Boston Public Schools

Professional Development Opportunities

January 2012-March 2012
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## Part One

**Professional Development Calendar** 2-14

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## Part Two

**Course Descriptions** 15-35

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<th>Course Description</th>
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<td>Science</td>
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<td>Secondary English Language Arts</td>
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<td>Secondary Math</td>
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<td>Teacher and Leadership Effectiveness</td>
<td>31-35</td>
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</table>
# Professional Development Opportunities

## January 1-7, 2012

<table>
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<tr>
<th>Sunday January 1</th>
<th>Monday January 2</th>
<th>Tuesday January 3</th>
<th>Wednesday January 4</th>
<th>Thursday January 5</th>
<th>Friday January 6</th>
<th>Saturday January 7</th>
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</thead>
</table>
| 3p-4:30p SIS Training: Schedule Management  
4p-6:30p Using Data to Inform Instruction in Grade 3 | 8a-4p Health & Wellness  
Professional Development Day | 8a-3:30p PBIS Tier 1 Days 1 and 2 | 8a-3p PBIS Tier II Days 1 & 2 | 2p-3:30p SIS Training: Schedule Management | 4p-5:30p SIS Training: Grade Management | 12:40-1:40 First In Math: Successful Implementation, Confident Students  
8:30a-12:30p Pediatric First Aid including Rescue Breathing and Clearing a Blocked Airway |
# Professional Development Opportunities

**January 8-14, 2012**

<table>
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<tr>
<th>Sunday</th>
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<tr>
<td>January 8</td>
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<td>January 10</td>
<td>January 11</td>
<td>January 12</td>
<td>January 13</td>
<td>January 14</td>
</tr>
<tr>
<td>2:30p-3:30p Information Session for ESL and Moderate Disabilities Winter/Spring Pathway Programs 2012, January 9, 2:30 pm</td>
<td>8a-9:30a SIS Training: Schedule Management</td>
<td>8a-9:30a SIS Training: Schedule Management</td>
<td>8a-9:30a SIS Training: Schedule Management</td>
<td>8a-9:30a SIS Training: Schedule Management</td>
<td>8:15a-2:45p Essential Academic Writing Skills for College Readiness</td>
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<tr>
<td>3p-6p New to K1 and K2 Professional Development</td>
<td>8:30a-11(Administrators’ Session) Science and literacy: Using evidence to support claims in talking, writing and reading</td>
<td>8:30a-3p Planning Day for AP Math, Science, Art, and Music teachers</td>
<td>8:30a-3p Planning Day for AP English, Social Studies, and Foreign Language teachers</td>
<td>10a-11:30a SIS Training: Grade Management</td>
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<tr>
<td>4p-5p Information Session for ESL and Moderate Disabilities Winter/Spring Pathway Programs 2012, January 9, 4 pm</td>
<td>10a-11:30a SIS Training: Grade Management</td>
<td>3:30-5:30 RAE_BPS Data Warehouse Training</td>
<td>10a-11:30a SIS Training: Grade Management</td>
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<td></td>
<td>4p-7:45p Category 4: Teaching Reading and Writing to Limited English Proficient Students with Center for English Language Education (CELE)</td>
<td>4p-7p Boston Public Schools Online Mentoring-Elementary/Early Childhood (BPSOM)</td>
<td>4p-6p SCI-112 Common Writing Assignment in Science: Overview Session</td>
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<td>4p-5p Information Session for ESL and Moderate Disabilities Winter/Spring Pathway Programs 2012</td>
<td>4p-7p Boston Public Schools Online Mentoring-High School (BPSOM)</td>
<td>4p-6p TEC_WS: (L4L v2) Get Up and Running with Your SmartBoard</td>
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<td>4p-6:30p SCI111: Science and Literacy: Using evidence to support claims in talking, writing and reading</td>
<td>4p-7p Boston Public Schools Online Mentoring-Middle School (BPSOM)</td>
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<td>4p-6p TEC1701: L4L MacBook Orientation Session - BLOCK 10</td>
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## Professional Development Opportunities

### January 15-21, 2012

| Sunday  
January 15 | Monday  
January 16 | Tuesday  
January 17 | Wednesday  
January 18 | Thursday  
January 19 | Friday  
January 20 | Saturday  
January 21 |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 10a-11:30a SIS Training: Schedule Management  
3:30p-6:30p MMSI's Pre-AP Science Vertical Team meetings  
3:30p-6:30p Bullying Prevention and Intervention, Teachers as Trainers  
4p-7:30p Earth Science I: Weather and Water | 2:30p-3:30p Information Session for ESL and Moderate Disabilities Winter/Spring Pathway Programs 2012, January 18, 2:30 pm  
4p-5p Information Session for ESL and Moderate Disabilities Winter/Spring Pathway Programs 2012, January 18, 4 pm  
4p-6p Critical Pedagogy and Student Organizing: Creating Opportunities for Students to Become More Effective Readers and Writers of Their World | 10a-11:30a SIS Training: Grade Management  
2:30p-3:30p Information Session for ESL and Moderate Disabilities Winter/Spring Pathway Programs 2012, January 19, 2:30 pm  
4p-5p Information Session for ESL and Moderate Disabilities Winter/Spring Pathway Programs 2012, January 19, 4 pm  
## Professional Development Opportunities

**January 22-28, 2012**

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<td>January 25</td>
<td>January 26</td>
<td>January 27</td>
<td>January 28</td>
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<tr>
<td>7:15a-1:15p Cross Site Visits-Elementary Education Grade 2</td>
<td>4-7p Boston Public Schools Online Mentoring-Middle School (BPSOM) [2]</td>
<td>4-7p Boston Public Schools Online Mentoring-High School (BPSOM) [2]</td>
<td>4-6p Critical Pedagogy and Student Organizing: Creating Opportunities for Students to Become More Effective Readers and Writers of Their World [2]</td>
<td>3:30p-6:30p MMSI’s Pre-AP Math Vertical Team meetings</td>
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<td>9a-3p Cross Site Visits-Elementary Education Grade 4 AWC</td>
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<td>3p-4:30p SIS Training: Grade Management</td>
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<td>3p-5:30p FITNESSGRAM Data &amp; Technology Assistance Drop-In Session</td>
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<td>3:30p-6:30p Wellness Champion Training-Movement Breaks 101</td>
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<td>Sunday January 29</td>
<td>Monday January 30</td>
<td>Tuesday January 31</td>
<td>Wednesday February 1</td>
<td>Thursday February 2</td>
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<tr>
<td>12p-2:30p LAT-F:Middle/K-8 (2011-2012) [2]</td>
<td>3:30p-6:30p Bullying Prevention and Intervention; Teachers as Trainers [3]</td>
<td>4p-6:30p Core Instructional Practices in Writing Grades 1 to 5</td>
<td>4p-6:30p Core Instructional Practices in Writing Grades 1 to 5</td>
<td>3p-6p Category 4: Reading &amp; Writing in Sheltered Content Classrooms DT1:SPR12 (Hybrid) @ Adams Elementary</td>
<td>3p-6p Category 4: Reading &amp; Writing in Sheltered Content Classrooms DT1:SPR12 (Hybrid) @ Adams Elementary</td>
<td>8:30a-4:30p SCI111: Supporting K-12 Students with Claims, Evidence and Reasoning in Science</td>
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<tr>
<td>4p-6:30p Using Data to Inform Instruction in Grade 3 [2]</td>
<td>8a-2:40p Cross Site Visits-Middle School Mathematics</td>
<td>4p-7:15p Category 2: Sheltering Content Instruction with Center for English Language Education (CELE) @ Session D</td>
<td>4p-7:15p Category 2: Sheltering Content Instruction with Center for English Language Education (CELE) @ Session D</td>
<td>4p-5:30p SIS Training: Grade Management</td>
<td>4p-5:30p SIS Training: Grade Management</td>
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<td>4p-6p TEC_WS: (L4L v2) Educational Apps for Your New Laptop and/or iTouch Device</td>
<td>4p-6p TEC_WS: (L4L v2) Educational Apps for Your New Laptop and/or iTouch Device</td>
<td>4p-6p The Alliance for a Healthier Generation’s National Recognition Award</td>
<td>4p-6p The Alliance for a Healthier Generation’s National Recognition Award</td>
<td>3p-6p Category 4: Reading &amp; Writing in Sheltered Content Classrooms DT1:SPR12 (Hybrid) @ Adams Elementary</td>
<td>3p-6p Category 4: Reading &amp; Writing in Sheltered Content Classrooms DT1:SPR12 (Hybrid) @ Adams Elementary</td>
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<tr>
<td>5p-7p TEC1701: L4L MacBook Orientation Session - BLOCK 30</td>
<td>7:30a-1:15p Cross Site Visits-Middle School Mathematics</td>
<td>8a-2:40p Cross Site Visits-Middle School Mathematics</td>
<td>8a-2:40p Cross Site Visits-Middle School Mathematics</td>
<td>3p-6p Category 4: Reading &amp; Writing in Sheltered Content Classrooms DT1:SPR12 (Hybrid) @ Adams Elementary</td>
<td>3p-6p Category 4: Reading &amp; Writing in Sheltered Content Classrooms DT1:SPR12 (Hybrid) @ Adams Elementary</td>
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<td>Sunday February 5</td>
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<td>Tuesday February 7</td>
<td>Wednesday February 8</td>
<td>Thursday February 9</td>
<td>Friday February 10</td>
<td>Saturday February 11</td>
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# Professional Development Opportunities

**February 12 - February 18, 2012**

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<tr>
<td>7a-1p Cross Site Visits-Grade 3 Multilingual SEL</td>
<td>7a-9:30a Wellness Council Framework Training with Smart Choices Make Smarter Students</td>
<td>5p-8p Making Learning Visible: Understanding and Supporting Children as Individual and Group Learners [2]</td>
<td>4p-7:15p Category 2: Sheltering Content Instruction with Center for English Language Education (CELE) @ Session D [3]</td>
<td>7a-9:30a Wellness Council Framework Training with Smart Choices Make Smarter Students</td>
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<td>4p-6:30p ESL: Teaching Writing: A Genre Based Approach (Systemic-Functional Linguistics (SFL))-SPRG12</td>
<td>6:30a-12:40p Cross Site Visits-Middle School Math</td>
<td>3p-5:30p FITNESSGRAM Data &amp; Technology Assistance Drop-In Session</td>
<td>4p-7p FITNESSGRAM Training</td>
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<td>4p-6p Google Docs: Integrate 21st Century technology with Google docs.</td>
<td>3:45p-5:45p AAF and Core: Building and Enriching Your Core Instructional Program</td>
<td>4p-6:30p TEC_WS: (L4L v2) Get Up and Running with Your SmartBoard</td>
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Professional Development Opportunities

February 19-February 25, 2012

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SCHOOL VACATION WEEK
# Professional Development Opportunities

