

LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, December 18, 2012
Lexington Town Office Building, Selectmen's Meeting Room
1625 Massachusetts Avenue

7:00 p.m. Call to Order:

7:01 p.m. Executive Session:

Exemption 3 – To Discuss Collective Bargaining Regarding the Teachers' Contract
Exemption 3 – To Discuss Executive Session Minutes Relative to Litigation

7:30 p.m. Return to Public Session and Welcome:

Public Comment – (Written comments to be presented to the School Committee;
oral presentations not to exceed three minutes.)

7:40 p.m. Superintendent's Announcements:

7:45 p.m. Members' Reports / Members' Concerns:

8:00 p.m. Agenda:

1. Vote to Approve the Unit A Contract with the Lexington Education Association (10 minutes)
2. Additional 2012 MCAS Data (10 minutes)
3. Report on the District-wide Professional Development to Increase Educator Capacity and Student Learning (60 minutes)
4. Update on Improving Professional Relationships (15 minutes)
5. Vote to Accept a \$100 Donation from Lueders Environmental, Inc. (2 minutes)
6. Vote to Approve School Committee Minutes of August 28, 2012 (2 minutes)
7. Vote to Approve School Committee Minutes of October 16, 2012 (2 minutes)
8. Vote to Approve School Committee Minutes of November 19, 2012 (2 minutes)
9. Vote to Approve and Release School Committee Executive Session Minutes of August 14, 2012 (2 minutes)
10. Vote to Approve and Not Release School Committee Executive Session Minutes of August 30, 2012 (2 minutes)
11. Vote to Approve and Not Release School Committee Executive Session Minutes of October 22, 2012 (2 minutes)

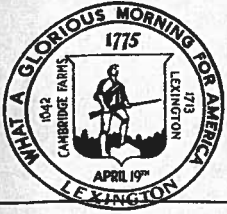
The next meeting of the School Committee is scheduled for Tuesday, January 8, 2013, at 7:30 p.m. in the Town Office Building, Selectmen's Meeting Room, 1625 Massachusetts Avenue.

All agenda items and the order of items are approximate and subject to change.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
LABORATORY OF ORGANIC CHEMISTRY
CHICAGO, ILLINOIS

Run	Time	Temp	Pressure	Flow	Detector	Response
1	1.0	100	1.0	1.0	1.0	1.0
2	2.0	100	1.0	1.0	1.0	1.0
3	3.0	100	1.0	1.0	1.0	1.0
4	4.0	100	1.0	1.0	1.0	1.0
5	5.0	100	1.0	1.0	1.0	1.0
6	6.0	100	1.0	1.0	1.0	1.0
7	7.0	100	1.0	1.0	1.0	1.0
8	8.0	100	1.0	1.0	1.0	1.0
9	9.0	100	1.0	1.0	1.0	1.0
10	10.0	100	1.0	1.0	1.0	1.0
11	11.0	100	1.0	1.0	1.0	1.0
12	12.0	100	1.0	1.0	1.0	1.0
13	13.0	100	1.0	1.0	1.0	1.0
14	14.0	100	1.0	1.0	1.0	1.0
15	15.0	100	1.0	1.0	1.0	1.0
16	16.0	100	1.0	1.0	1.0	1.0
17	17.0	100	1.0	1.0	1.0	1.0
18	18.0	100	1.0	1.0	1.0	1.0
19	19.0	100	1.0	1.0	1.0	1.0
20	20.0	100	1.0	1.0	1.0	1.0
21	21.0	100	1.0	1.0	1.0	1.0
22	22.0	100	1.0	1.0	1.0	1.0
23	23.0	100	1.0	1.0	1.0	1.0
24	24.0	100	1.0	1.0	1.0	1.0
25	25.0	100	1.0	1.0	1.0	1.0
26	26.0	100	1.0	1.0	1.0	1.0
27	27.0	100	1.0	1.0	1.0	1.0
28	28.0	100	1.0	1.0	1.0	1.0
29	29.0	100	1.0	1.0	1.0	1.0
30	30.0	100	1.0	1.0	1.0	1.0
31	31.0	100	1.0	1.0	1.0	1.0
32	32.0	100	1.0	1.0	1.0	1.0
33	33.0	100	1.0	1.0	1.0	1.0
34	34.0	100	1.0	1.0	1.0	1.0
35	35.0	100	1.0	1.0	1.0	1.0
36	36.0	100	1.0	1.0	1.0	1.0
37	37.0	100	1.0	1.0	1.0	1.0
38	38.0	100	1.0	1.0	1.0	1.0
39	39.0	100	1.0	1.0	1.0	1.0
40	40.0	100	1.0	1.0	1.0	1.0
41	41.0	100	1.0	1.0	1.0	1.0
42	42.0	100	1.0	1.0	1.0	1.0
43	43.0	100	1.0	1.0	1.0	1.0
44	44.0	100	1.0	1.0	1.0	1.0
45	45.0	100	1.0	1.0	1.0	1.0
46	46.0	100	1.0	1.0	1.0	1.0
47	47.0	100	1.0	1.0	1.0	1.0
48	48.0	100	1.0	1.0	1.0	1.0
49	49.0	100	1.0	1.0	1.0	1.0
50	50.0	100	1.0	1.0	1.0	1.0

CHICAGO, ILLINOIS
APRIL 1964



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

Thomas Plati

Director of Educational Technology and Assessment

(781) 861-2580, ext. 228

email: tplati@sch.ci.lexington.ma.us

fax: (781) 863-5829

TO : PAUL ASH

FROM : TOM PLATI, DIRECTOR OF EDUCATIONAL TECHNOLOGY & ASSESSMENT

RE: 2012 MCAS ANALYSIS

DATE: DECEMBER 9, 2012

As a followup to the MCAS presentation at the November 27th School Committee meeting, you will find as attachments additional data regarding Lexington's different student population subgroups that we are addressing in our closing of the achievement gap.

Attachment A- MCAS Comparison performances 2009 through 2012 for our Grade 5, 8, and 10 special education students (this is a duplicate of information distributed at last meeting).

Attachments B, C, and D are for three other student subgroups- ELL (Attachment B) , low-income (Attachment C), and African-American (Attachment D). For each of these three groups the data for all Grades 3-10 have been combined into a single graph for ELA and a single graph for mathematics.



