH	F	S
MARCH	28	1 ■ NTW-TSA 4:00 – 6:00	2 ■ OGC Session 3 ■ PL 2:45 – 3:45 OR 4:00 – 5:00	3 ■ LAEL 3:45 – 5:45	4 ■ NTW-RCP 4:00 – 6:00	5	6
	7	8 ■ NTW-RCP 4:00 – 6:00	9 ■ OGC Session 4 ■ NTW-RCP 4:00 – 6:00	10 ■ EL 2:45 – 3:45 OR 4:00 – 5:00	11 ■ NTW-RCP 4:00 – 6:00	12	13
	14	15	16 ■ OGC Session 5 ■ NTW-RCP 4:00 – 6:00	17 ■ NTW-RIP 4:00 – 6:00	18 ■ NTW-RIP 4:00 – 6:00	19	20
	21	22 ■ NTW-RIP 4:00 – 6:00	23 ■ OGC Session 6 ■ IEP/504 3:45 – 5:45	24 ■ NTW-RIP 4:00 – 6:00	25 ■ NTW-RIP 4:00 – 6:00	26	27
	28	29 ■ NTW-BPC 4:00 – 6:00	30 ■ OGC Session 7	31 ■ NTW-BPC 4:00 – 6:00	1 ■ PFE 3:45 – 5:45	2	3
	APRIL	4	5 ■ ASD 3:45 – 5:45	6 ■ OGC Session 8 ■ PL 2:45 – 3:45 OR 4:00 – 5:00	7 ■ NTW-BPC 4:00 – 6:00	8 ■ NTW-BPC 4:00 – 6:00	9
11		12 ■ NTW-BPC 4:00 – 6:00	13 ■ OGC Session 9 ■ LAEL 3:45 – 5:45	14 ■ IEP/504 3:45 – 5:45 ■ EL 2:45 – 3:45 OR 4:00 – 5:00	15	16	17
18		19 – 22 April School Vacation Week				23	24
25		26 ■ IEP/504 3:45 – 5:45	27 ■ OGC Session 10	28 ■ PFE 3:45 – 5:45	29 ■ ASD 3:45 – 5:45	30	1
MAY		2	3 ■ NTW-EYA 4:00 – 6:00	4 ■ OGC Session 11 ■ PL 2:45 – 3:45 OR 4:00 – 5:00	5 NTW-EYA 4:00 – 6:00	6 ■ LAEL 3:45 – 5:45	7
	9	10 ■ NTW-EYA 4:00 – 6:00	11 ■ OGC Session 12 ■ NTW-EYA 4:00 – 6:00	12 ■ EL 2:45 – 3:45 OR 4:00 – 5:00	13	14	15
	16	17	18 ■ PL 2:45 – 3:45 OR 4:00 – 5:00	19 ■ EL 2:45 – 3:45 OR 4:00 – 5:00	20 ■ NTW-EYA 4:00 – 6:00	21	22

CEPP Staff

Kathleen J. Skinner, NBCT, Ed.D., Director kskinner@massteacher.org
Ralph Devlin, M.S., Professional Development Specialist rdevlin@massteacher.org
Beverly Miyares, M.C.P., Professional Development Specialist bmiyares@massteacher.org
Nora Todd, B.S., Professional Development Specialist ntodd@massteacher.org

CEPP Associate Staff

Mary Chamberlain, M.A., West mchamberlain@massteacher.org
William Durkee, C.A.G.S., Northeast wdurkee@massteacher.org
Judith Ferrari, M.A., Central jferrari@massteacher.org
Linda Jordan, M.Ed., Southeast ljordan@massteacher.org
SiriNam Khalsa, NBCT, M.Ed., West skhalsa@massteacher.org
Carol Liff, C.A.G.S., Northeast cliff@massteacher.org
Joyce Martin, M.Ed., Southeast jmartin@massteacher.org
Donna McDonald, M.Ed., Cape and Islands dmcdonald@massteacher.org
Arlene Wasdo, M.Ed., Central awasdo@massteacher.org

CEPP Support Staff

Beverly Eisenman, Secretary- Registration & Information beisenman@massteacher.org
Diane Gately, Coordinator – Conference Registration & Information dgately@massteacher.org
Jill Jackson, Secretary – Transcripts jjackson@massteacher.org



Massachusetts Teachers Association
20 Ashburton Place
Boston, MA 02108
800.392.6175
www.massteacher.org