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<td>February 29</td>
<td>March 1</td>
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<td>March 3</td>
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<td>3p-5p Steps for the Healthy Schools Inventory</td>
<td>3:30p-6:30p Category 4: Reading &amp; Writing in Sheltered Content Classrooms MH1:SPR12 (Hybrid) @ West Roxbury</td>
<td>5p-8p Making Learning Visible: Understanding and Supporting Children as Individual and Group Learners [3]</td>
<td>4p-6:30p TEC_WS: (L4L v2) Educational Apps in Support of Teaching and Learning: ELL</td>
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<td></td>
<td>Bullying Prevention and Intervention, Teachers as Trainers [6]</td>
<td>4p-7:30p Using Data to Inform Small Group Instruction in Grades 1 and 2 [3]</td>
<td>4p-7p Category 1: Intro to Second Language Teaching &amp; Learning</td>
<td>JBV1:SPR12 (Hybrid) @ Campbell Resource Center</td>
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<td>3:30p-6:30p Category 4: Reading &amp; Writing in Sheltered Content Classrooms MH1:SPR12 (Hybrid) @ West Roxbury</td>
<td>4p-6:30p Using Data to Inform Small Group Instruction in Grades 1 and 2 [3]</td>
<td>4p-7:15p Category 2: Sheltering Content Instruction with Center for English Language Education (CELE) @ Session D [4]</td>
<td>4p-6:30p TEC_WS: (L4L v2) Educational Apps in Support of Teaching and Learning: ELL</td>
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<td>4p-7p Managing Student Behavior</td>
<td>3:30p-6:30p Category 4: Reading &amp; Writing in Sheltered Content Classrooms MH1:SPR12 (Hybrid) @ West Roxbury</td>
<td>3p-5:30p FITNESSGRAM Data &amp; Technology Assistance Drop-In Session</td>
<td>4p-7p Category 1: Intro to Second Language Teaching &amp; Learning</td>
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<td>4:30p-7:30p Category 2: Sheltering Content Instruction GM2:SPR12 @ CLD (PARA/SUBS)</td>
<td>3p-5:30p FITNESSGRAM Data &amp; Technology Assistance Drop-In Session</td>
<td>4p-7p Category 2: Sheltering Content Instruction with Center for English Language Education (CELE) @ Session D [4]</td>
<td>4p-6:30p TEC_WS: (L4L v2) Educational Apps in Support of Teaching and Learning: ELL</td>
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**Schedule:**
- **February 26**: 4p-6:30p Using Data to Inform Instruction in Grade 3 [5]
- **February 27**: 3:30p-6:30p Bullying Prevention and Intervention, Teachers as Trainers [6]
- **February 28**: 4p-6:30p Using Data to Inform Small Group Instruction in Grades 1 and 2 [3]
- **February 29**: 3p-5p Steps for the Healthy Schools Inventory
- **March 1**: 4p-6:30p Core Instructional Practices in Writing Grades 1 to 5 [3]
- **March 2**: 4p-7p Category 2: Sheltering Content Instruction with Center for English Language Education (CELE) @ Session D [4]
- **March 3**: 4p-6:30p TEC_WS: (L4L v2) Educational Apps in Support of Teaching and Learning: ELL
## Professional Development Opportunities

### March 4-10, 2012

| Sunday  
March 4 | Monday  
March 5 | Tuesday  
March 6 | Wednesday  
March 7 | Thursday  
March 8 | Friday  
March 9 | Saturday  
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<tbody>
<tr>
<td>4p-5p Smart Choices make Smarter Students!</td>
<td>4:30p-7:30p Category 2: Sheltering Content Instruction GM2:SPR12 @ CLD (PARA/SUBS) [2]</td>
<td>8a-2p Secondary ELA Leaders Meeting 3</td>
<td>4p-6p TEC_WS: (L4L v2) Exploring eBooks and Other Free eBook Apps</td>
<td>4p-7p Refresher Physical Restraint-Non-Violent Crisis Prevention Intervention Training (CPI)</td>
<td>4:30p-7:30p Career Advancement Skills</td>
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<td>4p-6p TEC_WS: (L4L v2) Exploring eBooks and Other Free eBook Apps</td>
<td>4p-6p RAE_BPS Data Warehouse Training</td>
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### Professional Development Opportunities

**March 11-17, 2012**

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<th>Sunday March 11</th>
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<th>Friday March 16</th>
<th>Saturday March 17</th>
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<tbody>
<tr>
<td>3:30p-5:30p AP Science Practice Exam Grader Training</td>
<td>3p-5:30p Sheltering Content Instruction with Center for English Language Education (CELE) @ Dorchester Academy</td>
<td>4p-7p Category 1: Intro to Second Language Teaching &amp; Learning GM3:SPR12 (Hybrid) @ Dorchester Academy</td>
<td>8:30a-3p MMSI's Pre-AP Math Vertical Team meetings</td>
<td>4:15p-7:15p Pathway Program for Moderate Disabilities Licensure and Professional Practice, Winter/Spring 2012, Cohort 25</td>
<td>8a-3:30p Pathway Program for Moderate Disabilities Licensure and Professional Practice, Winter/Spring 2012, Cohort 25 [6]</td>
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<td>4p-6p Pediatric First Aid Including Rescue Breathing and Clearing a Blocked Airway</td>
<td>4p-6p Best Practices in Early Childhood Education: NAEYC Accreditation Standards and Criteria</td>
<td>7:30a-8:30a Smart Choices make Smarter Students!</td>
<td>7:30a-8:30a Smart Choices make Smarter Students!</td>
<td>7:30a-8:30a Smart Choices make Smarter Students!</td>
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<td>3p-5:30p FITNESSGRAM Data &amp; Technology Assistance Drop-In Session</td>
<td>3:30p-6:30p SCI803: Grade 8 -- Teaching Chemical Interactions - Unit Training</td>
<td>3:30p-6:30p REACH: Connect Oral and Written Expression for ELLs</td>
<td>3:30p-6:30p REACH: Connect Oral and Written Expression for ELLs</td>
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*Note: The table above outlines various professional development opportunities offered from March 11 to March 17, 2012. Each day's schedule includes different workshops, seminars, and training sessions aimed at enhancing teaching and learning practices.*
<table>
<thead>
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<th>Sunday March 18</th>
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<th>Thursday March 22</th>
<th>Friday March 23</th>
<th>Saturday March 24</th>
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<tbody>
<tr>
<td>3:30p-6:30p SCI803: Grade 8 -- Teaching Chemical Interactions - Unit Training [2]</td>
<td>3:45p-5:45p AAF Service Team Facilitation / Designing and Monitoring Interventions</td>
<td>3:45p-5:45p AAF Service Team Facilitation</td>
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## Professional Development Opportunities

### March 25-31, 2012

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<th>Sunday March 25</th>
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<th>Saturday March 31</th>
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<tr>
<td></td>
<td>4p-7p Engaging Families at the Classroom Level [2]</td>
<td>3p-5:30p FITNESSGRAM Data &amp; Technology Assistance Drop-In Session</td>
<td>4p-6:30p Category 4: Reading &amp; Writing in Sheltered Content Classrooms TV1:SPR12 (Hybrid) @ Russell</td>
<td>4p-7p Category 2: Sheltering Content Instruction with Center for English Language Education (CELE) @ Session D [8]</td>
<td>4:15p-7:15p Pathway Program for Moderate Disabilities Licensure and Professional Practice, Winter/Spring 2012, Cohort 25 [9]</td>
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**Dates:**
- **March 25** (Sunday)
- **March 26** (Monday)
- **March 27** (Tuesday)
- **March 28** (Wednesday)
- **March 29** (Thursday)
- **March 30** (Friday)
- **March 31** (Saturday)
Course Descriptions

### Academic Achievement Framework

**PBIS Tier I Days 1 & 2**  
January 3-March 15, 2012

Introduction to Positive Behavioral Interventions and Support to new schools

**PBIS Tier II Days 1 & 2**  
January 3-March 15, 2012

The outcome of this 2-day Tier II training is to assist problem solving teams in designing, implementing, and assessing the effectiveness of Tier II School-Wide Positive Behavioral Interventions and Support for the social emotional behavioral domain (SEB) under the Academic Achievement Framework (AAF). Participants should be able to attend Day 1 on January 3 and Day 2 on March 15.

Training will cover the critical systems, practices and data features of supplemental (Tier 2) SW-PBIS. Participating team members will learn the three pathways (teacher nomination, behavioral indicators, and systematic screening) used for the early identification of those students at risk of school failure and how Tier II problem solving teams are using that data to match students to appropriate evidenced-based interventions and supports. Examples of procedures, forms, and screening data will be shared along with lessons learned from implementation in other districts.

**AAF Service Team Facilitation: Designing and Monitoring Interventions**  
January 11 and March 21, 2012

Are you a newly appointed AAF Facilitator? Or maybe you are considering taking on a leadership role in your school’s implementation of the AAF? AAF External Consultants will lead this two-hour session that will outline the roles and responsibilities of the AAF Service Team Facilitator. Specific training to the AAF Problem Solving Cycle will be provided including guidelines for data analysis/data driven decision-making. AAF Facilitators will study and reflect on the additional role of School Management Group member. Participants will learn other important leadership skills that support the AAF implementation, e.g. setting group norms for effective collaboration and problem solving. Attendance and participation will prepare facilitators for their initial meetings with service teams. Continued support from the assigned Internal consultant will assist the facilitator through the first two years of AAF implementation.

**AAF and Core: Building and Enriching Your Core Instructional Program**  
February 15, 2012

As Cohort 1, 2, and 3 schools join the AAF movement continuous attention must be paid to the development and delivery of high quality core instruction. During this two and a half hour session participants will:
- Identify data currently used to make decisions that address students’ academic and social/emotional and behavioral challenges.
- Learn how to use universal data to inform core curriculum and instruction for all students.
- Align core instructional programs to state/common core curriculum standards
- Review the research base in literacy and mathematics to insure that core instruction is both effective and reliable.

The final section of the presentation will examine the features of fidelity and cultural responsiveness that are critical to the strength and growth of the core as a living and dynamic foundation for all students.

This session is appropriate for new and experienced participants in the AAF.

**AAF Service Team Facilitation**  
March 21, 2012

Are you a newly appointed AAF Facilitator? Or maybe you are considering taking on a leadership role in your school’s implementation of the AAF? AAF External Consultants will lead this two-hour session that will outline the roles and responsibilities of the AAF Service Team Facilitator. Specific training to the AAF Problem Solving Cycle will be provided including guidelines for data analysis/data driven decision-making. AAF Facilitators will study and reflect on the additional role of School Management Group member. Participants will learn other important leadership skills that support the AAF implementation, e.g. setting group norms for effective collaboration and problem solving. Attendance and participation will prepare facilitators for their initial meetings with service teams. Continued support from the assigned Internal consultant will assist the facilitator through the first two years of AAF implementation.
Professional Development Opportunities

Advanced Placement/Advanced Work Class

Planning Day for AP Math, Science, Art, and Music teachers
January 11, 2012

Come for a day of AP Planning with your fellow AP teachers! Please bring your laptop, a copy of your AP course’s College Board outline, resource material to unit plan, and your login information to access AP Central. We will give you your students’ Free-Response booklets from last year’s AP Exam for you to review. You will also be given time to develop a pacing guide and create lesson plans for your AP class. Substitute teachers and lunch will be provided.