THE KINGDOM OF SWEDEN

THE PARLIAMENTS OF THE KINGDOM OF SWEDEN

THE PARLIAMENTS OF THE KINGDOM OF SWEDEN

TO THE PARLIAMENTS

FROM THE PARLIAMENTS OF THE KINGDOM OF SWEDEN

RE THE PARLIAMENTS

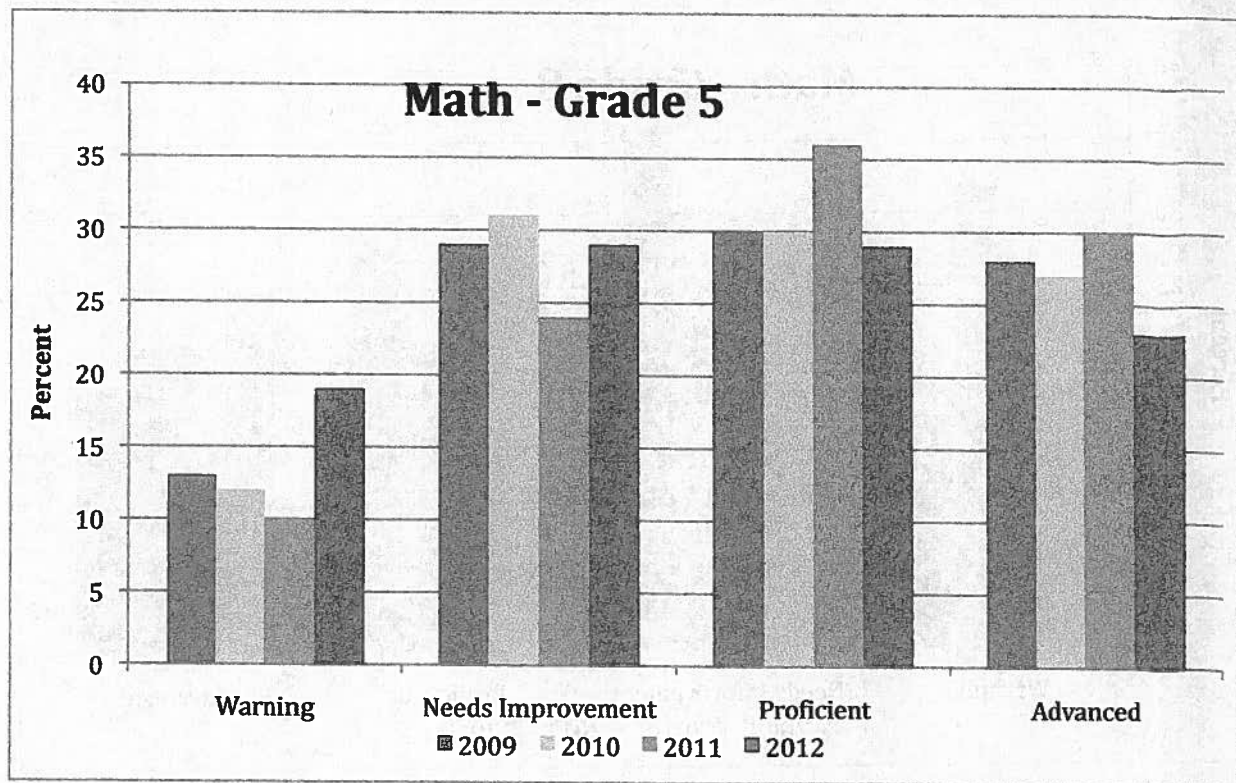
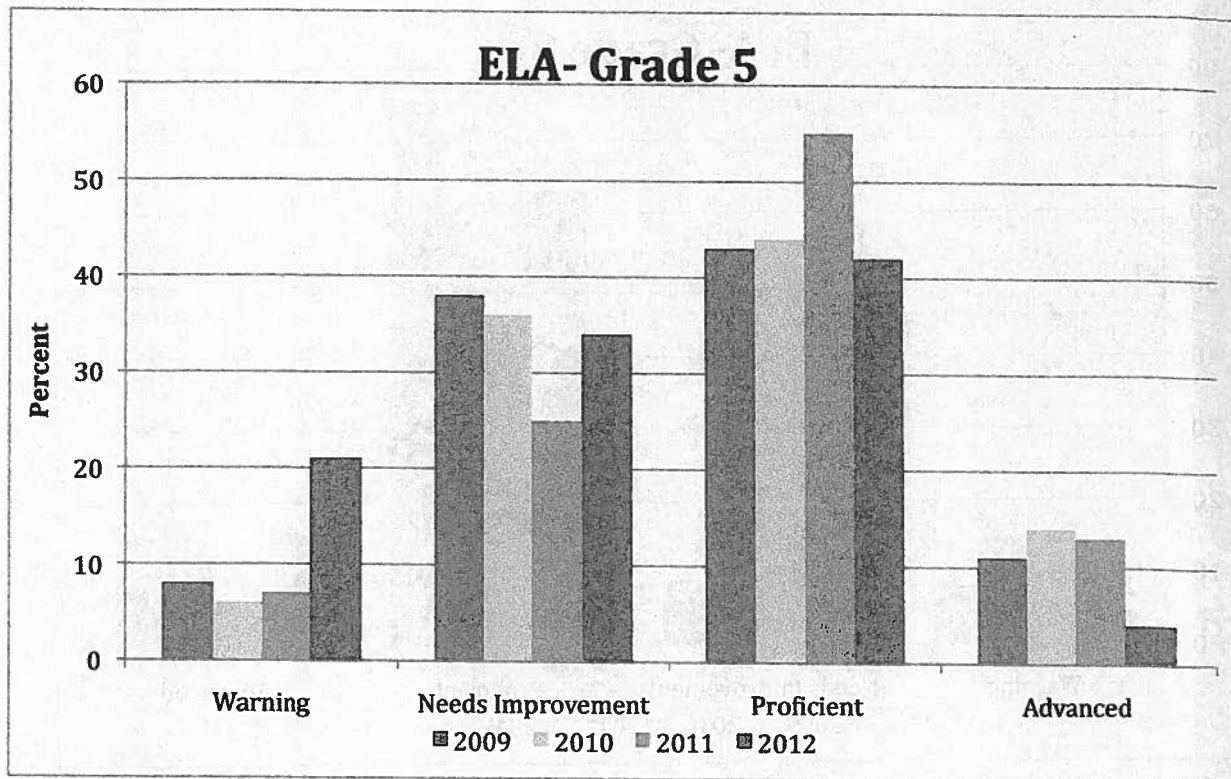
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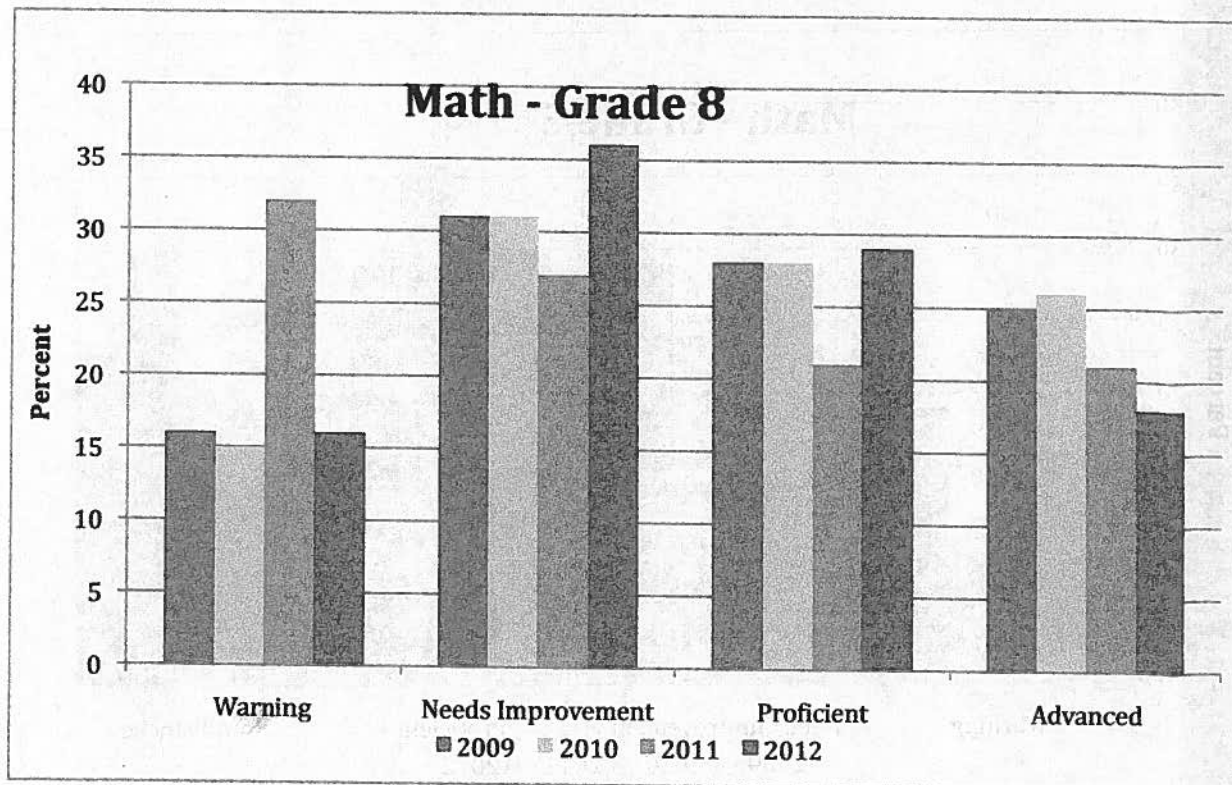
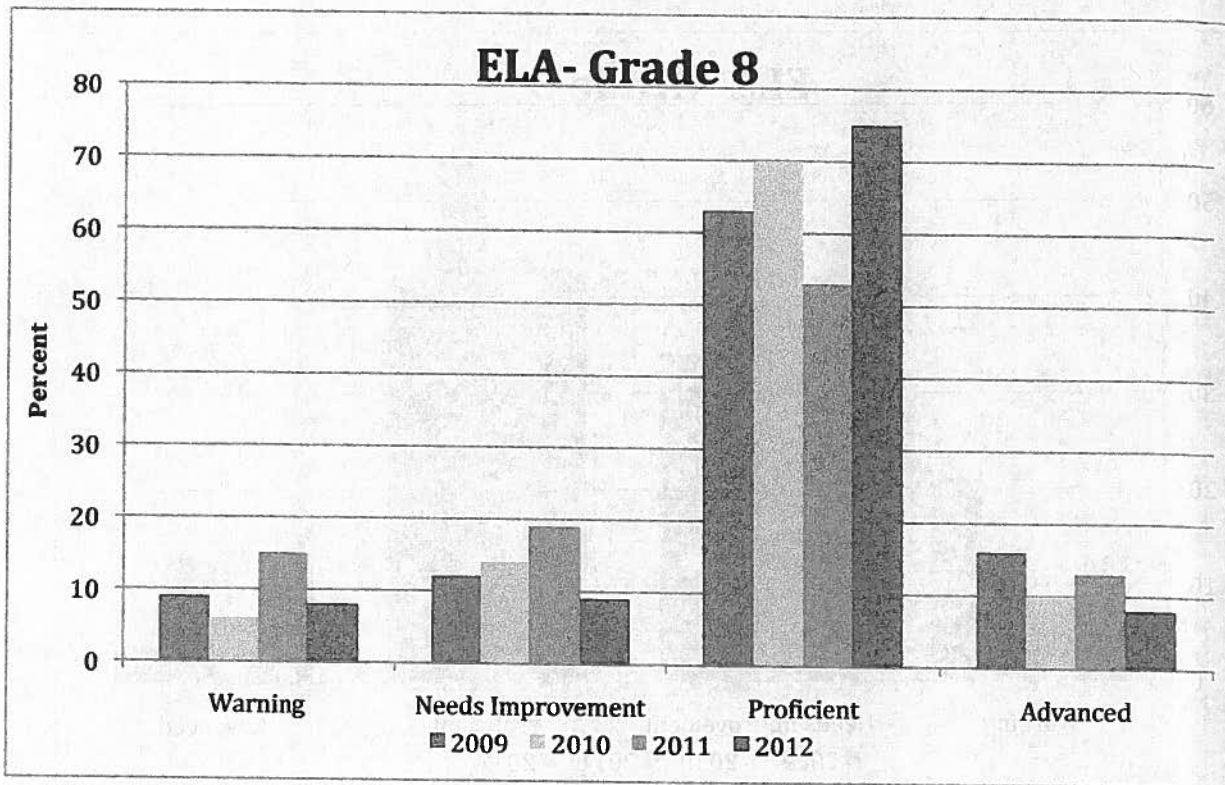
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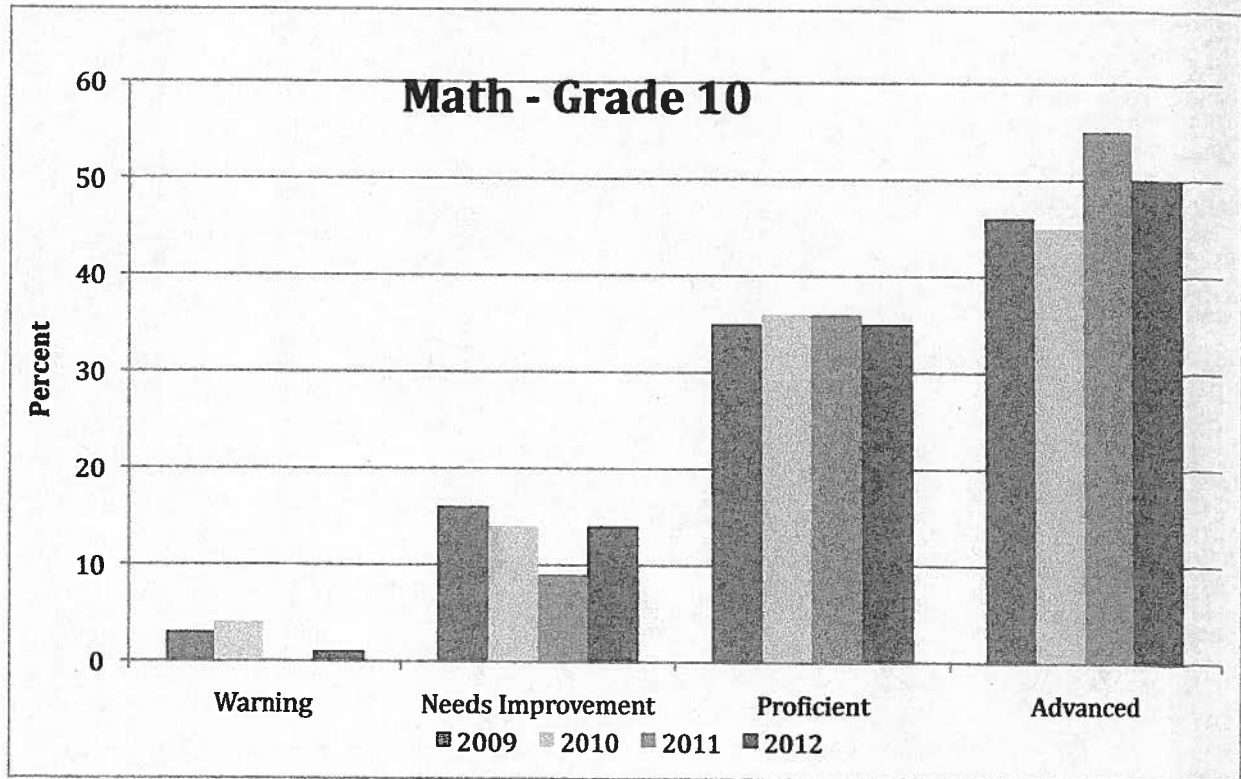
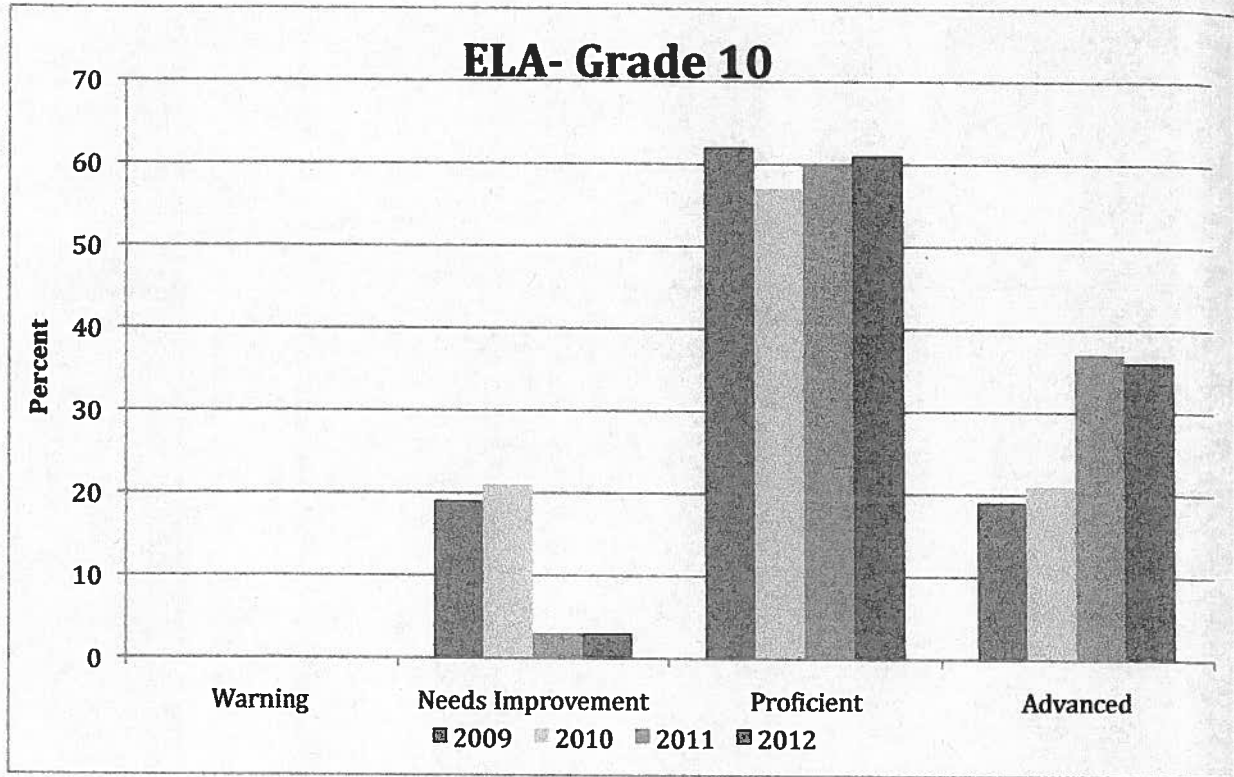
Attachment A
Students With Disabilities
Grade 5



