

**MALDEN PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT
NOVEMBER 6, 2012
8:30 a.m. – 2:30 p.m.**

Department	Participants	Program Description	Meeting Location
Linden School Staff	All Linden staff members will be continuing the work specific to the Innovation School Model.	All staff will continue their work with Project Based Learning.	Linden School
Special Education	ASD teachers, new MHS PACE teachers	CALM Training	Forestdale Classroom and Gym
Special Education	Attendees will include special education teachers, school adjustment counselors, speech therapists, psychologists, occupational, physical and vision therapists and team chairpersons. Those exempted are ELC and Linden special educators and those assigned to CALM training. All staff will be notified of their cohort (A,B,C,D).	<p><u>Session A</u> - Kathleen Quill, Ed.D. "Supporting Students with Asperger's Syndrome in Inclusion Settings: Tools and Guidelines"</p> <p><u>Session B</u> - Jeanette Beal, Assistive Technology Specialist "Building Capacity: Assistive Technology in the Malden Public Schools"</p> <p><u>Session C</u> - Kelli Collumb, Elaine Davey and Pat Laidley, Transition Specialists, Special Education Department, Malden Public Schools, "Self Determination, Transition and IDEA: Fostering Empowered Youth by Creating a Seamless Transition into Adulthood".</p> <p><u>Session D</u> - Maura Johnson, Betsey Hanifan, Ida O'Leary and Ron Janowicz, SPED Administrators, "Nuts and Bolts", New Teacher Evaluation System, IEPs, and other fun topics of interest!</p>	Forestdale Classrooms
ELC	ELC staff members	<p>Participants will be engaged in a number of projects, including:</p> <ul style="list-style-type: none"> • Assessment • STEM Lab • Creating Technology Structures • Website Development 	Various locations at the ELC

Department	Participants	Program Description	Meeting Location
		with a Focus on Curriculum	
School Counseling	Members of the 5-12 School Counseling Department	Staff will be involved in a number of workshops on the following topics: Data Summit MA Model for School Counseling: Data-Driven Decision Making, DSAC Data Protocol, Suffolk University: Data Collection and Reporting	MHS Guidance
Nurses	Nurses	Nurses will participate in a number of workshops on the following topics: Improving Communication between CHA and Nurses, Reviewing Malden's Data, Mental Health Issues (Presenter: Dr. Xenia Johnson), Healthy Decision Making around Nutrition (Presenter: Dr. Randi Sokol)	Day will begin at CHA on Canal Street, Malden. Afternoon session to be held at MHS Nurse's Office.
Health / Phys. Ed.	Health / PE Teachers	Participants will be involved in CPR / First Aid training and sharing of SMART Goals.	Finn Gym
K-4, *Grade 5 Teachers *Grade 5 teachers who teach a specific subject will attend PD in their content area. Please see specific content area.	K-5 Teachers not involved in the special education workshops.	Two hours will be spent discussing research writing in the Writers' Workshop. The remainder of the time will be focused on a discussion of math and the opportunity to work in teams for common planning to address the math curriculum.	K-2 teachers will begin at the Ferryway Library for their morning session. Grade 3-5 teachers will spend their morning at the Salemwood Library. Following a break for lunch, teachers will return to their respective schools to work in math curriculum teams.
Art	Art Teachers	Teachers will attend a custom workshop at the MFA. Details will be sent in a separate email.	MFA

Department	Participants	Program Description	Meeting Location
Music	Music teachers	Professor Sandra Nicolucci from BU will be leading a workshop for music teachers. Using props, humor, and the Common Core, Dr. Nicolucci will facilitate a discussion and work session about beliefs and curriculum.	Ferryway Music Room
Instructional Technology Specialists, Business, and Librarians	Instructional Technology, Business Teachers, Librarians	Staff will participate in training that addresses curriculum revision.	MHS Library
ELA 6-12 Teachers and Grade 5 Teachers who are specific to ELA	Grade 5-12 ELA Teachers	Teachers will participate in discussion regarding Common Core alignment, updates of Five District Partnership work, Laying the Foundation, and UbD.	MHS B338
History/Social Studies 5-12	Grade 5-12 History/Social Teachers	Teachers will participate in workshops related to the Common Core, project-based learning, and Understanding by Design.	MHS Rooms J364 & J366
Math 5-12	Math 5-12 Teachers	The morning session will focus on vertical curriculum alignment, while the afternoon session will be a Glencoe presentation.	Ferryway Classrooms
Science 6-12 and Grade 5 Teachers who are specific to science	Grade 5-12 Science Teachers	Participants will focus on identification and integration of Laying the Foundation curriculum and begin unit development using Understanding by Design.	MHS B426