Planning Day for AP English, Social Studies, and Foreign Language teachers
January 12, 2012

Come for a day of AP Planning with your fellow AP teachers! Please bring your laptop, a copy of your AP course’s College Board outline, resource material to unit plan, and your login information to access AP Central. We will give you your students’ Free-Response booklets from last year’s AP Exam for you to review. You will also be given time to develop a pacing guide and create lesson plans for your AP class. Substitute teachers and lunch will be provided.

Essential Academic Writing Skills for College Readiness
January 13–March 5, 2012

A series of 3 workshops to develop teachers’ strategies and student skills when teaching pre collegiate writing. Presenter is Marilyn Gilbert Mitchell, a national AVID trainer from Chicago Public Schools. All sessions will include Essential Academic Skills (EAS) connections, scaffolding, detailed and practical tips for implementation, and handouts for future review. The unit planning provides actual assistance with preparing to include EASCR in current curriculum immediately after professional development trainings.

Jan. 13th - Unit 1 including college writing introduction, writing/research strategies, foundation activities, planning for unit implementation, and a lesson or two with modeling for hands-on practice.

Jan. 26th - Unit 2 including leadership activities, writing/research strategies, connection to Unit 1, planning for unit implementation, and a lesson with modeling for hands-on practice.

Feb. 29th - Unit 3 including culminating activities, connections to Units 1 & 2, planning for unit implementation, and a lesson with modeling for hands-on practice.

MMSI’s Pre-AP Science Vertical Team meetings
January 17–March 9, 2012

BPS has contracted with Mass Insight (MMSI), the vendor selected by DESE, to provide Pre-Advanced Placement (AP) training to teams of middle and high school Science teachers through Race to the Top. Teachers that participated in this summer’s four full days of professional development are expected to attend the three Vertical Team meetings.

MMSI’s Pre-AP Math Vertical Team meetings
January 26–March 9, 2012

BPS has contracted with Mass Insight (MMSI), the vendor selected by DESE, to provide Pre-Advanced Placement (AP) training to teams of middle and high school Math teachers through Race to the Top. Teachers that participated in this summer’s four full days of professional development are expected to attend the three Vertical Team meetings.

AP Coordinator Training
February 10, 2012

All new and experienced AP Coordinators are invited to a College Board workshop on AP Exam administration and strategies for identifying and recruiting potential AP students. As much of the day will be devoted to using AP data, please bring your laptop. Lunch will be provided.

Center for Leadership Development

Managing Student Behavior
February 28–March 27, 2012

Course is for paraprofessionals only. This course is a component of AFT’s Educational Research and Dissemination Program and is designed to examine the issues surrounding managing student behaviors in classroom and non-classroom settings. Through the course, paraprofessionals will develop good management and preventive practices using the research-based, field-tested strategies while addressing student issues within your control to create and maintain an orderly environment in classroom and non-classroom settings.

Career Advancement Skills
March 8–April 5, 2012
Course is for paraprofessionals only. This course is designed to develop career skills that paraprofessionals need to transition to teaching. The careers skills included resume writing, interviewing, networking and portfolio development. Course participants will work with career development workbooks to draft their resumes, practice their interviewing skills, plan their networking strategy, and develop their portfolios. Course participants will receive feedback on their products and presentations from the instructor, peers, and guests. Guest speakers will share with course participants their approaches to recruiting, reviewing, assessing, and hiring teachers.

Early Childhood

Pediatric First Aid Including Rescue Breathing and Clearing a Blocked Airway
January 3, 2012

Participants who successfully complete this class will be certified in pediatric first aid for two years.

New to K1 and K2 Professional Development
January 9-May 21, 2012

Foundations of Early Childhood for new to K1 and K2 teachers is designed to familiarize and/or re-acquaint participants with a deepened understanding of young children’s learning and best practices in teaching them. Joint sessions that include both K1 and K2 teachers will focus on principles of child development, environments for learning, integrated curriculum, learning centers, and scaffolded learning. In separate grade level sessions, teachers will apply their learning to the curriculum they are using, either OWL in K1 or Reading Street in K2. By the end of this professional development, participants will be able to meet district expectations for high quality K1 and K2 classrooms.

Making Learning Visible: Understanding and Supporting Children as Individual and Group Learners
February 1-May 2, 2012

This course explores two of the core practices developed by the educators in Reggio Emilia pre-primary schools in Italy: the group as a learning environment and documentation as way to make visible and shape how and what children and adults learn. Participants will work collaboratively to develop the practice of observing and documenting children’s learning in order to examine questions about teaching and learning and to inform instruction.

Credit Options:

Two graduate credits or three undergraduate credits are available through UMASS Boston as an option at a cost of $385 to the participant. This option will be discussed at the first session for those that are interested.

Best Practices in Early Childhood Education: NAEYC Accreditation Standards and Criteria
February 9-May 2, 2012

The class covers the criteria in seven of the ten NAEYC Accreditation standards. Participants will understand the key criteria in these seven standards. Participants will also document how they meet at least 10 of these criteria. Participants who successfully complete the class will receive one graduate or undergraduate college credit from U. Mass. This class is open to both teachers and paraprofessionals and teams are encouraged to take the class together.

Pediatric First Aid Including Rescue Breathing and Clearing a Blocked Airway
March 13-March 15, 2012

Participants who successfully complete the class will be certified in Pediatric First Aid.

Elementary English Language Arts

Using Data to Inform Instruction in Grade 3
January 23-March 12, 2012

During this 15-hour, 6-week course, Grade 3 teachers will learn to administer and interpret running records using miscue analysis. They will also learn to access and analyze mCLASS DIBELS reports and use all data to group students for small group instruction and to inform students’ independent reading levels. Teachers will use this information to plan small group instruction using Reading Street leveled readers and guided reading texts and to support students’ independent reading. Instructors will be available to provide classroom support during and after the course.

Using Data to Inform Small Group Instruction in Grades 1 and 2
January 31-March 20, 2012

During this 15-hour, 6-week course, Grade 1 and 2 teachers will learn to administer and interpret running records using miscue analysis. They will also learn to access and analyze mCLASS web reports and use all data to group students for small group instruction. Teachers will use this information to plan small group instruction using guided reading texts and
Professional Development Opportunities

Reading Street leveled readers. Instructors will be available to provide classroom support during and after the course.

Core Instructional Practices in Writing Grades 1 to 5
February 1-April 11, 2012

This professional development will focus on research-based instructional strategies in writing and the writing standards in the new Massachusetts Curriculum Framework for ELA & Literacy. Participants will become knowledgeable about the writing process, assessing student work, and writing in response to reading. Teachers will have opportunities to work with grade-level colleagues during the course.

Health and Wellness

Health & Wellness Professional Development Day
January 3, 2012

The Health and Wellness Department will be offering a Professional Development Day on January 3, 2012. This day will focus on the importance of health education as it relates to students’ healthy development and readiness to learn. At the end of the day:

Participants Will Be Able To:
1. Show the relationship between health education and the BPS Acceleration Agenda
2. Understand the new skills-based BPS health education frameworks
3. Be familiar with and have knowledge to engage in the health education initiatives of the Health and Wellness Department.

FITNESSGRAM Data & Technology Assistance Drop-In Session
January 25, February 8, February 12, February 15, March 14, March 28, 2012

Data & Technology Assistance Drop-In Sessions offer Physical Education teachers and other school staff implementing FITNESSGRAM the opportunity to become trained in using the website to enter data, generate reports, and manage classrooms. Participants should bring FITNESSGRAM data to learn how to navigate the site and enter data. Participants only need to attend 1 training, but are encouraged to attend more to improve comfort level with the website.

***NOTE*** The drop-in session will last for 2.5 hours, but participants need not stay for the entire duration since schools let out at different times.

Wellness Champion Training-Movement Breaks 101
January 25-October 11, 2012

This training is offered to Wellness Champions who have applied with their school in leading Movement Breaks. Training will include:
- Introduces the importance of play and physical activity that is fun, safe and inclusive.
- Explore the benefits of play and the barriers youth face when accessing play and physical activity
- Provide resources and tools to provide health play
- Reinforce the importance of adult participation

The Alliance for a Healthier Generation’s National Recognition Award
January 31, 2012

This web-based one hour workshop will review school eligibility for the Alliance for a Healthier Generation’s National Recognition Award and share the application process. Ten BPS schools have received this prestigious award for creating healthier school environments. Learn why the award plays an important role in the district’s fight against childhood obesity and steps your school can take to become eligible.

For questions, contact Caitlin Westfall at cwestfall@boston.k12.ma.us or 617-635-7926 or Paul McAndrew at paul.mcandrew@healthiergeneration.org

Steps for the Healthy Schools Inventory
February 7 and February 28, 2012

All BPS schools are required to create an annual Wellness Action Plan that outlines strategies for implementing the BPS Wellness Policy, a federally mandated policy aimed at reducing childhood obesity. Because student health impacts academic success, the district requires that Wellness Action Plans be included as part of your Whole School Improvement Plan. BPS is fortunate to have a partnership with the Alliance for a Healthier Generation which provides a framework for creating a healthier school environment and tools for developing action plans. This 2 hour workshop will support schools to update the Healthy Schools Inventory and select action steps to be included in the 2012-13 BPS Wellness Action Plan. It will also highlight ways to build support through the school wellness council and identify resources for taking action.

For questions, contact Caitlin Westfall at cwestfall@boston.k12.ma.us or 617-635-7926 or Paul McAndrew at paul.mcandrew@healthiergeneration.org

Wellness Council Framework Training with Smart Choices Make Smarter Students
February 14 and February 16, 2012
Professional Development Opportunities

All BPS schools are required to create an annual Wellness Action Plan that outlines strategies for implementing the BPS Wellness Policy, a federally mandated policy aimed at reducing childhood obesity. Because student health impacts academic success, the district requires that Wellness Action Plans be included as part of your Whole School Improvement Plan. BPS is fortunate to have a partnership with the Alliance for a Healthier Generation which provides a framework for creating a healthier school environment and tools for developing action plans. This 2.5-hour workshop will support schools to update the Healthy Schools Inventory and select action steps to be included in the 2012-13 BPS Wellness Action Plan. It will also highlight ways to build support through the school wellness council and identify resources for taking action. This 2.5-hour workshop will also explore strategies, promotional materials, and educational resources to support healthful food and drink choices in your school. Participants will have the opportunity to engage in a toolkit scavenger hunt, practice ‘sticky situations’ through role-play, and asset map school resources. You will walk away with your Wellness Council’s Smart Choices Toolkit, filled with resources, materials, and ideas for healthy foods and beverages. For questions, contact Caitlin Westfall at cwestfall@boston.k12.ma.us or 617-635-7926 or Paul McAndrew at paul.mcandrew@healthiergeneration.org

Steps for the Healthy Schools Inventory and BPS Wellness Action Plan with Smart Choices Make Smarter Students
February 16, 2012

All BPS schools are required to create an annual Wellness Action Plan that outlines strategies for implementing the BPS Wellness Policy, a federally mandated policy aimed at reducing childhood obesity. Because student health impacts academic success, the district requires that Wellness Action Plans be included as part of your Whole School Improvement Plan. BPS is fortunate to have a partnership with the Alliance for a Healthier Generation which provides a framework for creating a healthier school environment and tools for developing action plans. This 2.5-hour workshop will support schools to update the Healthy Schools Inventory and select action steps to be included in the 2012-13 BPS Wellness Action Plan. It will also highlight ways to build support through the school wellness council and identify resources for taking action. This 2.5-hour workshop will also explore strategies, promotional materials, and educational resources to support healthful food and drink choices in your school. Participants will have the opportunity to engage in a toolkit scavenger hunt, practice ‘sticky situations’ through role-play, and asset map school resources. You will walk away with your Wellness Council’s Smart Choices Toolkit, filled with resources, materials, and ideas for healthy foods and beverages. For questions, contact Caitlin Westfall at cwestfall@boston.k12.ma.us or 617-635-7926 or Paul McAndrew at paul.mcandrew@healthiergeneration.org

FITNESSGRAM Training
February 16, 2012

This FITNESSGRAM training is designed for school personnel and community partners who will assist with assessing student fitness or who are interested in learning more.