Attachment A (continued)
Students With Disabilities
Grade 8



Attachment A (continued)
Students With Disabilities
Grade 10



STANDARD FORM NO. 64
OFFICE OF THE SECRETARY OF DEFENSE
WASHINGTON, D. C. 20301

STANDARD FORM NO. 64

1. *[Faint, illegible text]*

2. *[Faint, illegible text]*

3. *[Faint, illegible text]*

4. *[Faint, illegible text]*

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11. *[Faint, illegible text]*

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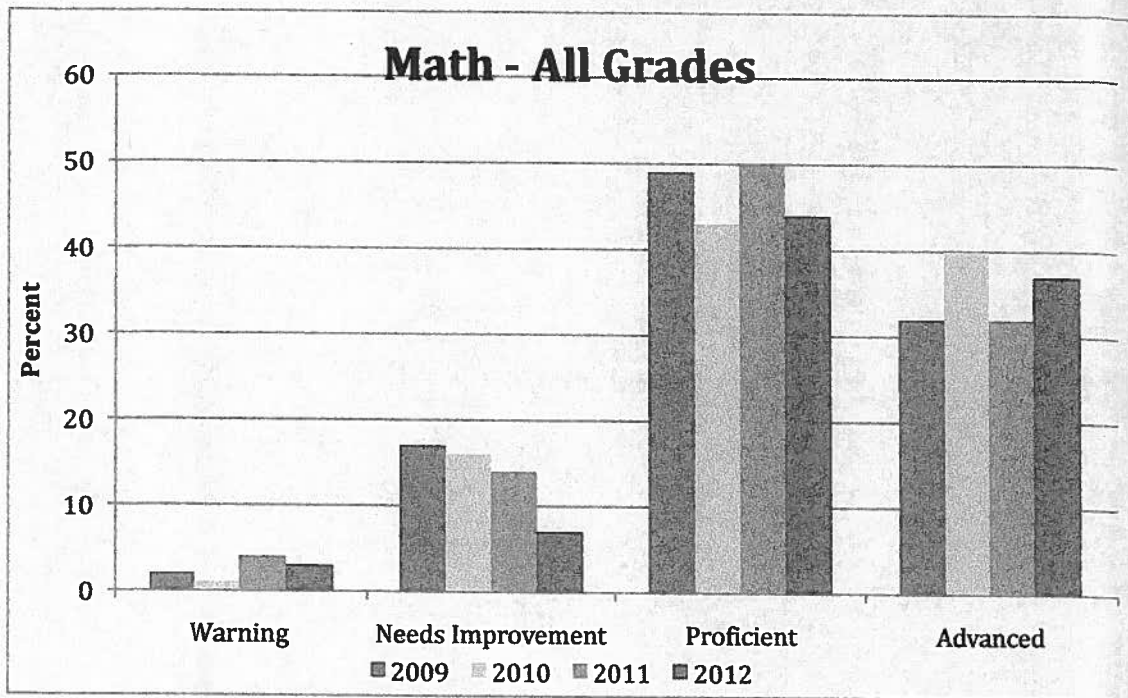
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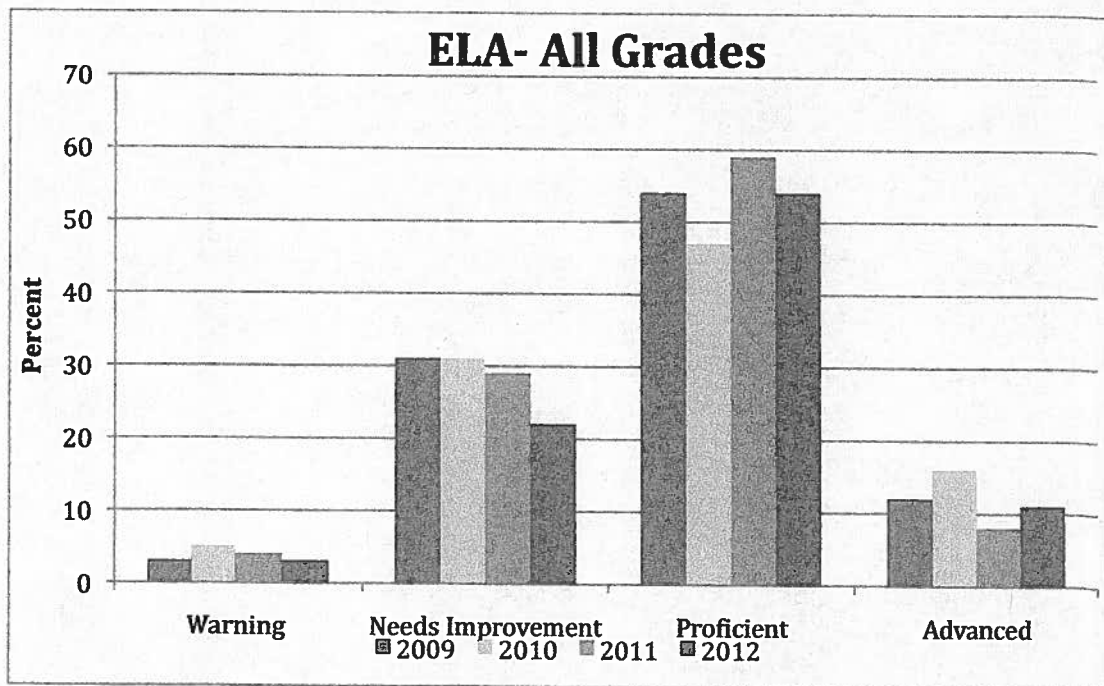
19. *[Faint, illegible text]*

20. *[Faint, illegible text]*

Attachment B
ELL Students- All Grades



In 2012, 81% Lexington proficient or better in Math vs. 24% in Massachusetts.



In 2012, 67% Lexington proficient or better in ELA vs. 22% in Massachusetts.

Figure 1

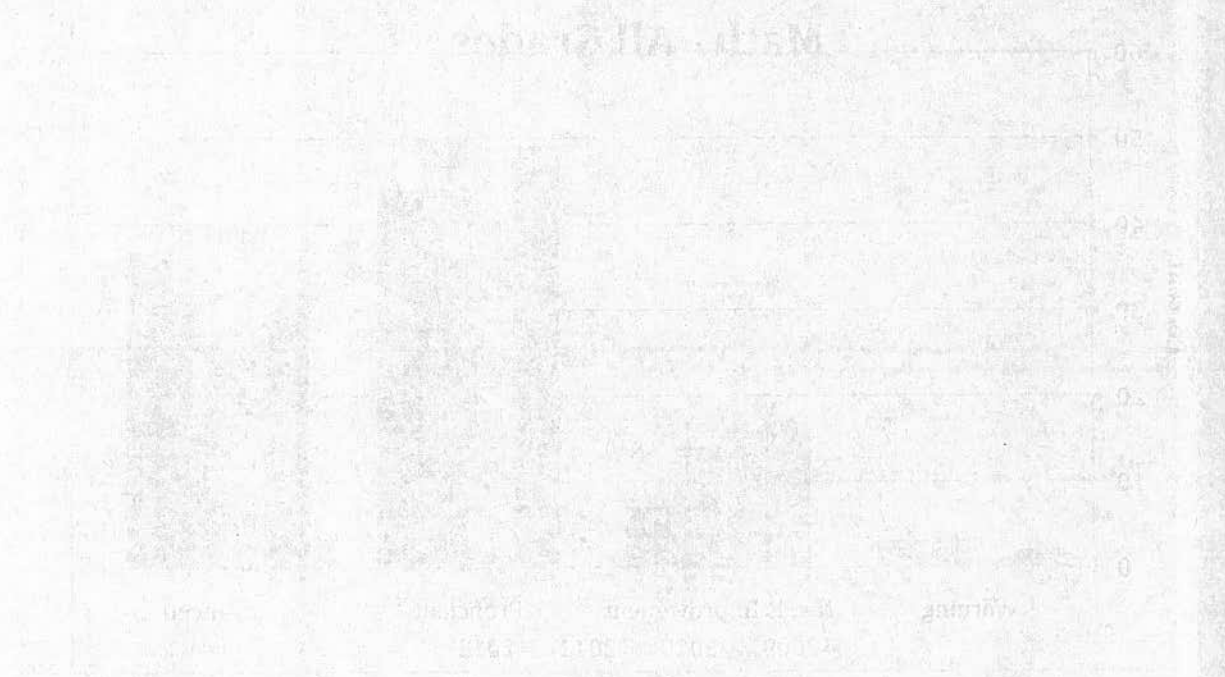


Figure 1. Distribution of responses for the question: 'How much do you know about the program?' (N=100)

Figure 2

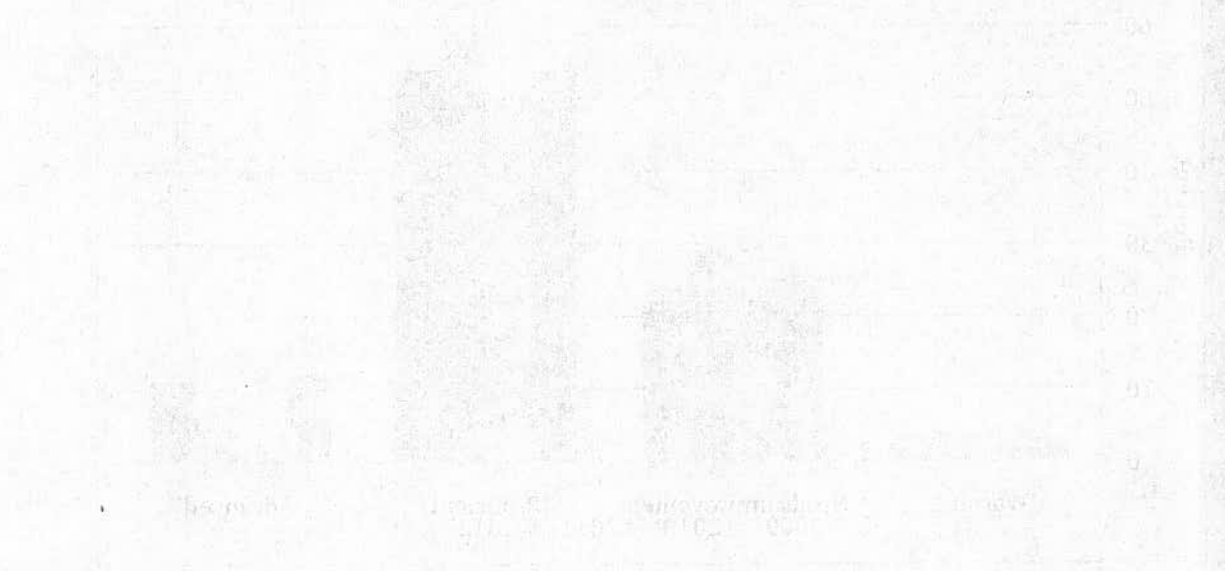
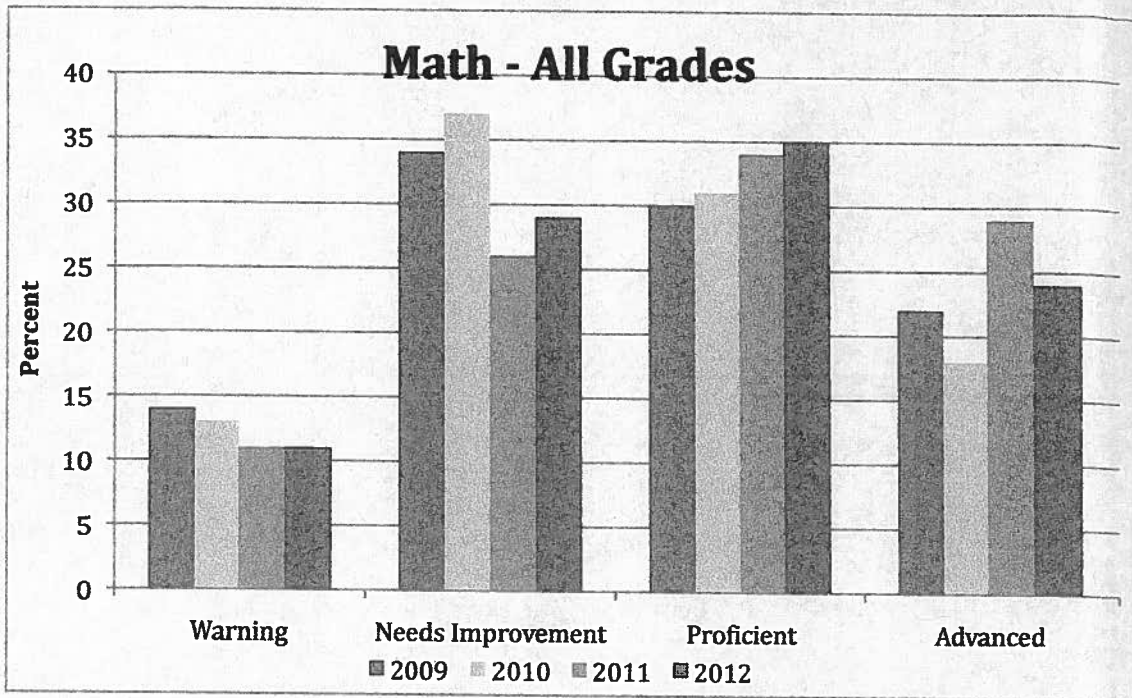
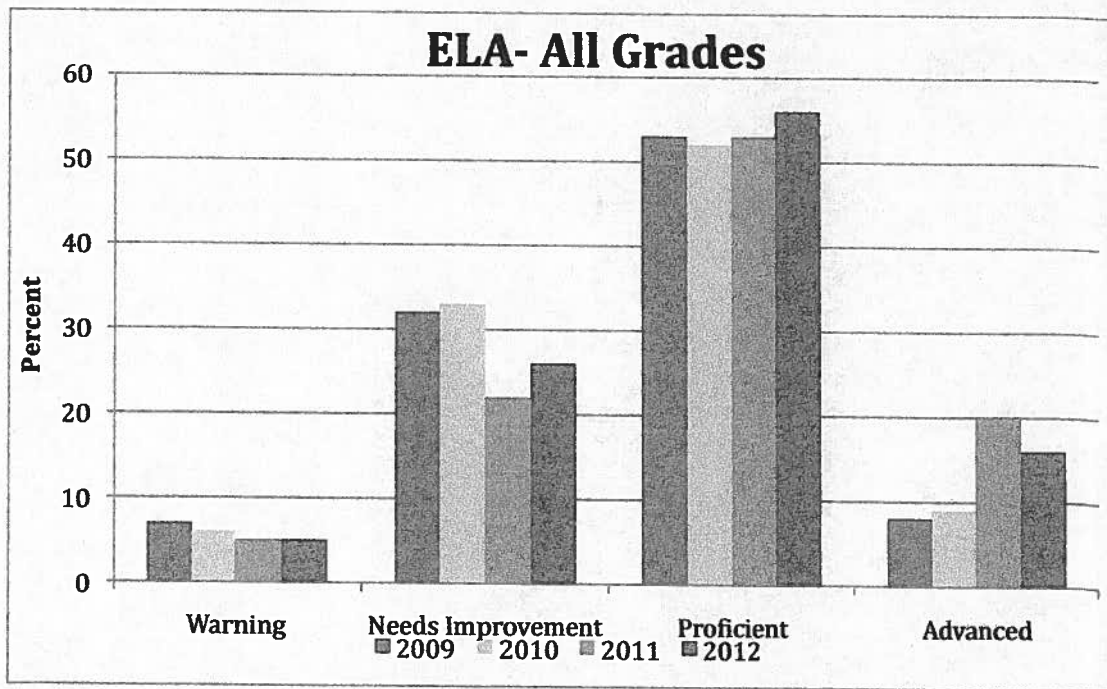