Department	Participants	Program Description	Meeting Location
ELL	SEI and SEI2 teachers from K-8 schools and ELL Coaches	Participants will be engaged in ACCESS training.	Salemwood Middle School Room 201
Foreign Language	Foreign Language Teachers	Professor Amy Cournoyer from Boston University will begin the day with a vertical discussion regarding best practices in teaching foreign language. Toward the afternoon, high school teachers will be involved in lab training, while others will continue their work with Amy Cournoyer.	MHS BR478

FL Professional Development

Chase, Kelly

Sent: Thursday, November 01, 2012 9:19 PM**To:** Onofri, Loredana; Markarian, Andrea; Centeno, Ligia; Robey, Jenna**Attachments:** FL Article 1.pdf (130 KB) ; FL Article 2.pdf (2 MB)

Good Evening, K-8 Foreign Language Teachers,

I hope this email finds you well and looking forward to a great weekend! I am writing to update you about professional development for 11/6.

I have been in contact with Professor Amy Cournoyer from Boston University. Amy has done extensive work in the field and has a thorough understanding of current trends in curriculum and instruction in the area of teaching foreign language. Here is a peek at what the day will look like for you:

8:30 - 9:00 - You will meet at the high school and have a chance to mingle and catch up with high school teachers of foreign language.

9:00 - 11:00 - You will work as a whole group with Amy. In preparation for her visit, she asked that I attach the two documents above for you to take a look at in advance.

11:00 - Noon - At this point there will be a break for lunch.

Noon - 2:30 - Amy will work with the smaller group of K-8 FL teachers on needs specific to your group.

The articles for reading are attached. I hope that you enjoy your day and getting time to connect with colleagues from other schools and grade levels. Following this email, you will see a general table of PD that will be sent to all teachers in the district.

Thanks for reading and have a great night!

Kelly

*Please return to Kelly Chase, Central Office. Thank you.

Name of Educator: _____

School: _____

Classes Taught: _____

Observations / Best Practices	Connections to Current Practice / Curriculum – How will you use in your current setting?

Future Needs for Professional Development

**Putting it All Together: Planning a Cross-grade Integrated Teaching and Learning
Curricular Guide for Modern Foreign Languages in Malden**

Amy Cournoyer, Lecturer in Language Teacher and Intercultural Education, Boston University School of Education

Contact: amybc@bu.edu

PROFESSIONAL DEVELOPMENT OVERVIEW AND GOALS

The purpose of this professional development (PD) series is to provide Malden middle-school level modern foreign language teachers with an intellectual space to discuss, plan, and organize a cohesive, theme-based, cross-grade, integrated curricular guide. In this multiple-phase, hybrid (face-to-face and online) PD, participants will be asked to assume the role of Modern Foreign Language Committee in the written design of Malden School District's middle-school level *Modern Foreign Language Integrated Teaching and Learning Guide*. Towards this end, committee members will engage in individual reflective tasks, roundtable discussions, and collaborative writing activities in order to design a guide that is consistent with foreign language teaching and learning standards and research and tailored to meet the specific learning needs and interests of Malden middle school foreign language students. While acknowledging and celebrating the *diversity* of Malden modern foreign language teaching contexts, foreign language offerings, teachers, students, and teaching and learning resources, the creation of this guide will serve as a *unifying* curricular framework for teachers and administrators. The curricular guide is important because it will:

- Provide the opportunity to consider the coherent sequencing of learning objectives within and among language groups and across grades to ensure that knowledge is building on knowledge

- Provides a tool for verifying that all core standards are addressed
- Encourages consistency, communication, and collaboration among modern foreign language teachers
- Promote ongoing reflection on and discussion of evidence-based practices

Each curricular guide design PD session in this multi-phase project will have set goals/product expectations. The end-product expectation of today's session is the completion (a) overall philosophy and statement of goals of the Malden middle school-age modern foreign language program; (b) Outline of Quarterly Content/thematic objectives, language objectives, general activities/tasks, assessments/performance objectives by grade/level and language .