Smart Choices make Smarter Students!
March 5 and March 15, 2012

This one-hour workshop will explore strategies, promotional materials, and educational resources to support healthful food and drink choices in your school. Participants will have the opportunity to engage in a toolkit scavenger hunt, practice ‘sticky situations’ through role-play, and asset map school resources. You will walk away with your Wellness Council’s Smart Choices Toolkit, filled with resources, materials, and ideas for healthy foods and beverages. For questions, contact Caitlin Westfall at cwestfall@boston.k12.ma.us or 617-635-7926

History

Critical Pedagogy and Student Organizing: Creating Opportunities for Students to Become More Effective Readers and Writers of Their World
January 18-June 6, 2012

In this study group, teachers will read and explore multiple texts and scholarly articles with an emphasis creating civic action projects which develop the students’ civic skills, knowledge, and dispositions.

Instructional Technology

SIS Training: Grade Management
January 5, January 10, January 11, January 12, January 19, January 25, February 2, February 9

Grade Management in Aspen is designed for school-based personnel who will be managing transcripts in the Aspen Student Information System. Participants will learn the fundamentals of grade/transcript management in Aspen as well as how to manage your school’s transcripts after
Professional Development Opportunities

teachers have posted term grades. Recommended users include secretaries, registrars, guidance counselors, and principals/headmasters. Please note that this is not part of the required teacher PD hours and is only recommended for teachers who assist with transcript changes in their school.

**IMPORTANT** Participants may attend the workshop at Madison Park or log in to view the presentation live online. Instructions for logging in to the live broadcast will be emailed to registered participants the day before the workshop.

**SIS Training: Schedule Management**
January 5, January 10, January 11, January 12, January 17, January 23, January 30, February 7

Schedule Management in Aspen is designed for school-based personnel who will be managing student schedules in the Aspen Student Information System. Participants will learn the fundamentals of daily scheduling and how to manage student course changes. Recommended users include secretaries, registrars, guidance counselors, and principals/headmasters. Please note that this is not part of the required teacher PD hours and is only recommended for teachers who assist with schedule changes in their school.

**IMPORTANT** Participants may attend the workshop at Madison Park or log in to view the presentation live online. Instructions for logging in to the live broadcast will be emailed to registered participants the day before the workshop.

**TEC_WS: (L4L v2) The Art of Digital Storytelling**
January 9, 2012

We will explore iMovie '11 tools that can be used in creating digital stories with your students. Exemplars on lesson plans and student products that demonstrating 21st century skills in critical thinking, demonstrating knowledge, mastery of content and information literacy will be emphasized. This workshop may be taken as a stand-alone or as part of the TEC_1024: Integrating Touch/Mobile Technology Throughout the Curriculum. For more information please contact; Paula Wilson at pwilson@boston.k12.ma.us.

**TEC1701: L4L MacBook Orientation Session - BLOCK 10**
January 10, 2012

Tuesday January 10, 2012 4-6pm (MAX 50)
OVERVIEW: Attend this two-hour orientation session to obtain your Laptops for Learning (L4L) MacBook. Participants will receive a new, dual-platform MacBook along with a case, power adapter, extension cord, plug head and lockdown cable. Participants will also be given a brief overview of the new Student Information System and its tools to support teaching and learning.

Want to know more about the L4L MacBooks? Visit this link: 

**TEC_WS: (L4L v2) Get Up and Running with Your SmartBoard**
January 12 and February 15, 2012

Has your School purchased a SmartBoard? Are you struggling to begin using this new technology? Are you curious about just what value a SmartBoard provides? SmartBoards have become a popular and useful teaching tool in the district. This single session workshop is designed to acclimate participants to both the hardware and software necessary to begin utilizing your SmartBoard. Participants will leave this session with the necessary skills and understanding to use this technology for instruction. Participants are expected to bring their L4L laptop to this session. Preference will be given to staff from schools that currently have access to SmartBoards. Please note, a total of ten participants are required for a workshop to run. Should the workshop be closed, your instructor will notify you electronically via MyLearning Plan. For questions, please e-mail Paula Wilson at pwilson@boston.k12.ma.us.

**TEC1701: L4L MacBook Orientation Session - BLOCK 19A**
January 19, 2012

Thursday January 19, 2012 4-6pm (MAX 50)
OVERVIEW: Attend this two-hour orientation session to obtain your Laptops for Learning (L4L) MacBook. Participants will receive a new, dual-platform MacBook along with a case, power adapter, extension cord, plug head and lockdown cable. Participants will also be given a brief overview of the new Student Information System and its tools to support teaching and learning.

Want to know more about the L4L MacBooks? Visit this link: 
accepted. Registering for a session does not guarantee enrollment. Eligibility will be confirmed by OIIT & notification will be emailed to you before your scheduled session. All Sessions will be held at Madison Park HS Questions? Call the OIIT Service Desk at 5-9200

**TEC_WS: (L4L v2) Educational Apps for Your New Laptop and/or iTouch Device**
January 30 and March 19, 2012

Learn how to set up and program your iPad2 on the network. Setting up and iTunes account with or without a credit card. Exploring Applications that come with the iPad will also be explored. This workshop maybe taken as a stand-a-lone or as part of the TEC_1024: Integrating Touch/Mobile Technology Throughout the Curriculum For more information please contact; Paula Wilson at pwilson@boston.k12.ma.us.

**TEC_WS: (L4L v2) Educational Apps in Support of Teaching and Learning: K-5**
February 2 and March 26, 2012

This will be a demonstration of Educational Apps for grades K-5 with emphasis on the new L4L v2 laptops and or any iTouch device. Participants will work in groups and will add to the OIIT Educational Apps form in Google DocsThis workshop maybe taken as a stand-a-lone or as part of the TEC_1024: Integrating Touch/Mobile Technology Throughout the Curriculum For more information please contact; Paula Wilson at pwilson@boston.k12.ma.us

**TEC_WS: (L4L v2) Educational Apps in Support of Teaching and Learning: 6-12**
February 6, 2012

This workshop will be an exploration and demonstration of Educational Apps for Touch devices. Emphasis will be on secondary curriculum and apps that support the curriculum for students in grades 6-12. Educational Apps from other school districts and experts in the field of education will also be examined. This workshop maybe taken as a stand-a-lone or as part of the TEC_1024: Integrating Touch/Mobile Technology Throughout the Curriculum For more information please contact; Paula Wilson at pwilson@boston.k12.ma.us

**TEC_WS: (L4L v2) Introduction to iTunes, Podcasts, and Audiobooks**
February 9, 2012

iTunes, a digital media player application on your L4L laptop, is more than a music management program. It is a portal for podcasts, free audio and video programs for professional development and instruction. Participants will learn the basics of iTunes navigation, including searching, organizing, and playing educational podcasts. This workshop maybe taken as a stand-a-lone or as part of the TEC_1024: Integrating Touch/Mobile Technology Throughout the Curriculum For more information please contact; Paula Wilson at pwilson@boston.k12.ma.us.

**TEC_WS: (L4L v2) Educational Apps in Support of Teaching and Learning: SPED**
February 13, 2012

Selection of SPED apps that will address the diverse spectrum of learning needs will be demonstrated. Apps that have been successfully used in other school districts will also be highlighted. This workshop maybe taken as a stand-a-lone or as part of the TEC_1024: Integrating Touch/Mobile Technology Throughout the Curriculum For more information please contact; Paula Wilson at pwilson@boston.k12.ma.us.

**Google Docs: Integrate 21st Century technology with Google docs.**
February 14 & February 28, 2012

In this workshop, participants will become more familiar with the specific uses of Google Docs in the classroom. Conduct peer-editing reviews in word processing docs. Connect students with each other for collaboration on research topics using spreadsheets. Team up students to create presentations and then publish them for sharing. Create quizzes using Google Forms. Google docs allows it all and more. There’s no software to download, and all your work is stored safely online and can be accessed from any computer for anywhere anytime learning.

**HOLD TEC_SIS: Information Sessions for Principals & Headmasters - Session 1**
February 16, 2012

The New Student Information System - Session 1 - Presented by OIIT
DATE: Wednesday February 16, 2011
TIME: 2:30-3:30pm
Come to ask any questions you may have and get more detailed information about the New Student Information Session. Limited to 50 Participants. Sign-up Strongly encouraged
Professional Development Opportunities

**TEC_SIS: Information Sessions for Principals & Headmasters - Session 2**  
February 16, 2012

The New Student Information System - Session 2 - Presented by OIIT  
Come to ask any questions you may have and get more detailed information about the New Student Information Session. Limited to 50 Participants. Sign-up Strongly encouraged.

**TEC_WS: (L4L v2) Educational Apps in Support of Teaching and Learning: ELL**  
March 1, 2012

This will be a demonstration and exploration of Educational Apps for any iTouch device. Each group will present their findings to the class. Emphasis will be on teachers who service ELL students. This workshop maybe taken as a stand-a-lone or as part of the TEC_1024: Integrating Touch/Mobile Technology Throughout the Curriculum For more information please contact; Paula Wilson at pwilson@boston.k12.ma.us.

**TEC_WS: (L4L v2) Creating Student Products iPhoto '11**  
March 5, 2012

We will explore iPhoto '11 tools. New features of this upgrade and how this program can be used with students. Exemplars on lesson plans and student products that demonstrating 21st century skills. ! This workshop maybe taken as a stand-a-lone or as part of the TEC_1024: Integrating Touch/Mobile Technology Throughout the Curriculum For more information please contact; Paula Wilson at pwilson@boston.k12.ma.us.

**TEC_WS: Beginner’s Workshop: Using the MacBook for Teaching & Learning**  
March 6, March 8, March 12, March 14, 2012

This workshop is designed to support BPS staff who are new to using the MacBook in their teaching practice. First, we will review basic navigation features of the dual platform “Laptop for Learning”. Participants will then select one or two applications to explore. Wrap up will include exchanging ideas with colleagues and enrollment in an online community of educators. Bring your charged laptop!