Figure 2. Distribution of responses for the question: 'How much do you know about the organization?' (N=100)

Attachment C
Low Income Students- All Grades



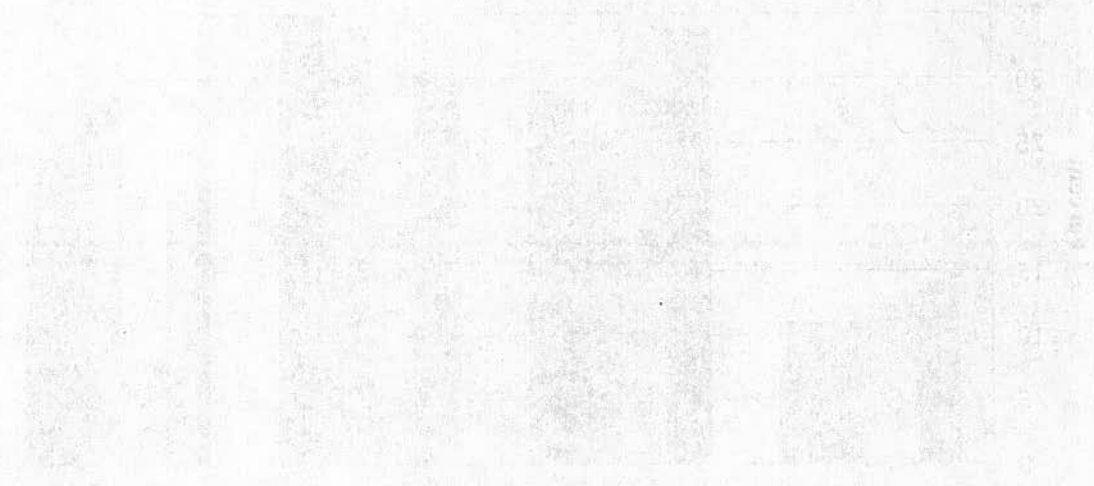
In 2012, 59% Lexington proficient or better in Math vs. 38% in Massachusetts.



In 2012, 72% Lexington proficient or better in ELA vs. 50% in Massachusetts.

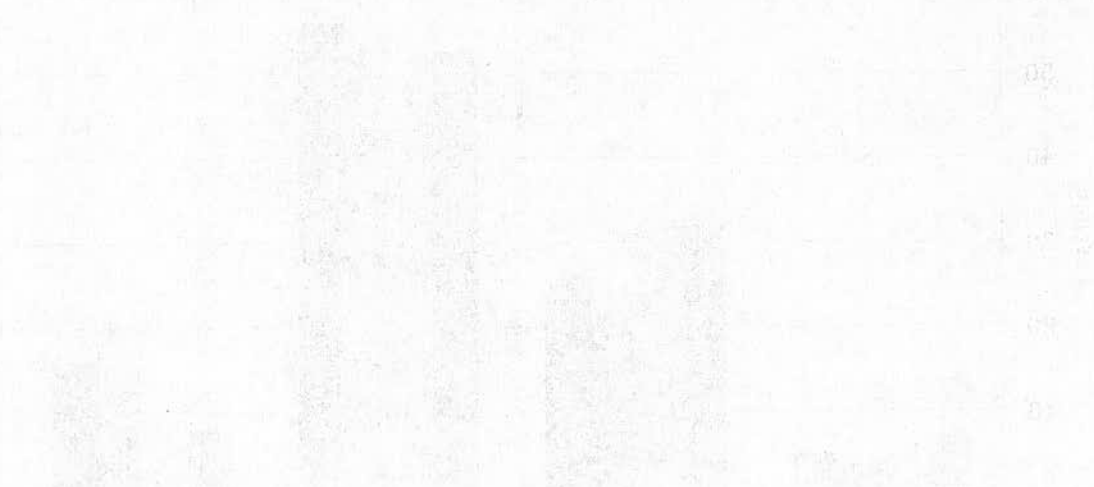
Low Income Students at All Grades

Table - All Grades



The state's low income student population has increased steadily over the past decade, rising from 18 percent in 2000 to 28 percent in 2010. This increase is consistent across all grades, reflecting broader economic and demographic trends in the state.

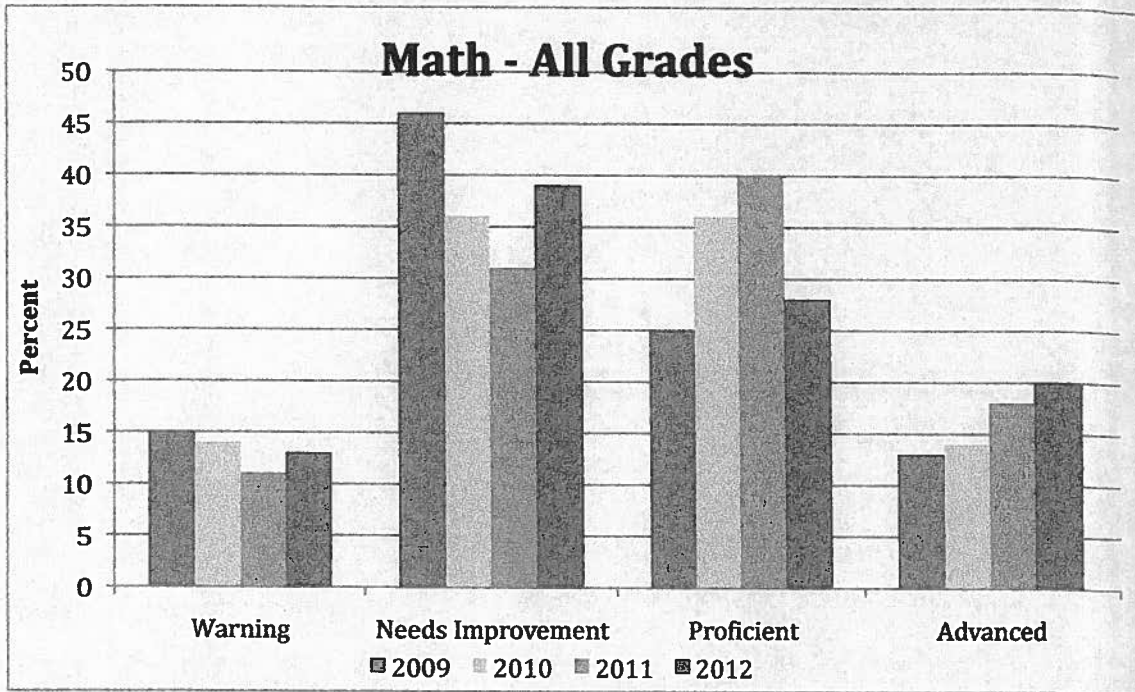
Table - All Grades



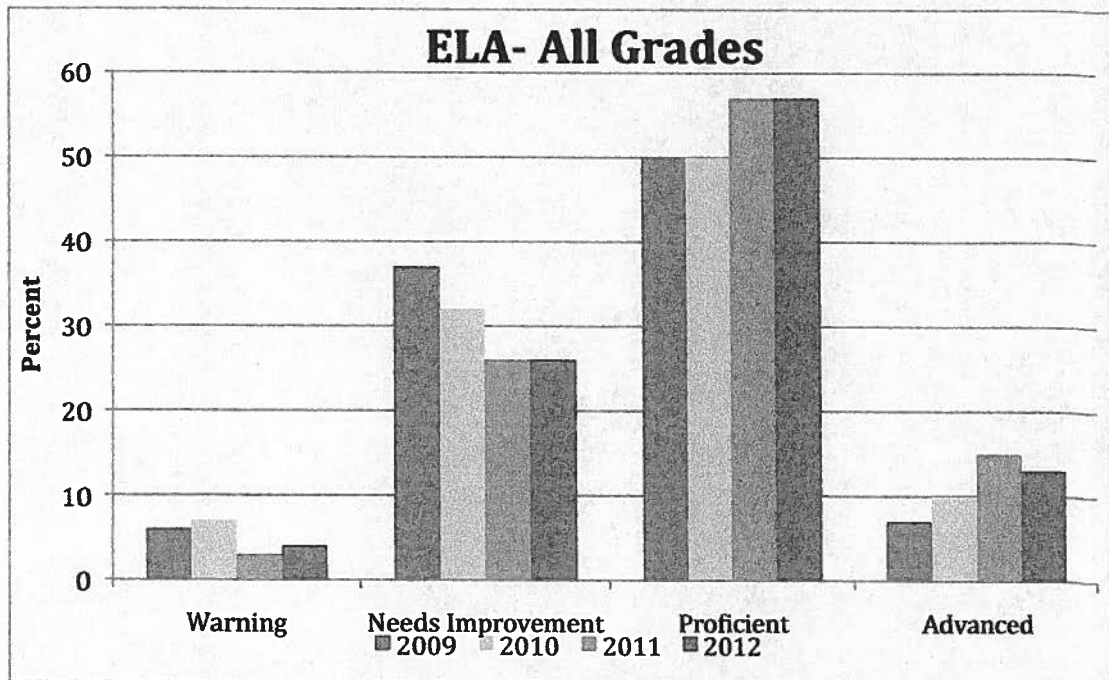
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The state's low income student population has increased steadily over the past decade, rising from 18 percent in 2000 to 28 percent in 2010. This increase is consistent across all grades, reflecting broader economic and demographic trends in the state.