THEMATIC INSTRUCTION

Themes for curriculum units can be derived from many sources. Planning thematic units allows the teacher to incorporate a variety of language concepts into a topic area that is interesting and worthy of study and that gives students a reason to use the language. Teachers should choose themes that lend themselves to teaching language that will be useful for their students.

Themes and lessons should integrate *language*, *content*, and *culture* into activities that allow students to practice the foreign language and that prepare them to use it in a variety of contexts.

A focus on communication, including the interactions present in all uses of the language (for speaking, listening, reading, and writing) is essential. Students need to be able to interpret the language, express themselves in the language, and negotiate meaning in the language (Savignon, 1997).

Benefits of Thematic Instruction

Students and teachers alike enjoy reading and learning about topics and ideas that are interesting, meaningful, and challenging. Along with enjoyment, thematic instruction offers a number of other advantages (Cooper, 1993; Fredericks, Meinbach, & Rothlein, 1993; Lapp & Flood, 1994; Walmsley, 1994; Willis, 1995). Thematic teaching enables students to:

- *Acquire, communicate, and investigate worthwhile knowledge in depth.* With thematic instruction, it is not necessary to divide the day into separate learning periods. Instead, the day may be spent exploring an interesting topic in a variety of ways over a longer period. Students come to view school subjects as connected and interrelated, rather than isolated and divided, because subject areas such as math, science, social studies, art, and music may be studied within the context of a given theme. This exploration may include reading and writing about the topic, role-playing, art projects, music, and research.
- *Integrate and enrich the language processes of reading, writing, listening, speaking, and thinking.* Active exploration of a topic promotes discussion and the use of all four language skills. Through these experiences, students learn strategies and skills in meaningful situations.
- *Practice reading different kinds of materials for varied purposes.* There are multiple opportunities for reading many types of text, including advertisements, songs, narrative prose, poetry, student-written pieces, and other "real world" texts such as magazine articles that contain challenging facts.
- *Use prior knowledge of the world and past experiences with language and text to create relationships among various sources of information.* Students build upon their current knowledge base and connect what they know with what they are learning. As new ideas are gleaned from a variety of thematic experiences, they become integrated with previously learned information.
- *Make choices, interact, collaborate, and cooperate.* Students explore topics individually, in small heterogeneous groups, and together as a whole class. Reading and writing tasks are authentic, interesting, relevant, and contextualized. Students make choices based on their interests, abilities, and needs.
- *Apply what they learn in meaningful and "real world" contexts.* As students explore topics in a variety of ways and through various sources, they learn to relate what they are learning to their own lives. Activities for home exploration help students bridge school learning and their lives at home, with the intent of helping students develop problem-solving and decision-making skills.
- *Informally assess their understanding and application of what they are learning.* Students and teacher alike share the responsibility for periodic progress checks as well as ongoing evaluation. Students learn to set learning goals and monitor their progress in attaining them.
- *Participate and learn, regardless of ability, level of language development, or background.* One of the most important advantages of cross-curricular thematic

instruction is that it is both flexible and adaptable. Because a variety of reading resources are utilized, all students have the opportunity to read materials that are of interest to them and at the appropriate difficulty level. Lessons are flexibly planned, based on students' needs and interests. For example, while some students may need extra practice with a strategy or skill, others may need additional time for writing or independent reading. This flexibility is central to thematic teaching.

- *Learn effectively in self-contained, multi-age, or departmental classrooms.* Again, the flexibility of cross-curricular thematic teaching makes it an effective tool in any organizational pattern. For students, it allows for a variety of approaches to instruction that meets their needs. For teachers, it promotes team planning and cooperation with colleagues.

A few Caveats

The process of writing this is ongoing and cyclical. For today's session, focus on the big picture, including quarterly themes and overarching language, content, and culture objectives, over small details. This document is a work in progress and after submitting end-of-session products to the facilitator for review, participants will have multiple opportunities to refine and revise.

Collegiality and equal participation of *all* participants is essential to the efficacy of this project. Each participant should her funds of knowledge, experiences, and resources to design this guide. In order to design a state-of-the-art, useful, and practical guide, each participant's voice, ideas, and opinions should be equally heard and considered. Even though this may require a lot work and tough discussions in the short run, the long term benefits of a systematic and adaptable guide will hopefully reduce participant anxiety about curricular planning and improve teaching and learning.