**TEC_WS: (L4L v2) Exploring eBooks and Other Free eBook Apps**  
March 8, 2012

Exploring eBooks will focus on electronic books and how they will can be used in the classroom. Emphasis will also be on the various ebook readers that are out and what each has to offer. For more information please contact; Paula Wilson at pwilson@boston.k12.ma.us

**TEC_WS: Beginner’s Workshop: Clickers & Mobis in the Classroom**  
March 19, March 21, March 27, March 29, 2012

This workshop is designed to support BPS staff who have access to clickers and mobis and desire to utilize them effectively in their teaching practice. We will review set up and navigation features of the software and the devices. Participants will also have time to exchange ideas with colleagues and enroll in an online community of educators. Bring your charged laptop, mobi and set of clickers!

**TEC_1024: Integrating Touch/Mobile Technologies Throughout the Curriculum**  
March 19-April 30, 2012

This course will consist of a series of workshops for touch devices and is designed to address the diverse needs of our student population and as a tool for differentiated instruction. Participants SHOULD HAVE ACCESS to an iPad/iPod/iPhone or permission from the instructor in order to enroll in this in-service course.  
Goals of the Pathway:  
• Build a core group of educators who are trained and supported in the effective use of touch/mobile technology to support student access to the curriculum  
• Build a network of teachers who will share ideas, resources and exemplars of lesson plans to benefit the BPS community and beyond  
• Address the growing influx of touch/mobile tools to the district  
Space will be also be allocated will be open to those who are interested in exploring the educational use of touch/mobile as a stand-a-lone workshop.

**TEC_WS: (L4L v2) Universal Design and New MacBook**  
March 29, 3012

This 2.5 hour workshop will provide a sampling of the unique features of the MacBook that can address the needs of a variety of learners - including yourself! Get auditory support with text-to-speech in a super high quality voice. Introduction to Mac tools such as Grab, which allows you to grab graphics easily for visual support. Animating text with presentation tools, and explore Widget timers on the Dashboard, enlarge images, use the built-in camera to engage learners with...
Professional Development Opportunities

Join an online community that provides induction support to early career teachers particularly in their second and third years of teaching. Teachers will connect with their peers through a Learning Forum and a Community Forum. The Community Forums will allow content specific groups to collaborate and share resources, while the Learning Forums will allow teachers to reflect upon and improve their teaching practice. This 15-hour course is designed to allow teachers to build relationships with colleagues across the district, receive mentoring from an experienced educator, and reflect upon their teaching practice, all within a “blended” on-line learning environment.

The BPSOM uses a “blended” model that combines 6 weeks of on-line communication and support from veteran BPS teachers with one 3 hour face-to-face meeting. During the 6 weeks, participants will engage in 12 hours of online course work including discussion forums and the creation of lesson/unit plans, assessments and an e-portfolio. The course work is framed around the Dimensions of Effective Teaching. A variety of instructional resources and strategies will be shared that can be implemented in everyday instruction.

Upon successful completion of BPSOM participants will receive 1 in-service credit and earn 15 hours of mentoring that can be used towards obtaining their professional license.
Professional Development Opportunities

Course Description: The objectives of Category IV training are that teachers will understand the process of literacy development in a new language and will learn a number of strategies for text comprehension, including cross-cultural considerations, text structure exploration, discourse and syntax knowledge, writing-to-learn practice, and vocabulary building. Teachers will be able to plan and deliver content-area instruction appropriate for limited English proficient students who are at different levels of English language reading and writing proficiency.

This course is one of four DESE Category trainings required to be qualified to teach English Language Learners. Enrollment limited to Elementary Classroom & Secondary Content Area teachers (math, science, social studies, ELA).

Participants MUST attend all sessions and be present for all hours of the training. Participants will learn skills and knowledge regarding the sheltering of content instruction for ELLs.

Participants should bring own lunch and other refreshments. Participants will be required to download materials via a directions sent to your BPS email address. Completion of all assignments required to receive credit.

Sign in begins at 3:30PM. with the training beginning promptly at 4:00PM. Due to strict monitoring of hours of participation no late arrivals will be admitted past 4:15PM, there will be no exceptions.

Milestones & Visions: Technology Support and Exam View

January 12, 2012

Learn how to use Examview for the first time or learn how to use all the features of Examview. This program will help teachers create a variety of chapter and unit tests from a bank of pre-loaded questions and allows teachers to add their own questions, too. To participate, you must 1) pre-load Examview onto your computer, 2) bring your computer. If you cannot pre-load the Examview program onto your MAC, please come at 3:30 for technical assistance. If you are already using Examview and would like to find out just about the advanced features, please come to the last part of the session at 5:15.

3:30 to 4:00: First ½ hour will be for people who have tech issues (loading examview on Mac etc).
4:00 to 5:00: 1 hour: examview basics/refresher
5:15 to 6:30: 1 hour: examview advanced

Language Assessment Team Facilitation: Theory and Practice

January 28-May 19, 2012

The purpose of this course is to provide Language Assessment Team facilitators (LAT-Fs) working in the Boston Public Schools with an opportunity to strengthen their content knowledge around language development and assessment.

In this course, participants will:
1. challenge their own thinking about pedagogy including cultural assumptions and their contributions to the learning process for ELLs
2. describe how data impacts education specifically teaching, learning and achievement for ELLs
3. have an understanding of the settlement agreement with the Department of Justice and the implications for Boston Public Schools
4. strategize ways to work with colleagues in schools in order to provide respectful, academically rigorous and culturally responsive learning environments for ELL students

FOR PARTICIPANTS TO EARN 3 GRADUATE CREDITS FROM CAMBRIDGE COLLEGE THEY MUST ATTEND ALL 6 SESSIONS. PDP POINTS WILL BE AWARDED TO THOSE WHO ATTEND SELECTED SESSIONS. PLEASE DOWNLOAD THE SYLLABUS TO SEE CONTENT SCHEDULE.

Category 1: Intro to Second Language Teaching & Learning GM3:SPR12 (Hybrid) @ Dorchester Academy

February 1-March 14, 2012

This is a hybrid training made up of 6 hours of face-to-face meeting and 9 hours of online work. Brief Course Description: This course provides an introduction to the principles of second language acquisition at different age levels, with a focus on linguistics, cultural differences, language variation, and developmental factors. It covers the foundational knowledge of the key factors affecting second language acquisition and its implications for classroom organization and instruction. This course is one of four DESE Category trainings required to be qualified to teach English Language Learners. PRIORITY given to CONTENT AREA TEACHERS.

Participants MUST attend ALL sessions to receive credit.

Completion of all assignments required to receive credit including end of course evaluation on MyLearningPlan. Due to strict monitoring of hours of participation NO LATE ARRIVALS will be admitted past 4:15 p.m., there will be NO Exceptions.

Category 2: Sheltering Content Instruction with Center for English Language Education (CELE) @ Session D

February 1-March 28, 2012

Course Description: This course provides an introduction to theories and sheltered strategies for teaching content and grade level subject matter to English Language Learners. It includes strategies for teaching sheltered subject matter and assessing student learning.
This course is one of four DESE Category trainings required to be qualified to teach English Language Learners. Enrollment limited to Elementary Classroom & Secondary Content Area teachers (math, science, social studies, ELA). Participants MUST attend all sessions and be present for all hours of the training. Participants will learn skills and knowledge regarding the sheltering of content instruction for ELLs. Participants should bring own lunch and other refreshments. Participants will be required to download materials via a directions sent to your BPS email address. Completion of all assignments required to receive credit. Sign in begins at 3:30 PM. with the training beginning promptly at 4PM Due to strict monitoring of hours of participation no late arrivals will admitted past 4:15 PM, there will be no exceptions.

Category 4: Reading & Writing in Sheltered Content Classrooms DT1:SPR12 (Hybrid) @ Adams Elementary February 2-March 8, 2012

This is a hybrid training made up of 9 hours of face-to-face meeting and 7 hours of online work. Brief Course Description: This course provides an introduction to approaches and practices for ELLs to develop reading skills and reading comprehension as well as writing skills and using the writing process and formal elements in writing in content area classes. This course is one of four DESE Category trainings required to be qualified to teach English Language Learners. PRIORITY given to CONTENT AREA TEACHERS. Participants MUST attend ALL sessions to receive credit. Completion of all assignments required to receive credit including end of course evaluation on MyLearningPlan. Due to strict monitoring of hours of participation NO LATE ARRIVALS will be admitted past 3:15 p.m., there will be NO Exceptions.

REACH: Academic Language Success for ELLs February 10, 2012

This is a textbook training for ELEMENTARY K-5 teachers who are using REACH for teaching ESL to ELD levels 1,2,3. This workshop will begin with a presentation by Reach author Dr. Nonie Lesaux, Associate Professor of Education at Harvard University. She will talk about her research carried out in Massachusetts in regards to academic vocabulary and her findings regarding the achievement gap and how we might fill it. Next participants will become familiar with the many Vocabulary Routines that exist in the Reach curriculum through interactive, hand-on experiences. As well, we’ll take a closer look at the Vocabulary Routine Skill trace in Reach. Please bring the Reach Teacher’s Guide you are presently working with.

ESL: Teaching Writing: A Genre Based Approach (Systemic-Functional Linguistics (SFL))-SPR12
February 14-May 15th

COURSE DESCRIPTION: The goal of the professional development is for teachers to have a better understanding of the different purposes of writing and the structural and language demands of each type of writing. With this deepened understanding, teachers will create units of study around a particular genre along with lessons plans to meet the goal of the unit. The units will be aligned to the timeline of the Literacy Department and therefore will compliment expectations already in place in the district. Teachers will also spend time looking at student work and discussing writing expectations of ELL students. ASSIGNMENTS: 1. Reading assigned articles between classes 2. Planning and implementing at least two lessons based on work in class 3. Gathering student work to look at during the classes FINAL PRODUCT: A 2-3 page reflection of learning acquired throughout the course along with copies of at least two writing lesson plans implemented during the course. TARGET AUDIENCE: Elementary School Teachers (GRADE 2-5) working in classrooms with ELL students with ELD levels 3, 4 and 5. Preference will be given towards groups of teachers (2 or more) from one school. TO BE ADMITTED TO THIS COURSE, PLEASE NAME OF TEACHER GROUP and SUBMIT ROSTER OF STUDENTS IN YOUR CLASSROOM WITH ELD LEVELS TO dgermain@boston.k12.ma.us.

Category 4: Reading & Writing in Sheltered Content Classrooms MH1:SPR12 (Hybrid) @ West Roxbury February 28-March 27, 2012

This is a hybrid training made up of 9 hours of face-to-face meeting and 7 hours of online work. Brief Course Description: This course provides an introduction to approaches and practices for ELLs to develop reading skills and reading comprehension as well as writing skills and using the writing process and formal elements in writing in content area classes. This course is one of four DESE Category trainings required to be qualified to teach English Language Learners. PRIORITY given to CONTENT AREA TEACHERS. Participants MUST attend ALL sessions to receive credit. Completion of all assignments required to receive credit including end of course evaluation on MyLearningPlan. Due to strict monitoring of hours of participation NO LATE ARRIVALS will be admitted past 3:45 p.m., there will be NO Exceptions.