Attachment D
African-American Students- All Grades

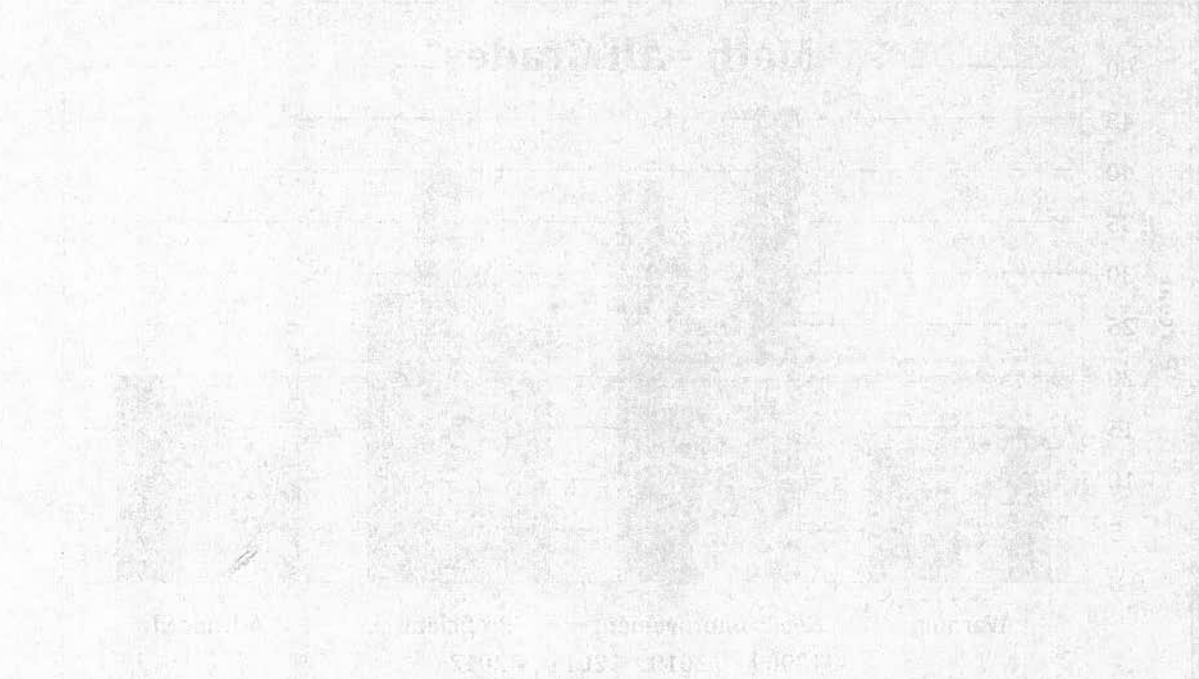


In 2012, 48% Lexington proficient or better in Math vs. 35% in Massachusetts.



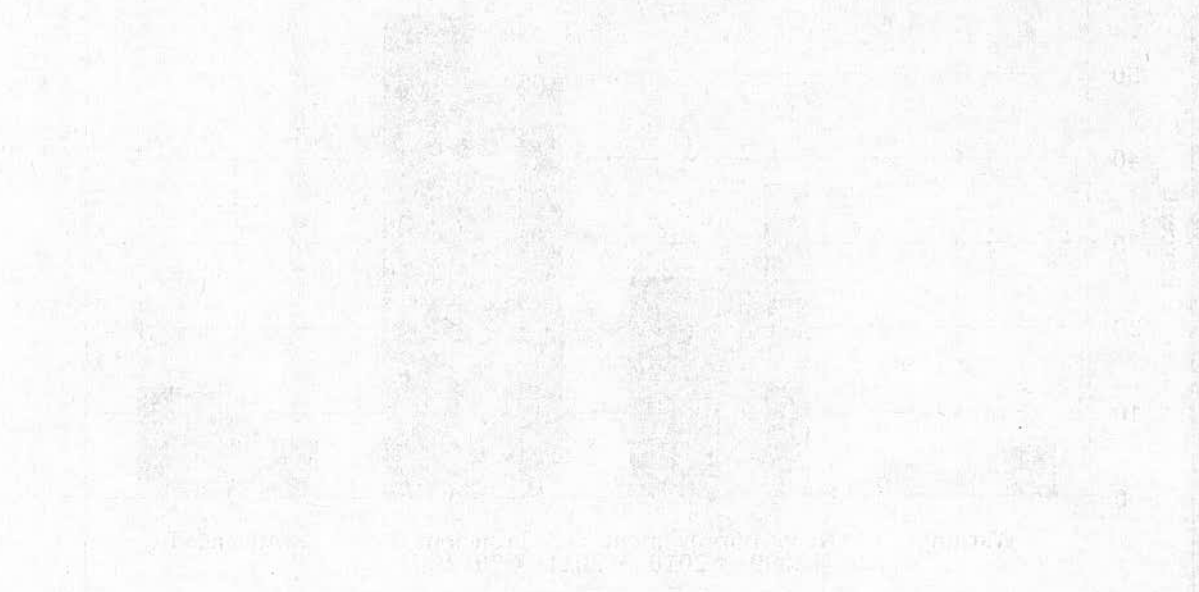
In 2012, 70% Lexington proficient or better in ELA vs. 50% in Massachusetts.

Figure 3
Median Annual Income by Education Level



Source: U.S. Census Bureau, Current Population Survey, 2013. Income is in thousands of dollars.

Figure 4
Median Annual Income by Education Level



Source: U.S. Census Bureau, Current Population Survey, 2013. Income is in thousands of dollars.



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

Paul B. Ash, Ph.D.
Superintendent of Schools

(781) 861-2550, ext. 212
email: pash@sch.ci.lexington.ma.us
fax: (781) 863-5829

To: School Committee
From: Paul B. Ash, Ph.D.
Superintendent of Schools
Re: Update on Improving Professional Relationships
Date: December 11, 2012

On Tuesday, Phyllis and I will provide an update on our work to improve professional relationships throughout the school system. We will discuss the following areas of focus:

1. The LEA and administration's collaborative work to develop and implement a program to pilot the new DESE evaluation program. By working together, we will offer 51 teachers and numerous administrators the opportunity to learn about the new system and participate in the development of the plan for next September (see attachment #1).
2. The LEA and Administration agreed to participate in joint training with Cathy Lassiter, a consultant from Leadership and Learning. The purpose of the training is to develop teacher and administrator skills to listen, collaborate, problem-solve and build respectful relationship (see attachment #2).
3. The LEA and each major school and district administrator agreed to write goals to improve professional relationships (see attachment #3). The LEA expects to share its goals sometime in January.
4. The Steering Committee has been reviewing the Wellman report and plans to identify a small number of recommendations to focus on this year.



Leominster Public Schools

100 Maple Street - Leominster, Massachusetts 01453

Dear _____:

I am writing to you regarding the _____
_____ of the _____
_____ of the _____
_____ of the _____

On _____, _____ and I will be _____

I am writing to you regarding the _____
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
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From:  Paul B. Ash
Phyllis Neufeld Friday, October 26, 2012 11:09:55 AM 

Subject: Fwd(2): Evaluation Pilot Opportunity

To:  COADM

Attachments:  Piloting the DESE Evaluation System.docx 18K
 Piloting the DESE Evaluation System.doc 41K

Phyllis and I just sent this email to all school announcements. On Tuesday, at the AC meeting, assuming school is not canceled, we will discuss the pilot rollout process in more detail.

I hope you have a nice weekend.
Paul

Dear Colleagues:

The LEA and the Administration have been partnering to rebuild morale and trust through such endeavors as the Steering Committee to Improve Professional Relationships and attending training in leadership skills. The Administration has invited the LEA Executive Board to attend the administrators' initial training regarding the new evaluation model. The purpose of this email is to outline another partnership involving evaluation.

As you may know, all school systems in Massachusetts must implement the new DESE evaluation regulations by next fall. This email is an invitation for you to participate in a process that will allow you to learn about the new system, provide needed feedback, and help the LEA and School Committee design the professional support teachers will need next year.

The LEA and the administration recently agreed to offer teachers with professional status (PTS) the opportunity to participate in a pilot evaluation process this school year in advance of the required implementation in 2013-2014. We are encouraging up to 50 teachers with professional status to pilot the new system. This year, volunteers will participate in the new DESE model, learn with their supervisors about the strengths and weaknesses of the new system, and provide feedback to the LEA/administration throughout the year. All volunteers will receive \$500 this year. During 2013-2014, these same pilot volunteers will provide mentoring/support to colleagues in their schools as everyone participates in the new system and will continue to provide feedback to their supervisors. Volunteers will be paid another \$500 in 2013-14.

In the near future you will receive notification of when a meeting will be held in your building for the purpose of providing additional information about this pilot. Following that meeting, we encourage you to speak with your LEA representative and principal. For a written description of the program, please see the attachment to this email.

If you are interested, please let your principal know by November 9.

Sincerely,
Phyllis Neufeld, President of the LEA
Paul B. Ash, Superintendent of Schools

Phyllis Neufeld, President
Lexington Education Association
251 Waltham Street
Lexington, MA 02421
neufeld@sch.ci.lexington.ma.us
781-861-9090, Fax 781-861-6990
website: lexington.massteacher.org

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Joint LEA/Administration Pilot on the New DESE Evaluation System
October 25, 2012

While all of the particulars have not yet been finalized, here is what has been agreed upon.

1. **WHAT** would it include?

The pilot would include:

- a. The five steps as outlined in The Massachusetts Model System for Educator Evaluation
- b. The evaluation rubrics as referenced in the Model System
- c. The administration and the LEA will establish an ad hoc committee that will monitor the implementation of the pilot, collect data, and provide feedback.

2. **WHY** is it in our mutual interest that we pilot the new DESE evaluation system?

Prior to implementation, the pilot will:

- Allow both administrators and the LEA to collaborate and learn together
- Create a process for both administrators and the LEA to collect information related to the DESE system to inform future decisions
- Allow some teachers to **safely** experience the state-mandated aspects of the new evaluation process (goal setting, measurable goals, data collection, and unannounced visits). Participating teachers shall not be subjected to any adverse action as a result of participating in the pilot.
- Contribute to building trust and improving professional relationships in our school system, based on a truly collaborative effort

3. **WHO** would be involved?

- The participating teachers shall have professional status and represent general education, special education and specialist teachers. The pilot teachers will represent different disciplines and grade-levels.
- The pilot is designed to include a total of approximately 50 teachers. Participation in the pilot shall be on a voluntary basis. Selection of participating teachers will be joint responsibility of the Administration and the LEA.
 - 3 to 5 in K-5 schools
 - 6 to 8 in the middle schools, and
 - 10 to 12 in the high school

4. **WHAT** will be the process?

Teachers will:

- Participate in training one afternoon the week of November 12th
- Engage in the self-assessment process

- Develop goals, at least one goal for student learning and one goal for professional practice by November 19. Some teachers will develop a team goal as well. The supervisor will approve the goals.

- Develop a plan for achieving the goals with supervisor approval.

- Collect evidence during the course of the school year to demonstrate how they have met their goals as well as the Standards and Indicators for Effective Teaching Practice.

The Administration and the LEA, working jointly, will be responsible for the pilot. Classroom observations (approximately 5) of at least 10 minutes in length may be announced or unannounced. At least one of the observations will be announced.

5. **WHEN** (November 1, 2012-June 30, 2013)

6. **Other Cohort Communities with Pilots:** Acton-Boxborough, Belmont, Needham, Wayland, Brookline and Weston

7. **Compensation:** Teachers who participate in the pilot will receive a stipend in the amount of **\$1,000** for all activities related to the pilot, including training over a two year period. In year 1, up to 50 teachers will participate in the pilot. In year 2, the pilot volunteers will provide feedback to administrators regarding the first year of implementation and will assist fellow colleagues as mentors/coaches in their respective buildings.

The
Leadership
and Learning
Center™

Leaders Developing Leaders Seminar Series Presents:

The Collaborative Leader Seminar

What are the benefits of this seminar?

The Collaborative Leader is a full day seminar designed for current educational leaders and aspiring leaders. In *The Collaborative Leader* seminar we will highlight the importance of creating a collaborative culture in schools based on the evidence gleaned from current research that demonstrates the positive relationship between collaborative structures and increasing student achievement, engaged teachers, and culture of commitment rather than a culture of compliance. Participants will be exposed to a variety of research evidence that supports creating a collaborative culture. Collaborative strategies will be used throughout the seminar to enable participants to experience a collaborative culture, and feel, see and hear what needs to occur in their work environments.

Participants will learn:

- About the laws of teamwork and how they are invoked in a school setting
- About the need to create a sense of urgency among the constituents in a school or district
- About the barriers to effective collaboration
- How to develop strategies in planning for collaborative settings
- How to “weed their gardens” in order to focus on the essential work that support and develop collaborative cultures

What are the learning objectives of the seminar?