This is an opportunity for you to blend what you must do (standards/textbooks) with what you would like to do (themes, activities, supplementary materials). Be innovative! Think big! (refer to *21st Century Skills in MFL* attachment for some creative ideas advocated by the American

Council of Teachers of Foreign Languages) After identifying gaps/problems/issues with the current curriculum, move on quickly to brainstorming solutions and highlighting opportunities.

This is an ongoing, reflective, process, and today's seminar is the first step in the direction of strengthening curricular cohesiveness across levels and schools! I look forward to guiding you on this professional planning journey!

Resources:

Madison Public Schools World Languages Program A Framework for Integrated Teaching and Learning

http://www.madison.k12.ct.us/uploaded/docs%2FCurriculumGuides/WLCurriculum_.pdf

Thematic Communicative Language Teaching in the K-8 Classroom

http://www.cal.org/resources/digest/digest_pdfs/0004-thematic-haas.pdf

We will use *Madison Public Schools World Languages Program A Framework for Integrated Teaching and Learning* as a model/template for this project. The objectives of this professional development session are:

- categorize and describe Malden middle-school level modern foreign language programmatic philosophy, goals, student characteristics and resources.
- gain a deeper understanding of thematic curriculum design in the modern foreign language classroom
- discuss current curriculum design strengths and areas of improvement.
- reflect on state and national foreign language standards as well as personal visions and goals for the program as whole.

STEP 1: DEFINING WHO YOU ARE: RATIONALE FOR PROGRAM GUIDE

1. In a 10-minute journal reflection, describe what you understand to be the overall philosophy and goals of the Modern Foreign Language program in grades 6-8 Malden school district. Then, turn to a partner and share what you wrote.

2. In a 10-minute journal reflection, describe your ideal visions/goals for curriculum design and instruction in Malden. What do you think we need to do as a whole in Malden to more effectively prepare Malden middle school students for foreign language development and cultural awareness in the 21st century?

3. As a group, share your thoughts in order to compose a one-two page description of the World Language Committee's overall philosophy and statement of goals of the Malden middle school-age modern foreign language program. Refer to pp.5-10 on the handout for a model philosophy and statement of goals.

*This document should be emailed to Amy Cournoyer at amybc@bu.edu by January 27th

STEP 2: DESCRIBING WHO WE SERVE

1. With a partner, take 10 minutes to list student characteristics. Who are the students enrolled in Modern Foreign language classrooms? (e.g. cultural backgrounds, prior exposure to foreign language, learning preferences, interests, socioeconomic status, etc.)
2. In a 20-minute roundtable discussion, describe how thematic teaching might be a useful tool to address the specific needs of the students you serve.