Category 2: Sheltering Content Instruction GM2:SPR12 @ CLD (PARA/SUBS)
February 28-May 8, 2012
Professional Development Opportunities

Brief Course Description: This course provides an introduction to theories and sheltered strategies for teaching content and grade level subject matter to English Language Learners. It includes strategies for teaching sheltered subject matter and assessing student learning. This course is one of four DESE Category trainings required to be qualified to teach English Language Learners. Participants MUST attend all sessions and be present for all hours of the training. THIS TRAINING IS OPEN ONLY TO PARAS AND SUBSTITUTE TEACHERS. Please CONTACT: Gcox@boston.k12.ma.us for additional information.

Category 1: Intro to Second Language Teaching & Learning JBV1:SPR12 (Hybrid) @ Campbell Resource Center
March 1-March 29, 2012

This is a hybrid training made up of 6 hours of face-to-face meeting and 9 hours of online work. Brief Course Description: This course provides an introduction to the principles of second language acquisition at different age levels, with a focus on linguistics, cultural differences, language variation, and developmental factors. It covers the foundational knowledge of the key factors affecting second language acquisition and its implications for classroom organization and instruction. This course is one of four DESE Category trainings required to be qualified to teach English Language Learners. PRIORITY given to CONTENT AREA TEACHERS. Participants MUST attend ALL sessions to receive credit. Completion of all assignments required to receive credit including end of course evaluation on MyLearningPlan. Due to strict monitoring of hours of participation NO LATE ARRIVALS will be admitted past 4:15 p.m., there will be NO Exceptions.

REACH: Connect Oral and Written Expression for ELLs
March 15, 2012

This is a textbook training for ELEMENTARY K-5 teachers who are using REACH for teaching ESL to ELD levels 1,2,3. Reach author Dr. Nancy Frey will join us from San Diego State University. One of her books – Scaffolded Writing Instruction, helped to inform us about how best to deliver writing to ELLs in the Reach program. She is a very popular national speaker and workshop leader and will lead an interactive workshop for us to help us best understand how we can help ELLs become better writers. Her ideas will find application in the Reach curriculum both with the daily writing routines, as well as the large monthly writing projects. Please bring the Reach Teacher’s Guide you are presently working with.

Category 4: Reading & Writing in Sheltered Content Classrooms TV1:SPR12 (Hybrid) @ Russell
March 29-April 26, 2012

This is a hybrid training made up of 9 hours of face-to-face meeting and 7 hours of online work. Brief Course Description: This course provides an introduction to approaches and practices for ELLs to develop reading skills and reading comprehension as well as writing skills and using the writing process and formal elements in writing in content area classes. This course is one of four DESE Category trainings required to be qualified to teach English Language Learners. PRIORITY given to CONTENT AREA TEACHERS. Participants MUST attend ALL sessions to receive credit. Completion of all assignments required to receive credit including end of course evaluation on MyLearningPlan. Due to strict monitoring of hours of participation NO LATE ARRIVALS will be admitted past 4:15 p.m., there will be NO Exceptions.

Family and Student Engagement

Engaging Families at the Classroom Level
March 13- May 22, 2012

In this interactive workshop series, educators will be exposed to recent research and effective strategies for collaborating and communicating with families. Through role plays, small group discussion, and action planning educators will practice strategies to employ when engaging families in student learning. They will build on their current knowledge and skills and will learn new strategies for developing partnerships with families. Educators will identify the impact that values and beliefs have on the way educators and families build relationships. Utilizing the Dimensions of Effective Teaching standards, we will equip educators to use tools and existing engagement practices to develop action plans for effectively engaging families in student learning.

Human Resources

Information Session for ESL and Moderate Disabilities Winter/Spring Pathway Programs 2012
January 9 (2:30pm), January 9 (4:00pm), January 10 (2:30pm), January 10 (4:00pm), January 18 (2:30pm), January 18 (4:00pm), January 19 (2:30pm), January 19 (4:00pm),

The session will provide detailed information about the Moderate Disabilities and ESL Pathway Programs so that interested BPS staff can make an informed decision about
Professional Development Opportunities

applying for admission for the winter/spring cohorts which will begin in February.

The Moderate Disabilities Pathway Program prepares participants for Moderate Disabilities licensure and for teaching in special education and inclusion classrooms. The ESL Pathway Program prepares participants for ESL licensure and for ESL/SEI teaching. Both programs consist of 90 hours of professional development seminars presented by educators highly accomplished in their respective fields. Upon completion of the program, participants have the option of 6 in-service or 9 graduate credits.

Prospective applicants for Pathway Programs are strongly urged to participate in one of the scheduled information sessions.

The application deadline for both programs is January 25, 2012 and is made on My Learning Plan. E-mail bpspathways@gmail or 617-635-9036.

Pathway Program for ESL Licensure and Professional ESL/SEI Practice, Winter/Spring 2012, Cohort ESL 9
February 10-June 2, 2012

The ESL Pathway is an intensive preparation program for ESL licensure & for professional practice in ESL/SEI teaching. Conducted by the BPS Office of Human Resources, the program provides 90 hours of professional development seminars focused on the knowledge, instructional skills, practices & dispositions needed for effective ESL/SEI teaching. Program completers have the option to receive 6 in-service credits or 9 graduate credits. The program is generously supported by a grant from EdVestors which provides a $400 scholarship towards the $750 program fee.

All BPS staff are eligible to apply for admission.

The ESL Pathway Program is especially targeted to teachers in SEI schools & classrooms, ELA teachers in middle & high schools, individuals seeking to transition into ESL/SEI positions, & teachers in ESL positions who seek additional professional development.

Prospective applicants are strongly urged to participate in one of the January information sessions which will be posted on My Learning Plan.

Admission is by application on My Learning Plan. Applicants will be asked to include an up-to-date resume & 1-2 page personal statement. The application deadline for is Wednesday, January 25, 2012.

The Pathway Program supports the Superintendent's Acceleration Agenda for dual teacher licensure. E-mail bpspathways@gmail or 617-635-9036.

The Moderate Disabilities Pathway is an intensive program for Special Education licensure & professional practice. Conducted by the BPS Office of Human Resources, the program includes up to 90 hours of professional development seminars that meet the MA DESE requirements for licensure & which lay the foundation of knowledge, skills, practices & dispositions needed for effective teaching of special needs students.

The program enrolls individuals who teach in inclusion schools & classrooms; those seeking to expand their professional skills; teachers on waivers; & individuals who seek to transition into Special Education.

Participants who hold initial or professional licenses in other fields take the first 6 ten-hour seminars; all others, must take all 9 ten-hour seminars. Program completers have the option of earning up to 6 in-service credits or up to 9 graduate credits.

The Pathway Programs are beneficial avenues for participants to add Moderate Disabilities and ESL licenses to their primary program areas and thereby meet Supt. Johnson’s acceleration goal of dual licensure of Boston teachers.

Prospective applicants are strongly urged to participate in one of the information sessions posted on MLP. Admission is by application on MLP. The application deadline is January 25, 2012. E-mail bpspathways@gmail or 617-635-9036.

Research and Assessment

RAE_BPS Data Warehouse Training
January 11, February 2, March 7, 2012

This two-hour professional development session provided by the Office of Research, Assessment, and Evaluation and the Office of Instructional and Information Technology will focus on the Boston Public Schools’ Data Warehouse. Grades 3-12 teachers will be trained in the use of the Data Warehouse, a system developed by BPS as an easy way for teachers to access student information. Specifically, teachers will learn how to log into the system and utilize the system to obtain reports on their students’ historical MCAS scores and Leading, Lagging Indicators reports. The session will also provide instruction on how to interpret and use this data. Participants must bring a laptop and know their BPS ID and password.

Pathway Program for ESL Licensure and Professional Practice, Winter/Spring 2012, Cohort ESL 9
February 10-June 2, 2012

Pathway Program for Moderate Disabilities Licensure and Professional Practice, Winter/Spring 2012, Cohort 25
February 10-June 2, 2012
Professional Development Opportunities

Special Education and Student Services

**Bullying Prevention and Intervention, Teachers as Trainers**
January 17-February 28, 2012

This is an eighteen hour course that deepens the teachers knowledge of the Bullying problems in our schools. Participants learn the important roles of the Bullies, Victims and Bystanders. Teachers learn school-wide and classroom strategies to help recognize and prevent bullying. Participants also learn the responsibilities of school personnel in reporting bullying. Each class member is expected to do reading outside the class meetings and prepare a power point presentation to be used in their home school. This class will train teachers as Solution Team Coaches. This is a highly effective approach to solving bullying issues in schools. Teachers who successfully complete this class will receive certificates from NO Bully.org as certified Solution Team coaches. At the end of this course teachers will be designated as Bully Intervention Specialists for the BPS.

**Physical Restraint-Non-Violent Crisis Prevention Intervention Training (CPI)**
February 14-February 15, March 22-March 23, 2012

The goal of Non-violent Crisis Prevention Intervention is to provide the best care, welfare, safety and security at any given moment to the individuals in your charge. Awareness in identifying the difference between verbal and physical escalations and how to properly intervene in the safest and most professional way.

**Refresher Physical Restraint-Non-Violent Crisis Prevention Intervention Training (CPI)**
March 8, 2012

The goal of Non-violent Crisis Prevention Intervention refresher is to engage in a deeper understanding in providing the best care, welfare, safety and security at any given moment to the individuals in your charge. Enhance your awareness in identifying the difference between verbal and physical escalations and how to continue in properly intervening in the safest and most professional way.

Superintendent’s Office

**Superintendent + Teacher Share: Focus on Supporting Students**
February 7, 2012

Join Dr. Carol Johnson for the third session of BPS’ Superintendent + Teacher Share on Tuesday, February 7th. The last two events have resulted in new policies around professional development and changes to the way the district supports effective teaching. At this event, John Verre, Assistant Superintendent of Special Education and Student Services, and Joan Anderson, Executive Director of the department, will join Dr. Johnson in listening to teachers regarding their suggestions for ways in which the district can improve services to students.

RSVP at www.mylearningplan.org.