As a result of participating in this seminar, participants will be able to:

- Review and apply the leadership research particular to collaboration
- Develop a self-reflective attitude to the work of creating collaborative structures and the culture throughout the school or district
- Overcome the barriers to creating a collaborative culture in the school or district
- Plan a strategy for creating a mission/vision statement for your school or district
- Develop a plan to implement a collaborative culture in the school or district.

Suggested Center Resources:

Leaders Developing Leaders Seminar Series Presents:

The Reflective Leader Seminar

What are the benefits of this seminar?

The Reflective Leader is a full-day seminar designed to help school and district leaders focus on contemporary leadership research in regards to principal development and growth as professional leaders. Using a multidimensional leadership assessment as a tool for reflection and growth, leaders will assess their current proficiency on ten research-based domains of leadership. These domains are essential to successful leadership in schools today. Through sincere and earnest self-exploration, leaders can develop growth plans targeted on the highest leverage skills to help them rapidly improve their effectiveness.

Participants will be engaged throughout the day in a variety of interactive learning activities, including table talks, role plays, and case studies. They will be engaged in reflective thinking and self-assessing to find opportunities for improved effectiveness. Participants will be provided frameworks and templates to make the work easy to organize and process.

Participants will learn:

- The research on effective leadership for *improved performance* of staff and students
- *Self-evaluation and reflection* time can lead to greater performance improvements than summative, annual leadership evaluation systems
- *10 domains of leadership effectiveness* including: resilience, personal behavior and professional ethics, student achievement, decision making, communication, faculty development, leadership development, time, task and project management, technology and learning
- *Measure leadership skills* given various scenarios

What are the learning objectives of the seminar?

As a result of attending this seminar, participants will be able to:

- Link research on effective leadership to improved learning of staff and students
- Determine the most important actions leaders can take to meet the unique needs of their schools
- Explain the 10 dimensions of leadership and use them for reflection and professional growth
- Measure their own effectiveness on the 10 dimensions of leadership and choose one or two dimensions to focus on for development
- Determine action steps and monitoring strategies to track personal growth

As a result of this seminar and intentional implementation afterward, districts can expect the following outcomes:

- Self-reflective leaders who direct their own growth and development based on feedback from supervisors, staff members and self-reflection
- Improved leadership capacity from current and rising administrators

This seminar is a must for any district or school interested in striving to build a culture of individual and collective improvement. Professional development and continuous learning starts with the individual. *The Reflective Leader* helps individuals assess their effectiveness and drive their own plan for growth.

Necessary Resource:

*Assessing Educational Leaders, 2nd Edition** – Douglas Reeves

*Replace with the following resource when available, Spring 2012:

The Reflective Leader – Raymond Smith, Julie Smith, Nicole Law, & Karen Brofft

**Paul Ash (Superintendent of Schools)
Goals to Improve Professional Relationships**

1. Build a foundation of trust within the school system and community by modeling sound communication and decision-making that is consistent, transparent, and develops increased ownership
2. Sets clear expectations for myself, the leadership teams, faculty and staff
3. Make extended visit to schools and classrooms approximately twice per month
4. Expand the number of meetings with parents and residents in order to increase two-way dialogue
5. Engage in open and honest dialogue with union representatives to respectfully address needs and solve problems

Carol Pilarski (Assistant Superintendent for Curriculum, Instruction, and Professional Development)

Goals to Improve Professional Relationships

1. To become more "courageous" about calling on our agreed norms in order to provide and promote more open and honest communication and conversation among members of the Ad Council team
2. To visit schools and classrooms more frequently, increasing my visibility in order to acquire "close" and better ideas and information about what our principals' and teachers' needs are in service of our students.
3. To continue to model and promote mutual respect and trust in all interactions with all staff members, even in the most challenging of situations.

Mary Ellen Dunn (Assistant Superintendent for Finance and Business)
Goals to Improve Professional Relationships

1. Be seen outside of written words: Initiate more frequent face to face/voice to voice conversations that are two-way inquiry based interactions.
2. Reduce one-way written communication to be used only when two-way communication is not available or practical (large group).
3. Engage in positive conversations at the department, building, and district level that reinforces desirable behavior and completion of tasks.
4. Engage in and de-brief from difficult conversations at the department, building, and district level in a manner that is respectful of all participants and enables all parties to learn and grow from the experience.

Bob Harris (Assistant Superintendent for Human Resources)
Goals to Improve Professional Relationships

1. Provide all staff members multiple opportunities to participate in the LPS employee wellness program
2. Provide the LEA multiple opportunities to collaborate with the administration
3. Provide support and assistance to all employees
4. Treat all employees fairly, and respect their employee contractual rights.
5. Model caring and respectful relationships in the HR office

Goal	Measurable Outcome	Action Steps	Timeline	Who
<p>Improve professional relationships with building principals</p>	<p>Increase our ability as a leadership team to have meaningful and sometimes challenging conversations about our work in open, honest and respectful ways</p>	<ul style="list-style-type: none"> ● Establish regular visits and meetings in each school ● Communicate and collaborate with principals on departmental functions such as student placement, provision of services, program development, professional development, program/service effectiveness, budget development and hiring, ● Improve responsiveness to principals ● Model open, honest and respectful conversations ● Provide clarity of department's vision and key roles 	<p>Sept 2012 to June 2013</p>	<p>Student Services leadership team</p>
<p>Improve professional relationships with staff</p>	<p>Increase our ability as a leadership team to work on building positive and productive relationships with the faculty</p>	<ul style="list-style-type: none"> ● Increase visibility, and opportunities to have frequent conversations/interactions with staff ● Conduct more frequent walk-throughs of classrooms, district-wide programs and meeting work ● Dipstick current status, improve communication, and problem-solve roadblocks ● Follow-up on building recommendations, and where appropriate, clarify/revise relevant policies and practices as a result of feedback meetings in each building, ● Seek input and feedback from staff ● Improve responsiveness to staff 	<p>Sept 2012 to June 2013</p>	<p>Student Services leadership team</p>
<p>Improve professional relationships with other central office and district administration</p>	<p>Work to diminish inter-department bottlenecks (i.e., Student Services and HR/Finance/Tech/Curriculum/PD)</p>	<p>Work with other departments to:</p> <ul style="list-style-type: none"> ● Identify problem areas and obstacles/roadblocks and develop strategies for improved and action ● Clarify procedures, policies and communication vehicles ● Clarify expectations ● Develop efficient and effective procedures requiring inter-department participation free of bottlenecks/obstacles 	<p>Sept 2012 to June 2013</p>	<p>Director of Student Services and other leadership team members as appropriate</p>

**Tom Plati (Director of Educational Technology and Assessment)
Goals to Improve Professional Relationships**

1. Continue to work on building productive relationships with the members of the Technology Department through regular face-to-face communications with staff members and by encouraging their involvement in the decision-making process.
2. Develop a strong foundation for communication with administrative teams in the different schools and with faculty groups in these buildings.

Mary Anton (Bowman School)
Goals to Improve Professional Relationships

Our plan is to continue the work of the Bowman Vision/Leadership team through core areas that were initially raised through survey data and refined by the Vision/Leadership team and shared with full faculty – providing a forum for faculty input and leadership.

Several Core Areas were identified that teachers and administration want to pursue:

1. Work with defining and refining our CORE values, mission and vision to ensure that all staff share a common understanding, through staff meetings, individual goal setting and vision/leadership committee review.
2. Set up voluntary opportunities for teaching staff to observe and provide feedback for each other, and to work with this group and administration to explore ways to collect and look at the kinds of teacher data that will be required for the new Teacher Evaluation system to be implemented in FY14, thus ensuring that teacher voice is fully present in the work we do to align with the DESE required evaluation system.
3. To continue initial conversations with full faculty and smaller groups on diversity and means of developing greater understanding between different groups.
4. To address difficult conversations (at all levels) with the people who are directly involved. The vision/leadership group has discussed ways to develop and refine protocols and how we might continue to help people be courageous in having these conversations at all levels.
5. As administration, to provide open and transparent communication about events (such as construction), decisions made, and opportunities available through Bowman Bulletins (when appropriate), and through faculty meeting, vision/leadership, Crisis Response team and RTI leadership groups. Through all these forums to seek input from teachers and support staff and incorporate this as appropriate into decision-making process.

Meg Collela (Bridge School)

Goals to Improve Professional Relationships

1. Continue to build a strong foundation of trust within the Bridge school community by modeling open and honest communication and decision-making that is consistent and transparent. Set clear expectations for myself, the leadership teams, faculty/staff, and students.
2. Increase visibility by both the Principal and Assistant Principal as a consistent presence in classrooms in order to strengthen teaching and learning in all areas of the school.
3. Work with the Elementary Curriculum, English Language Learner, and Special Education leadership to develop strategies to manage conflict and to improve collaborative decision-making regarding matters that affect staff at the school level.

Sandy Trach (Estbrook School)
Goals to Improve Professional Relationships

1. Narrow and finely focus the school improvement goals, with staff prioritizing the individual and team areas of focus throughout the school year.
2. Communicate regularly and meet monthly with the school's LEA representatives to anticipate, collaborate, problem-solve and plan school culture needs and our professional work together.
3. Clarify time commitments throughout the school day and calendar year through LEA representative meetings, the school's leadership team and faculty meetings. Clarify what initiatives are mandatory verses voluntary, and provide staff flexible and multiple options around how to achieve the school improvement goals.
4. Clarify and communicate processes and procedures to staff, and provide these same processes / procedures in writing. Collaborate with staff to refine and improve processes and procedures as needed throughout the school year.
5. Engage in collaborative conversations at the school's leadership team and in faculty meetings regarding school culture and educational initiatives, in order to anticipate professional working needs, and to develop a mutual vision and action plan for our daily work together.

Thomas Martellone (Fiske Elementary School)
Goals to Improve Professional Relationships

Goal: Improve and maintain a positive school culture as means to achieve the district's core purpose of caring and respectful relationships through open and honest communications.

Areas of Focus:

1. Develop and revisit norms of behavior with staff so that all members of the school community are clear about what is expected when we interact with one another as a means to build a strong foundation of trust.
2. Maintain a high level of visibility and provide staff with positive and honest feedback, recognizing good work throughout the school.
3. Communicate clearly and consistently with staff, providing the "why" (when appropriate) so that everyone has a clear understanding of how decisions are made and why policies and procedures are followed.
4. Engage in regular communications with the school leadership team as a conduit for shared decision making and information gathering.
5. Collaborate with building LEA representatives to proactively address areas of concern and issues as they arise throughout the school year and work strategically to address those concerns as a team.

Elaine Mead (Harrington School)

Goals to Improve Professional Relationships

1. Continue to build a strong foundation of trust within the school system and the Harrington community by modeling sound communication and decision-making that is consistent, transparent, and develops increased ownership.
2. Meet with LEA building representatives monthly to seek feedback, promote collaboration, and to address issues as they arise.
3. Work with the new Special Education Leadership to develop strategies to manage conflict and to improve collaborative decision-making regarding difficult cases. Meet regularly with special education leaders, teachers, and service providers to seek feedback and to address issues as they arise regarding students with special learning needs and behavior challenges.
4. Work with teacher teams to develop manageable action steps that strengthen teaching and learning. The Harrington School Improvement Plan will continue to guide priorities for professional development and collaboration.
5. Increase visibility and a consistent presence in classrooms and at team meetings to promote instructional leadership and a collaborative culture.

Louise Lipsitz (Hastings)

Goals to Improve Professional Relationships

1. Continue the work of improving communication and professional relationship building at Hastings
 - Develop shared Core Tenets that govern our work
 - Revise Vision and Mission for the school based upon current faculty input
 - Engage Leadership Team in effort to increase effective communication between all members of the staff with the goal of strengthening teaching and learning
 - Meet regularly with Hastings LEA representatives
 - Implement Grade Level Team Meeting schedule every 6 weeks to support teaching and learning, giving both children and adults “what they need, when they need it”.