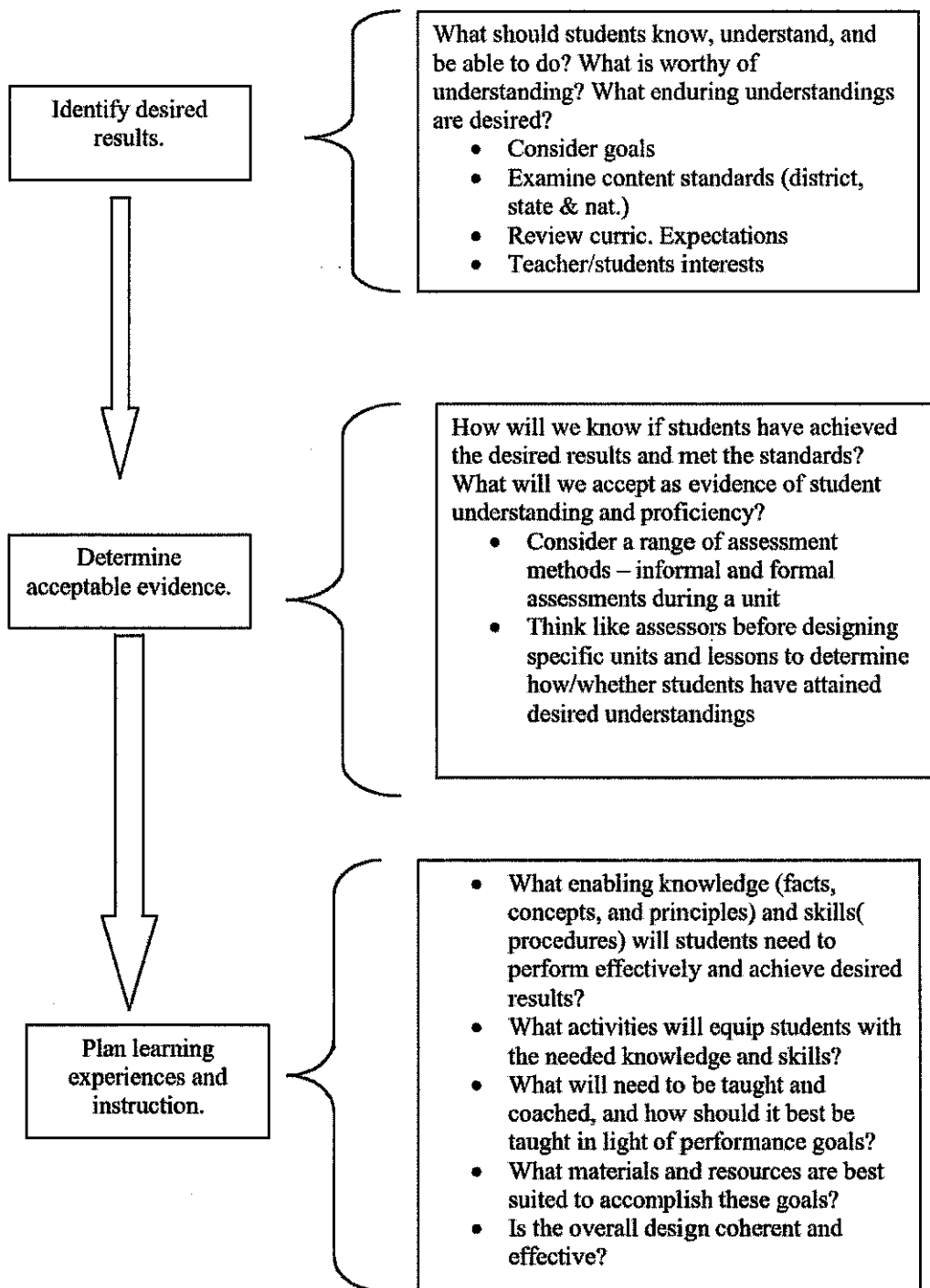
STEP 3: ASSESS CURRICULUM

1. What curricular materials are used in each grade and each language? List all used texts and resources, including websites, textbooks, assessments, and rubrics. What are opportunities and limitations of the current materials used? What would you like to add? (30-minutes)

STEP 4: IDENTIFYING OVERARCHING OBJECTIVES

1. You will now begin to brainstorm ideas for the guide design. The first step is outlining overarching yearly objectives. The second step is to consider themes of potential interest to learners. Please note we will use the backward design process (refer to handout on the following page) in the planning phase today.
 - a. What should students know, understand, and be able to do in each language by the end of each year (according to standards)?
 - b. What themes/topics/enduring questions do you think are worthy of exploration? Can you find common themes across language groups?
 - c. How will we know if students met stated objectives?
 - d. What activities will equip students with knowledge and skills?

The Backward Design Process



Adapted/formatted from *Understanding by Design* by Grant Wiggins and Jay McTighe

STEP 5: BRAINSTORMING CURRICULAR SCOPE AND SEQUENCE ACCORDING TO GRADE AND LANGUAGE

The Scope and Sequence section states the scope (breadth and depth) of subject content and language goals and sequence (order of presentation) to master the subject content and language goals with understanding – to acquire knowledge and skill for handling key tasks in the target language. It is the overall logic for learning: a design that is back loaded from expected performances; application of the content based on clear performance goals; and a sequence that enables learning and then proficient performing. Objectives have been identified for single grade levels and / or for courses. Objectives for learners introduced at earlier grade levels may not be restated at later grade levels, even though periodic reinforcement is necessary. The curriculum facilitates learning content incrementally, progressing by tackling increasingly complicated ideas and aspects of proficient performance.

You will use the remainder of this workshop to discuss, plan, and design an *ideal* and *practical* scope and sequence for the middle-school level modern foreign language .