**BPS Superintendent + Teacher Share**
February 7th, 2012
4:30 – 5:00 Reception & Registration
5:00 – 6:30 Program
Refreshments & raffle prizes provided
Madison Park High School
75 Malcolm X Boulevard
Boston, MA 02120

There’s always a lot to talk about. Tell us what you think now and help shape the content of the event. Ask a question or a topic for discussion here:
http://www.surveygizmo.com/s3/768940/BPS-Superintendent-Teacher-Share-February

Science

**(Administrators' Session) Science and literacy: Using evidence to support claims in talking, writing and reading**
January 10, 2012

The Conceptual Framework for the New K-12 Science Education Standards (NRC, 2011) and the new English Language Arts Massachusetts Frameworks stress the importance of having students construct explanations and engage in argumentation using evidence. In this workshop, Dr. Katherine McNeill from Boston College in collaboration with Pam Pelletier and the science department will focus on how to integrate science and literacy in k-12 classrooms. We have worked with teachers in the district to successfully use a framework to support students in these complex practices that consists of four components: claim, evidence, reasoning and rebuttal. During this session, we will introduce the framework, illustrate examples from talking, writing and reading, engage in an investigation where students use the framework, and analyze samples of student work across k-12. We will end the session by discussing the implications for supporting teachers in your building in integrating explanation and argumentation.
SCI111: Science and Literacy: Using evidence to support claims in talking, writing and reading.
January 10, 2012

The Conceptual Framework for the New K-12 Science Education Standards (NRC, 2011) and the new English Language Arts Massachusetts Frameworks stress the importance of having students construct explanations and engage in argumentation using evidence. In this workshop, Dr. Katherine McNeill from Boston College in collaboration with Pam Pelletier and the science department will focus on integrating science and literacy in k-12 classrooms. We have worked with teachers in the district to successfully use a framework to support students in these complex practices that consists of four components: claim, evidence, reasoning and rebuttal. During this session, we will introduce the framework, illustrate examples from talking, writing and reading, engage in an investigation where students use the framework, and analyze samples of student work across k-12. We will end the session by discussing the implications for supporting students in your classroom in integrating explanation and argumentation.

SCI-112 Common Writing Assignment in Science: Overview Session
January 12 and January 30, 2012

The Science Department is offering overview sessions to prepare representatives from elementary, middle, K-8 schools and high schools for the implementation of the Science Common Writing Assignment (CWA). Anyone new to assigning or supporting the CWA in Science is encouraged to attend.

In this CWA overview session we will present the rationale for the Common Writing Assignment; review the common writing assignment for science; and answer questions about how the CWA can be implemented in a variety of ways. Teachers will receive program specific prompts that align with MA standards and the science course descriptions for each grade. Teachers will receive information on how to incorporate the writing process into the Science unit-based instructional materials, as well as strategies for completing the prompts without suspending science instruction for an extended period of time.

Earth Science I: Weather and Water
January 17, 2012

The Earth Science I - Weather & Water course crosses the boundaries of the science disciplines to focus on weather and the pivotal role that water and solar radiation play in the exchange of energy at the Earth’s surface. Basic concepts such as the behavior of gases (Ideal Gas Law), energy flow, density changes, phase changes, heat capacities, isotopic fractionation processes, thermal convection, and thermohaline circulation, will be applied to examine short-term weather and water dynamics (pressure-driven fronts and flows) and longer-term impacts on global warming and climate change. This course has been designed to embrace the 7E learning cycle and instructional model.

**IN ORDER TO SECURE A PLACE IN THIS CLASS AS WELL AS THE TUITION REIMBURSEMENT STIPEND -- you MUST contact Jennifer Dorsen at jennifer.dorsen@umb.edu or 617.291.4829 for additional instructions regarding registration costs and processes. There is a Tuition Reimbursement Stipend to defray some of the cost. Registering through MyLearningPlan does not secure a place in this course.

BEST Energy II: Energy as a Cross-Cutting Concept for Teaching Science
January 30-May 14, 2012

PLEASE NOTE: IN ORDER TO SECURE A SPACE IN THIS COURSE, YOU MUST MAIL A $50 REGISTRATION CHECK TO THE ADDRESS LISTED AT THE END OF THIS COURSE DESCRIPTION. REGISTERING THROUGH ‘MY LEARNING PLAN’ WILL NOT ENSURE YOU A SPACE. THIS COURSE WILL BE FILLED TO CAPACITY, AND CONFIRMED RECEIPT OF YOUR REGISTRATION CHECK IS WHAT WILL GUARANTEE YOUR SPACE IN THIS COURSE.

*** Energy Concepts for Teaching Science is a graduate-level science content course designed for pre-service and in-service K-12 teachers of science. This course deepens teachers’ content knowledge of the big ideas in science, such as forms of energy, energy transformations, systems, and conservation of energy, with an emphasis on integrating the sciences through energy in their classrooms. Additionally, this course supports teachers learning to use energy as a cross-cutting concept across all of science in their classroom through problem sets, research articles, open inquiry, and video observations. Video observations will be used as a vehicle to explore the energy concepts that are taught in a lesson and how a lesson could be strengthened by connecting it to energy. Energy I—taken either at UMass Boston or Northeastern University—is a prerequisite for this course. Boston Public School teachers will receive a stipend of $435 to defray some of the cost.

Tuition=$305 for 3 UMass Boston graduate credits. Course Registration Fee: A $50 non-refundable course registration fee is required to secure your position within the class. Please send the check (made payable to "UMass Boston") to: Anthea Gabriel, Center of Science and Math in Context, 100 Morrissey Blvd, W-4-181, Boston, MA 02125.
Professional Development Opportunities

**SCI111: Supporting K-12 Students with Claims, Evidence and Reasoning in Science**
February 4-May 9, 2012

In collaboration with Pam Pelletier and the science department, this three-day workshop focuses on how to support students in science thinking and writing. As part of the workshop, participants will read an NSF sponsored book, Supporting grade 5-8 students in constructing explanations in science: The claim, evidence and reasoning framework for talk and writing. We will discuss the claim, evidence and reasoning (CER) framework and instructional strategies for supporting students, such as modeling and providing feedback. We will illustrate these strategies using video clips from a variety of classrooms. Participants will also be provided with rubrics and they will use examples of student writing to gain experience in applying rubrics to assess students’ strengths and weaknesses. Furthermore, participants will design both learning and assessment tasks for their current BPS science curriculum, which will support students in producing stronger writing for the Common Writing Assignment (CWA).

Participants will receive one in service credit. Registration is limited to twenty-five participants. To register sign up on MyLearningPlan. Course Registration Fee: A $25 non-refundable course registration fee is required to secure your position within the class and contribute to the cost of the book. You will receive a copy of the book. Please send the check (made payable to "BEDF-Science Department") to: BPS Science Department, Attn: Dean Martin, Campbell Resource Center, 1216 Dorchester Avenue, Boston, MA 02125.

**Boston Science Partnership- Boston AP Biology Conference Kickoff (Part 1 of 3)**
February 9, February 10, and February 11, 2012

Join Tanya Sharpe, Associate Director of AP Science at The College Board, for an informative session and inspirational kick-off to the Boston Biology Conference. A reception for all AP teachers and friends of AP in Boston will follow. All BPS K-12 teachers and principals are invited to the kickoff. Please be sure to register for the other two days of PD on mylearningplan.com if you would like to participate in the Redesign Workshop (Day 2) and/or AP Biology Vertical Teaming (Day 3).

**AP Science Practice Exam Grader Training**
March 12, 2012

Required session for AP teachers (and graduate students) who have never graded the exam before.

This 2-hour workshop reviews the importance of interrater reliability, the types of AP Science Free Response Questions, and the proper use of scoring guides to grade student responses.

Good experience for all AP Science teachers!

**SCI803: Grade 8 -- Teaching Chemical Interactions - Unit Training**
March 14-21, 2012

This two part workshop provides the opportunity for teachers to explore and dialogue about the BPS Chemical Interactions instructional materials. Strategies for teaching this course and addressing the content standards, as well as program and district expectations that we hold for all science students in BPS will be shared. This workshop is open to all BPS teachers - - new and veterans alike! Please join us for an active and engaging workshop!

**AP Science Practice Exam**
March 31, 2012

All Boston AP Science students may sit for the practice exam given under authentic testing conditions. Pre-registration of students by teachers is required. AP teachers must practice or grade the exams or both. Contact Jennifer Dorsen at jennifer.dorsen@umb.edu. More information will be sent to AP Science teachers.

**Secondary English Language Arts**

**Secondary ELA Leaders Meeting 2**
January 25, 2012

The Department of Secondary English Language Arts & Literacy is offering professional development for Secondary ELA Leaders that supports the implementation of the Secondary English Language Arts Core Instructional Routines.

**Secondary ELA Leaders Meeting 3**
March 7, 2012

The Department of Secondary English Language Arts & Literacy is offering professional development for Secondary ELA Leaders that supports the implementation of the Secondary English Language Arts Core Instructional Routines.
Professional Development Opportunities

Secondary Math

First In Math: Successful Implementation, Confident Students
January 6, 2012

The Math Offices have purchased First In Math Accounts for all students, grades 1-8. Used in several schools in 2010-2011, the program has already shown positive gains in student proficiency with numeracy and fluency skills. Striving for full participation by all grade 6-8 students, teachers, and schools, the Secondary Math Office will host several 3 hour “Introductory Sessions” for new users. Taught by a BPS teacher whose students ranked #1 in the state for FIM success in June 2011, participants will learn how to:
1. Activate student accounts
2. Collect pre-test data to individualize student support
3. Maximize activity use for individual student success.
4. Monitor student participation within class, district, state, and national competition
5. Specific classroom, homework, and family communication strategies to incentive student participation. Participation in this training is mandatory for all teachers that wish to participate in the “travelling FIM trophy competition.” (See MYBPS Sec. Math tab for competition details.)

Teacher and Leadership Effectiveness

Cross Site Visits-Elementary Education Grade 2
January 24, 2012

Cross-site visits are job-embedded professional learning experiences that build the instructional practice of teachers through structured classroom observations, reflections, and planning processes that link their learning to their own teaching contexts.
Each cross-site visit experience includes the following components:
Individual reflection and pre-observation goal-setting using the Rubrics of Effective Teaching, required prior to the visit Structured observation day* comprised of a group visit to the classroom of a highly effective teacher, followed by facilitated discussion about the observation and engagement in action planning to apply lessons learned to the classrooms of participating teachers
Individual evaluation of experience and analysis of impact, as well as follow-up support from a school leader, after the visit

Cross Site Visits-Elementary Education Grade 4 AWC
January 25, 2012

Cross-site visits are job-embedded professional learning experiences that build the instructional practice of teachers through structured classroom observations, reflections, and planning processes that link their learning to their own teaching contexts.
Each cross-site visit experience includes the following components:
Individual reflection and pre-observation goal-setting using the Rubrics of Effective Teaching, required prior to the visit Structured observation day* comprised of a group visit to the classroom of a highly effective teacher, followed by facilitated discussion about the observation and engagement in action planning to apply lessons learned to the classrooms of participating teachers
Individual evaluation of experience and analysis of impact, as well as follow-up support from a school leader, after the visit

Cross Site Visits-High School Mathematics
January 27 and February 6, 2012

Cross-site visits are job-embedded professional learning experiences that build the instructional practice of teachers through structured classroom observations, reflections, and planning processes that link their learning to their own teaching contexts.
Each cross-site visit experience includes the following components:
Individual reflection and pre-observation goal-setting using the Rubrics of Effective Teaching, required prior to the visit Structured observation day* comprised of a group visit to the classroom of a highly effective teacher, followed by facilitated discussion about the observation and engagement in action planning to apply lessons learned to the classrooms of participating teachers
Individual evaluation of experience and analysis of impact, as well as follow-up support from a school leader, after the visit

* The Office of Teacher & Leadership Effectiveness will pay for substitute coverage related to the visit. You will receive more information regarding this and other logistics once you have been confirmed to attend.