2. Build capacity among all members of the Hastings faculty and staff to respond to conflict
 - Provide Difficult Conversations for every staff member
 - Utilize Teachers21 consultant Patricia Grenier to lead meetings with teachers and staff: full day with 16 staff volunteer participants June 26, 2012
 - Faculty meetings October 1 and December 13, 2012; March 25, 2013
 - Model, reflect and request feedback during and after conducting difficult conversations
 - Check in with individual faculty and staff to ensure that all voices are heard

Anna Monaco (Clarke)

Goals to Improve Professional Relationships:

1. Facilitate a strong foundation of trust within our school community utilizing the following:
 - Model and promote mutual respect by acknowledging the vulnerability and interdependence of our entire school community
 - Genuinely solicit and actively listen to the concerns of all constituencies
 - Avoid arbitrary actions with proper process and transparency
 - Communicate my beliefs; facilitate the identification of shared beliefs and model behavior to advance this vision
 - Provide consistent and competent management of daily school operations
2. Work collaboratively with staff to develop, articulate and implement professional norms and protocols for our school.
3. Engage our entire school community in an effort to advance formal and informal communication.
4. Identify ways to solicit consistent, multiple forms of feedback from all members of our school community

Anne Carothers (Diamond)

Goals to Improve Professional Relationships

We hope to strengthen Diamond's professional culture and relationships by:

1. increasing our ability to have meaningful and sometimes challenging conversations about our work in open, honest and respectful ways (We will be working with the consultant Patti Grenier to help us with this goal.)
2. increasing the visibility of leadership within the building, to improve communication and feedback loops
3. improving communication about upcoming work and events
4. working to improve clarity and transparency around procedures, policies, expectations, administrative roles, and vision for the work

Laura Lasa (High School)

Goals to Improve Professional Relationships

1. Build a strong foundation of trust within the school community by modeling sound communication and decision-making that is consistent, transparent, seeking genuine involvement, and developing increased ownership
2. Set clear expectations for myself, the leadership teams, faculty/staff, and students: work collaboratively with the building union representatives to promote clear expectations and to address issues as they arise
3. Increase visibility and a consistent presence in classrooms, promoting instructional leadership and coaching of consistent progress for everyone
4. Assess individual faculty and staff understanding of LHS' core beliefs and the extent to which those understandings are actually embedded in the culture of our school
5. Develop a strong foundation for communication with the central office, faculty, staff, students, and parents



Lexington Public Schools

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To: Dr. Paul B. Ash
Members of the Lexington School Committee

From: Carol Pilarski
Assistant Superintendent for Curriculum, Instruction, and Professional Development

Leonard Swanton
Professional Development Coordinator

Re: Lexington Public Schools: Professional Learning and Building Capacity

Date: December 18, 2012

We are looking forward to presenting an overview and update of the Lexington Public Schools Professional Learning program on December 18th, when we will highlight some of our current work within the district, and share our plans for building capacity and extending professional learning opportunities in the coming years. Our district has much to celebrate, particularly in the depth and breadth of professional learning work undertaken by our faculty and staff in the past few years, and we anticipate continued progress and innovation in this area as we look toward the future.

In an article in the October 2012 issue of JSD (The Journal of Staff Development – see article attached) entitled *The Sweet Spot in Professional Learning*, authors Joellen Killion and Jacqueline Kennedy describe recent evolutions in designing professional learning for teachers in response to changing expectations for student learning. In this informative piece, the authors use a metaphor of ‘finding the sweet spot’ in baseball and they apply it to professional learning for educators:

“Athletes, musicians, investors, and hopeless romantics search for the sweet spot in their equipment, analysis, or hearts. A sweet spot is a place where a combination of factors comes together to produce the best results with greatest efficiency.

William Safire, writing in the On Language column in The Times Magazine, says that *‘The origin of the metaphor is the thickest part of a baseball bat. That may not be subtle enough; more precisely, it is the place somewhere on the ‘meat end’ of the bat that the batter believes gives him the most power and control of placement. Or it is the place on the ball, just below the center of the sphere, that-when hit squarely to generate the proper amount of backspin-leads to the longest high drive’* (Safire, 2007).

As school systems around the world are increasing expectations for what students learn and what educators do to support their learning, they must aim for the sweet spot to achieve maximum results for their efforts.” (Killion, et al, 2012) These efforts must be synergistic and recursive so that the process is systemic and continuously self-assessing its outcomes and goals.

Finding 'the sweet spot' in the provision of professional learning opportunities for Lexington's teachers is both a noble and challenging goal for our district. We are proud that our nationally recognized Professional Learning Program is robust and dynamic, with a broad array of opportunities for educators across our nine schools and a process for planning those activities that is both nimble and responsive to the needs of our students. With the evolution in expectations for student learning in our district, the state, and nationwide, we know that our professional opportunities must be both substantive and focused, and closely linked with daily practice in our classrooms.

As standards for student learning have evolved over the past several years, so too have standards for educator performance, as districts such as our own organize teams of educators (teachers and administrators) to develop structures and strategies for meeting new state regulations with regard to the supervision and evaluation of teachers in our schools. The triangulation of student learning goals with educator performance standards and professional learning for faculty and staff leads to opportunities in which teachers and other staff are engaged in substantive questioning, research, and experimentation activities that are directly linked to their day-to-day teaching practice and to student learning.

This type of Professional Learning (PL) – a paradigm in which teachers are supported in their exploration of current research about teaching and learning, are provided time and resources to do this work with their colleagues, and are encouraged to challenge their own thinking and their own daily practice in the process – is at the heart of what we endeavor to do in our program. Our objective is to provide the requisite professional learning opportunities that teachers request and require to further their practice and student learning. We also want our faculty and staff to come away from these experiences with an understanding of how the various strands of PL are interconnected and how the themes and content converge. This ethos of continuous learning is a hallmark of our school district, and is reflective of the community of Lexington as a whole – supportive of the foundation of intellectual inquiry and making real connections to our day-to-day lives.

In 2009, the Lexington Public Schools convened a district-wide Professional Development Committee comprised of teachers and administrators with the charge of researching 'best practices' in professional learning, and creating a program of courses and other opportunities for staff that would align innovative, up-to-date content and methodology with goals for student learning.

At that time, the Committee developed a Statement of Purpose that we continue to follow today as we plan our Professional Learning program in Lexington:

Lexington Public Schools is committed to providing a high quality, continuous and sustained professional learning program to all its teachers and other educational professionals. The professional learning plan for the Lexington Public Schools describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on the wealth of knowledge and experience that teachers and practitioners have and expands upon that knowledge and skills. It builds on and strengthens the successes already evident in the district by providing a framework that affords every educator an opportunity to enrich his/her practice. The vision of Lexington Professional Learning program ensures that standards-based professional learning results in continuous professional growth and enhances on-going student learning.

We also are guided by research as we work to design our professional learning experiences for staff. Robust professional development opportunities for teachers increase their capacity to impact and stimulate academic and social growth for students, particularly when these activities are connected directly with established learning standards and tied with student work. When reviewing studies centered on the organization, planning, and implementation of professional learning in K-12 school systems (Supovitz, 2001, et al), we find that there are certain aspects of design that are vital for effective delivery of PL:

- ✓ The participants should be engaged in learning that they can connect to specific standards that have been set for student learning.
- ✓ The professional learning work should focus on subject matter, and it should engage participants in exploration, questioning, and experimentation using an inquiry model for teaching and learning.
- ✓ It should draw upon the talents of educators within the school system, and also engage experts from outside of the district so that teachers can research, discover, and implement innovative practices that reflect best practice in instruction.
- ✓ Professional learning needs to be coherent, connected, and sustained. Numerous studies suggest that professional learning that takes place over an extended period of time (14-49 hours), focused in one area and in multiple sessions, has a far greater impact on student learning than one- or two-day workshops.

Our district-wide Professional Development Committee continues to work diligently to recommend and develop courses that reflect the learning needs of our students and the expressed requests from our faculty and staff for both content and methodology classes. While we aim to ensure that our educators have access to the very latest research-validated strategies, programs, and resources, we also must acknowledge that our professional learning courses, workshops, seminars, and trainings may not provide all of the opportunities that our staff may request. We are fortunate in this case to be affiliated with a number of associated professional learning providers (for example, EDCO, Primary Source, and Teachers as Scholars) who are sometimes able to provide our staff with very specific opportunities that are linked closely with discrete content or with particular areas of need.

Although there are many factors that influence student learning, there is broad consensus that teacher quality, coupled with visionary and skillful school leadership (principals, specialists, teacher leaders, etc.), can be identified as being among the most important variables that can impact student achievement. Combining this premise with our belief that all children can achieve success in our schools, we aim to provide high-quality professional learning for all of our faculty and staff throughout the year.

In the Lexington Public Schools, our Professional Learning program can be broadly categorized in terms of seven strands as outlined below, all of which are designed in support of aligning with the district's mission and vision:

- *Induction/Mentoring/Coaching Programs*
- *District-wide PL for Curriculum, Instruction, Assessment, and Interventions*
- *School-Based PL Connecting the District Vision and School Improvement Plans*
- *Professional Learning Communities (PLCs)*
- *Curriculum Review Work & Ad Hoc Committees*
- *Opportunities for Development of Teacher Leadership at All Levels – Current, Emerging, and Teacher Leaders*
- *Supervision and Evaluation*

While each of these strands has a variety of components, the underlying philosophy for each course, workshop series, seminar, institute, or summit has been that the experience will result in continuous professional growth for staff that is closely coupled with an enhancement of on-going student learning. During our presentation on December 18th, we will highlight and review a selection of professional learning opportunities and experiences (both from the recent past and planned for the coming years) that are representative of each of the categories listed above.

Listed below are some of those highlights by category:

Strand	Exemplars
<p><i>Induction/Mentoring/Coaching</i></p>	<ul style="list-style-type: none"> ▪ Summer Literacy/Mathematics/Social Studies/Science Training for new elementary teachers ▪ Middle School & High School Orientation Programs ▪ <i>Better Beginnings for Lexington Teachers Course</i> ▪ <i>Studying Skillful Teaching Course</i> ▪ <i>Mentoring/Coaching Program</i>
<p><i>District-wide PL for Curriculum, Instruction, Assessment and Interventions</i></p>	<ul style="list-style-type: none"> ▪ Standards-Based Report Cards PL – Overview, by Content Areas, Technology Component, Time for Practice & Collaboration ▪ K-12 Curriculum Review Committees ▪ Convergence of Backward Design (Understanding by Design-Allison Zmuda, consultant) in the development of units of study, assessment practices, and the newly developed standards-based report card ▪ Literacy Coach Trainings ▪ Mathematics Coach Trainings ▪ Standards for Mathematical Processes for Middle School ▪ Phonics – Fountas & Pinnell ▪ K-5 Guided Reading ▪ Atlas Rubicon Curriculum Mapping ▪ District-wide Summits – Data Teams (2011) and Response to Intervention (2012) ▪ Summer Workshops & Institutes (97 separate opportunities for group and/or course work in Summer 2012) ▪ Since Spring of 2010, there have been over 1000 registrations in our courses ▪ Many courses offer in-house credits or the option to purchase graduate credits from providers. ▪ We have encouraged and supported the development of graduate courses and workshops by LPS faculty for LPS faculty. ▪ Offerings have been expanded to include workshops/courses specifically geared towards Instructional Assistants and School Support Personnel
<p><i>Building-Based PL Connecting the District With School Improvement Plans</i></p>	<ul style="list-style-type: none"> ▪ Professional Book Study Groups ▪ Consultants/Experts working with teams, departments, or entire staffs in individual buildings and collaborating across multiple schools ▪ Teachers providing workshops or overviews of new knowledge gained from regional/national conferences

<p><i>Professional Learning Communities (PLCs)</i></p>	<ul style="list-style-type: none"> ▪ Teachers meeting in teams to collaborate, strategize, share and refine best practices, and coordinate instruction ▪ Meetings are centered on student work along with formative and summative assessment data.
<p><i>Curriculum Review Work & Ad Hoc Committees</i></p>	<ul style="list-style-type: none"> ▪ Standards-Based Report Card Committee ▪ ELA Curriculum Review Cmte ▪ Social Studies Review Cmte
<p><i>Opportunities for Development of Teacher Leadership – Current, Emerging, and Teacher Leaders</i></p>	<ul style="list-style-type: none"> ▪ <i>Teacher Leadership Course</i> ▪ <i>Open & Honest Communication Course</i> ▪ <i>Collaborative and Reflective Leadership Course</i> ▪ Opportunities to propose, develop, and teach graduate-level courses within the district.
<p><i>Supervision and Evaluation</i></p>	<ul style="list-style-type: none"> ▪ Joint Council Training in new DESE requirements ▪ Specific training in understanding the rubrics, self-assessment, and goal setting for volunteer “pilot” participants and supervisors.

We strongly believe that the district’s work over the past six years has shown demonstrative evidence that there is indeed a link between our professional learning efforts and student achievement. As was reported at two recent school committee meetings, one hundred percent of Lexington’s 10th graders have achieved at proficient and advanced levels in English Language Arts and ninety-seven percent have succeeded at these same levels in Mathematics. This is truly extraordinary. At the same time, however, we deeply recognize and acknowledge that MCAS results are in no way the sole indicator of student success. There is no standardized test that can ever measure the multiple variables that need to be considered when one assesses true success. There are many other factors that must be considered in the balance between high academic achievement, creativity, civic responsibilities, and lifelong satisfaction and wellness.