- a. You will probably need to spend some time reiterating overarching goals and themes among and within language groups and levels and strive to identify overlapping topics among language groups, whenever possible. However, some anticipated differences is to be expected among language groups.
- b. Then, you should assign individual/pair roles for grade/language specific scope and sequences. The work should be divided evenly, of course. You will spend the rest of the professional development session today completing this task so that you may email it

Below are examples from Madison Public Schools. Refer to pp. 27-239 in *Madison Public Schools World Languages Program A Framework for Integrated Teaching and Learning* at http://www.madison.k12.ct.us/uploaded/docs%2FCurriculumGuides/WLCurriculum_.pdf

for a model/template. As a group (with each pair fulfilling their assigned roles), you are expected to complete the outlines for each grade/level and language and submit it to Amy by email for review no later than February 1st.

GRADE 6 SPANISH

Enduring Understanding

ALL PEOPLE HAVE FREE TIME: HOW THEY USE IT DEPENDS ON WHERE AND HOW THEY LIVE

Essential Questions for the year:

Communication: What do I do in my free time?

Cultures: What is life like living in Oaxaca, Mexico?

Connections: Where is Oaxaca located and why is it famous?

Comparisons: How is life in Oaxaca similar to and different from where I live?

Communities: How can I share what I have learned about Oaxaca and how can I learn more about other places in Mexico?

THEMES/GUIDING QUESTIONS

WE ALL NEED DOWN TIME

What is free time for? What do you do in your free time?

TRAVEL IS IN EVERYONE'S LIFE

What do you do when you travel?

CULTURAL CONNECTION FOR THE YEAR:

STUDENTS WILL FOCUS ON LIFE IN MEXICO

FESTIVALS: DÍA DE LOS MUERTOS, EL DÍA DE INDEPENDENCIA, LAS POSADAS

CONNECTIONS: GEOGRAFÍA

RESOURCES

¡Cuéntame! [8-15+] TPRS program

TPRS Words Lists

Authentic Songs, Chants, Rhymes

Spanish language CDs and Videos

Teacher-generated materials

GRADE 7 SPANISH 1

Enduring Understanding

GOOD CHOICES HELP TO CREATE A HEALTHY LIFE STYLE

Essential Questions for the year:

Communication: Why do we do the things we do?

Cultures: How do young people's activities differ throughout the Americas? How are they the same?

Connections: How does geography affect young peoples' lifestyles in Spanishspeaking America?

Comparisons: How do sports and pastimes of young people compare within the Americas? / How do our school schedules compare with those in Spanish-speaking countries?

Communities: How can I share what I know about young people in Hispanic countries outside of the classroom?

THEMATIC UNIT GUIDING QUESTIONS

MY HOME, MY FAMILY, AND MY FRIENDS:

You are most like the people you spend time with.

[Refrán: Dime con quién andas y te diré quién eres.] Who are you, your family, and your friends? What do you do together and where? Do you do the same kinds of activities with your friends as with family? Where do you live and who lives with you? What is the function of each room in your house? What do you do to help out at home? How do houses differ across the Americas?

Focus on: Chile/ Puerto Rico/ República Dominicana

Themes include: Home Life; Family and Friends; Relationships; Responsibilities

Resources for this unit:

Expresate 1 Ch. 2 A conocernos

Ch. 5 En casa con la familia

Cuenteme más: Muchacha pastor, Ratoncito del campo

Please complete the following outline per language and grade/level (e.g. seventh grade Spanish)

6th Grade Subject _____

Early First Quarter

- Content/Thematic objectives

- Language objectives

- Activities/Tasks

- Assessments

Late First Quarter

- Content/Thematic objectives

- Language objectives

- Activities/Tasks

- Assessments

Early Second Quarter

- Content/Thematic objectives

- Language objectives

- Activities/Tasks

- Assessments

Late Second Quarter

- Content/Thematic objectives

- Language objectives

- Activities/Tasks

- Assessments

Early Third Quarter

- Content/Thematic objectives

- Language objectives

- Activities/Tasks

- Assessments

Late Third Quarter

- Content/Thematic objectives
- Language objectives
- Activities/Tasks
- Assessments

Early Fourth Quarter

- Content/Thematic objectives

- Language objectives

- Activities/Tasks

- Assessments

Late Fourth Quarter

- Content/Thematic objectives

- Language objectives

- Activities/Tasks

- Assessments