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Professional Development Opportunities

The visit on Friday, January 27, 2012 will be held at the Burke High School in Dorchester. Visitors will have the opportunity to observe an exemplary Math teacher who teaches Pre-Calculus and AP Calculus to 12th grade students.

* The Office of Teacher & Leadership Effectiveness will pay for substitute coverage related to the visit. You will receive more information regarding this and other logistics once you have been confirmed to attend.

Cross Site Visits-Elementary Ed. Grade 3 Inclusion
January 30, 2012

Cross-site visits are job-embedded professional learning experiences that build the instructional practice of teachers through structured classroom observations, reflections, and planning processes that link their learning to their own teaching contexts.

Each cross-site visit experience includes the following components:

Individual reflection and pre-observation goal-setting using the Rubrics of Effective Teaching, required prior to the visit

Structured observation day* comprised of a group visit to the classroom of a highly effective teacher, followed by facilitated discussion about the observation and engagement in action planning to apply lessons learned to the classrooms of participating teachers

Individual evaluation of experience and analysis of impact, as well as follow-up support from a school leader, after the visit

The visit on Monday, January 30, 2012 will be held at the Mattahunt Elementary School in Mattapan. Visitors will have the opportunity to observe an exemplary Grade 3 teacher who teaches in an Inclusion setting.

* The Office of Teacher & Leadership Effectiveness will pay for substitute coverage related to the visit. You will receive more information regarding this and other logistics once you have been confirmed to attend.

Cross Site Visits-Middle School Mathematics
January 31, February 1, February 15, 2012

Cross-site visits are job-embedded professional learning experiences that build the instructional practice of teachers through structured classroom observations, reflections, and planning processes that link their learning to their own teaching contexts.

Each cross-site visit experience includes the following components:

Individual reflection and pre-observation goal-setting using the Rubrics of Effective Teaching, required prior to the visit

Structured observation day* comprised of a group visit to the classroom of a highly effective teacher, followed by facilitated discussion about the observation and engagement in action planning to apply lessons learned to the classrooms of participating teachers

Individual evaluation of experience and analysis of impact, as well as follow-up support from a school leader, after the visit

The visit on Thursday, February 2, 2012 will be held at the Holland Elementary School in Dorchester. Visitors will have the opportunity to observe an exemplary K2 teacher who teaches Reading Street and TERC Investigations.

* The Office of Teacher & Leadership Effectiveness will pay for substitute coverage related to the visit. You will receive more information regarding this and other logistics once you have been confirmed to attend.

Cross Site Visits-High School Math/ AP Government & Politics
February 3, 2012

Cross-site visits are job-embedded professional learning experiences that build the instructional practice of teachers through structured classroom observations, reflections, and planning processes that link their learning to their own teaching contexts.
Professional Development Opportunities

Each cross-site visit experience includes the following components:
- Individual reflection and pre-observation goal-setting using the Rubrics of Effective Teaching, required prior to the visit
- Structured observation day* comprised of a group visit to the classroom of a highly effective teacher, followed by facilitated discussion about the observation and engagement in action planning to apply lessons learned to the classrooms of participating teachers
- Individual evaluation of experience and analysis of impact, as well as follow-up support from a school leader, after the visit

The visit on Friday, February 3, 2012 will take place at the Community Academy of Science and Health in Dorchester. Visitors will have the opportunity to observe an exemplary High School Math and Social Sciences teacher who teaches Geometry to 10th and 11th grade students and AP US Government and Politics to 11th and 12th grade students. Please note that all of the classes include general education students, students with special needs, and English Language Learners.

* The Office of Teacher & Leadership Effectiveness will pay for substitute coverage related to the visit. You will receive more information regarding this and other logistics once you have been confirmed to attend.

RTTT Content Subject Workgroups for MA Frameworks Incorporating the Common Core State Standards Session 5
February 7, 2012

The new Massachusetts Frameworks, which incorporate the Common Core State Standards (CCSS), will be implemented in Boston Public Schools over the next three years. In order to build teacher and administrator knowledge of the new Framework, Content Subject Workgroups will meet 02/07/12 and throughout school year 2011-2012 to work align and create program materials and tools to support the implementation of ELA and Mathematic frameworks for BPS Content Subject Workgroups are teachers, teacher-leaders, and school administrators that are continuing the work begun in August.

Cross Site Visits-K0/K1
February 7 and February 28, 2012

Cross-site visits are job-embedded professional learning experiences that build the instructional practice of teachers through structured classroom observations, reflections, and planning processes that link their learning to their own teaching contexts.

Cross Site Visits- Elementary Education Grade 2
February 8, 2012

Cross-site visits are job-embedded professional learning experiences that build the instructional practice of teachers through structured classroom observations, reflections, and planning processes that link their learning to their own teaching contexts.

Each cross-site visit experience includes the following components:
- Individual reflection and pre-observation goal-setting using the Rubrics of Effective Teaching, required prior to the visit
- Structured observation day* comprised of a group visit to the classroom of a highly effective teacher, followed by facilitated discussion about the observation and engagement in action planning to apply lessons learned to the classrooms of participating teachers
- Individual evaluation of experience and analysis of impact, as well as follow-up support from a school leader, after the visit

The visit on Wednesday, February 8, 2012 will take place at the Philbrick Elementary School in Roslindale. Visitors will have the opportunity to observe an exemplary Grade 2 teacher who teaches Reading Street, Reader’s Workshop (including some Making Meaning), Writer’s Workshop, and Investigations Math.

The Office of Teacher & Leadership Effectiveness will pay for substitute coverage related to the visit. You will receive more information regarding this and other logistics once you have been confirmed to attend.
Professional Development Opportunities

Cross Site Visits-Elementary Education Bilingual/ESL
History Alive
February 9, 2012

Cross-site visits are job-embedded professional learning experiences that build the instructional practice of teachers through structured classroom observations, reflections, and planning processes that link their learning to their own teaching contexts.
Each cross-site visit experience includes the following components:
Individual reflection and pre-observation goal-setting using the Rubrics of Effective Teaching, required prior to the visit
Structured observation day* comprised of a group visit to the classroom of a highly effective teacher, followed by facilitated discussion about the observation and engagement in action planning to apply lessons learned to the classrooms of participating teachers
Individual evaluation of experience and analysis of impact, as well as follow-up support from a school leader, after the visit
The visit on Thursday, February 9, 2012 will take place at the Blackstone Elementary School in the South End. Visitors will have the opportunity to observe an exemplary Bilingual/ESL teacher who teaches History Alive to 3rd, 4th, and 5th grade students.
The Office of Teacher & Leadership Effectiveness will pay for substitute coverage related to the visit. You will receive more information regarding this and other logistics once you have been confirmed to attend.

Cross Site Visits-High School English/Language Arts
February 10, 2012

Cross-site visits are job-embedded professional learning experiences that build the instructional practice of teachers through structured classroom observations, reflections, and planning processes that link their learning to their own teaching contexts.
Each cross-site visit experience includes the following components:
Individual reflection and pre-observation goal-setting using the Rubrics of Effective Teaching, required prior to the visit
Structured observation day* comprised of a group visit to the classroom of a highly effective teacher, followed by facilitated discussion about the observation and engagement in action planning to apply lessons learned to the classrooms of participating teachers
Individual evaluation of experience and analysis of impact, as well as follow-up support from a school leader, after the visit
The visit on Friday, February 10, 2012 will take place at the Burke High School in Dorchester. Visitors will have the opportunity to observe an exemplary English teacher who teaches College English and AP Literature & Composition to 12th grade students.
* The Office of Teacher & Leadership Effectiveness will pay for substitute coverage related to the visit. You will receive more information regarding this and other logistics once you have been confirmed to attend.

Cross Site Visits-Grade 3 Multilingual SEI
February 13, 2012

Cross-site visits are job-embedded professional learning experiences that build the instructional practice of teachers through structured classroom observations, reflections, and planning processes that link their learning to their own teaching contexts.
Each cross-site visit experience includes the following components:
Individual reflection and pre-observation goal-setting using the Rubrics of Effective Teaching, required prior to the visit
Structured observation day* comprised of a group visit to the classroom of a highly effective teacher, followed by facilitated discussion about the observation and engagement in action planning to apply lessons learned to the classrooms of participating teachers
Individual evaluation of experience and analysis of impact, as well as follow-up support from a school leader, after the visit
The visit on Monday, February 13, 2012 will take place at the Mattahunt Elementary School in Mattapan. Visitors will have the opportunity to observe an exemplary Grade 3 Multilingual SEI teacher who teaches REACH and TERC Investigations, along with some supplementary Reaching Street materials. The class includes Haitian Creole, French, Arabic, Spanish and Portuguese English Language Learners who are at ELD levels 1-3.
* The Office of Teacher & Leadership Effectiveness will pay for substitute coverage related to the visit. You will receive more information regarding this and other logistics once you have been confirmed to attend.

Cross Site Visits-High School Humanities
February 16, 2012

Cross-site visits are job-embedded professional learning experiences that build the instructional practice of teachers through structured classroom observations, reflections, and
planning processes that link their learning to their own teaching contexts.
Each cross-site visit experience includes the following components:
Individual reflection and pre-observation goal-setting using the Rubrics of Effective Teaching, required prior to the visit
Structured observation day* comprised of a group visit to the classroom of a highly effective teacher, followed by facilitated discussion about the observation and engagement in action planning to apply lessons learned to the classrooms of participating teachers
Individual evaluation of experience and analysis of impact, as well as follow-up support from a school leader, after the visit

The visit on Thursday, February 16, 2012 will be held at the Urban Science Academy in West Roxbury. Visitors will have the opportunity to observe an exemplary high school Humanities teacher who teaches US History II and English Language Arts to 10th grade students.

Cross Site Visits-Elementary Education Grade 3
Inclusion
February 17, 2012

Cross-site visits are job-embedded professional learning experiences that build the instructional practice of teachers through structured classroom observations, reflections, and planning processes that link their learning to their own teaching contexts.
Each cross-site visit experience includes the following components:
Individual reflection and pre-observation goal-setting using the Rubrics of Effective Teaching, required prior to the visit
Structured observation day* comprised of a group visit to the classroom of a highly effective teacher, followed by facilitated discussion about the observation and engagement in action planning to apply lessons learned to the classrooms of participating teachers
Individual evaluation of experience and analysis of impact, as well as follow-up support from a school leader, after the visit

The visit on Friday, February 17, 2012 will take place at the Mather Elementary School in Dorchester. Visitors will have the opportunity to observe an exemplary Grade 3 teacher who teaches in an inclusion setting. The teacher utilizes a combination of programs for writing, as well as Reading Street, TERC Investigations, and Social Studies Alive.
* The Office of Teacher & Leadership Effectiveness will pay for substitute coverage related to the visit. You will receive more information regarding this and other logistics once you have been confirmed to attend.