We continue to commit ourselves to working on this necessary balance. So while we are proud that our curriculum reviews, the identification of clear standards that all students must know and be able to do, coupled with an expanded professional learning program targeted on enriching instructional practices and content knowledge, continue to make Lexington the extraordinary educational community it is, we know full well that our work is never done and we strive daily to find and reach the “*Sweet Spot*” in this delicate balance.

Thank you for all you do to encourage and support us as we move forward in this journey. We eagerly look forward to talking further with you at our meeting this coming Tuesday evening.

STANDARDS *for* PROFESSIONAL LEARNING

Standards summary

Standards for Professional Learning	Core elements of each standard
<p>LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	<ul style="list-style-type: none"> • Engage in continuous improvement. • Develop collective responsibility. • Create alignment and accountability.
<p>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>	<ul style="list-style-type: none"> • Develop capacity for learning and leading. • Advocate for professional learning. • Create supporting systems and structures.
<p>RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>	<ul style="list-style-type: none"> • Prioritize human, fiscal, material, technology, and time resources. • Monitor resources. • Coordinate resources.
<p>DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>	<ul style="list-style-type: none"> • Analyze student, educator, and system data. • Assess progress. • Evaluate professional learning.
<p>LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>	<ul style="list-style-type: none"> • Apply learning research, theories, and models. • Select learning designs. • Promote active engagement.
<p>IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<ul style="list-style-type: none"> • Apply change research. • Sustain implementation. • Provide constructive feedback.
<p>OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>	<ul style="list-style-type: none"> • Meet performance standards. • Address learning outcomes. • Build coherence.

Lexington Public Schools
Professional Development Committee
2012-2013

Mary Barry – Diamond – Social Studies

Elizabeth Billings-Fouhy – LCP – Pre-School Supervisor

Laura Broach – Bridge – Literacy Specialist

William Cole – LHS – Social Studies

Jaclyn Crowe - LHS - Physics

Beverly Hegedus – Student Services – K-8 Supervisor

Julia Hendrix - Fiske - Math Specialist

Kelly Bassett Kalinowski – Fiske - Grade 3

Melinda Loof – Bowman – Library/Media Specialist

Bonnie McCall – Hastings – Intensive Learning Program

**Carol Pilarski – Central Administration - Assistant Superintendent of
Curriculum, Instruction, and Professional Development**

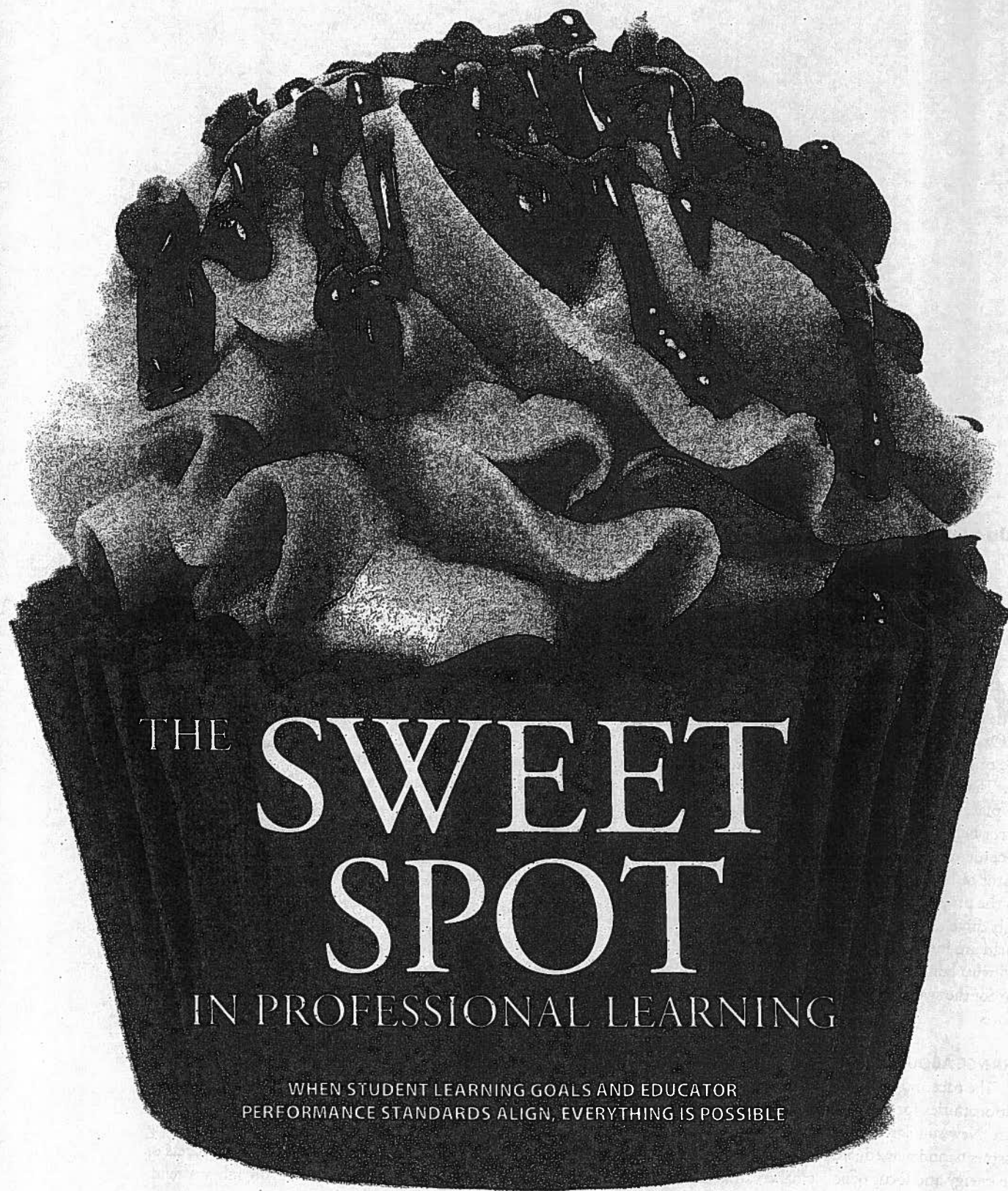
Ellen Quirk – Bowman – Assistant Principal & Grade 5

**Leonard Swanton – Central Administration - Professional Development
Coordinator & Bowman - Intervention Specialist**

Sandra Trach – Estabrook - Principal

Jennifer Turner – Clarke – Assistant Principal

Roberta Wehmeyer – Harrington - Visual Arts



THE
**SWEET
SPOT**
IN PROFESSIONAL LEARNING

WHEN STUDENT LEARNING GOALS AND EDUCATOR
PERFORMANCE STANDARDS ALIGN, EVERYTHING IS POSSIBLE

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

By Joellen Killion and Jacqueline Kennedy

Athletes, musicians, investors, and hopeless romantics search for the sweet spot in their equipment, analysis, or hearts. A sweet spot is a place where a combination of factors comes together to produce the best results with greatest efficiency. William Safire, writing in his On Language column in *The Times Magazine*, says that “the origin of the metaphor is the thickest part of a baseball bat. That may not be subtle enough; more precisely, it is the place somewhere on the ‘meat end’ of the bat that the batter believes gives him the most power and control of placement. Or it is the place on the ball, just below the center of the sphere, that — when hit squarely to generate the proper amount of backspin — leads to the longest high drive” (Safire, 2007). As school systems around the world are increasing expectations for what students learn and what educators do to support their learning, they must aim for the sweet spot to achieve maximum results for their efforts.

CHANGE ABOUNDS

The pace and scope of change in schools provides many opportunities for missteps, wasted effort, and fragmentation. New standards, new accountability systems, new assessments, and new educator effectiveness systems consume the energy and focus of policymakers and educators. Each

of these changes intends to provide each student with better education. By increasing the rigor and complexity of student learning, requiring authentic application of learning, and deepening and narrowing the range of content, educators intend to prepare all students for postsecondary education, careers, and participation in a global world. Educators have integrated into new content standards 21st-century skills such as critical and creative thinking, persistence, and problem-solving and workforce competencies such as communication, collaboration skills, change management, and personal awareness. Introducing new standards requires a change in how student learning experiences are designed to move the standards from a checklist of knowledge acquired to authentic, interdisciplinary applications of interdependent knowledge, skills, and dispositions that demonstrate achievement of the new standards.

Along with new content standards are new assessment systems that will provide both formative and summative measures of student progress. These assessments will make use of technology to provide timely, authentic, and informative data for educators and parents. In addition, there are new performance standards for educators. These standards clarify instructional and leadership expectations for effective educators and serve as the criteria for educator evaluation and professional growth. In the U.S., some states are implementing new accountability systems for student, school, and district performance, and realigning support and monitoring systems to ensure high levels of success for all students regardless of the school they attend.

Examples of educator performance standards	InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards	National Standards for Quality Online Teaching	Licensure and certification requirements
ISLLC (Interstate School Leaders Licensure Consortium) Standards for School Leaders	National Professional Standards for Teachers (Australia)	National Educational Technology Standards for Teachers	Performance and appraisal requirements
Teacher Leader Model Standards	The UK Professional Standards Framework for teaching and supporting learning in higher education (United Kingdom)	Professional Standards for Secondary Principals (New Zealand)	Teaching Quality Standard (Alberta, Canada)

CREATE CONDITIONS FOR LEARNING

When student content standards and educator performance standards intersect and are surrounded with accountability and support systems that create the conditions for high degrees of educator and student learning, a sweet spot emerges for professional learning. In this sweet spot, educators have the best leverage for making one of the most important decisions about professional learning: its content and outcomes.

Effective professional learning requires a series of decisions. Among the most important is the content and outcomes of professional learning. Decisions about content and outcomes of professional learning are made based on multiple factors and by a variety of educators. Learning teams decide what they will learn and what they expect as a result of their learning. Individual educators consider their performance goals and current evaluation results to identify what they want to learn to improve performance. District and school leaders examine gaps in student learning to identify what educators need to know and do to fill those gaps.

The sweet spot evolves in the link that occurs among professional learning, educator performance standards, and student content standards. When its content integrates student learning standards and performance standards at the precise level of learning educators need, professional learning has the greatest potential to support educators in changing practices to increase student learning.

Numerous research studies and evidence in practice confirm that relationship between teacher practice and student learning. The Standards for Professional Learning (Learning Forward, 2011) guide educators to shape effective professional learning that meets the intended purpose: helping students perform at high levels (Cohen & Hill, 2000; Desimone, 2009; Garet, Porter, Desimone, Birman, & Yoon, 2001; Kennedy, 1998). The Outcomes standard states: *Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards* (Learning Forward, 2011). The standard makes explicit three

essential elements: meeting educator performance standards, addressing student learning outcomes, and building coherence.

EDUCATOR PERFORMANCE STANDARDS

Educator performance standards typically delineate the knowledge, skills, practices, and dispositions of highly effective educators. These standards have multiple purposes, including guiding preparation programs, establishing licensing and certification requirements, defining components for induction programs, shaping expectations for workplace practices, and clarifying evaluation indicators.

When identifying what educators need to know and be able to do, performance standards make explicit what educators need to perform at high levels, meet career expectations, and impact student learning. Educators share common attributes with other professionals. Among them is the need and desire to engage in continuous learning to deepen and enrich knowledge, expand skills, refine dispositions, and add practices. Using performance standards to identify educator learning needs allows for professional learning planning that is more meaningful and laser-focused. See table above for examples of educator performance standards.

Collecting and analyzing data about educators' backgrounds, learning preferences, teaching experience, and performance contribute to the development of more specific goals for professional learning. Performance data emerge from a variety of formative and summative processes, including self- and peer assessments, reflection, performance assessments, classroom walk-throughs and observations, and student and parent feedback.

All system and school staff — superintendent, principal, teacher, coach, counselor, and librarian — are held to specific standards that describe effective practice. Although educator performance standards (table above) are role-specific and vary across local, state, provincial, and national school systems and schools, what remains the same is an emphasis on effective practices that result in student learning.

These standards, frequently crafted through years of col-

laborative work among professionals, are often overlooked as the core content for professional learning. For teachers, this means that their professional learning may fail to support them to achieve expertise in the sophisticated knowledge, skills, and dispositions required of masterful, professional teachers. These areas include content knowledge; pedagogical content knowledge; respecting and addressing individual backgrounds, language, and academic abilities; differentiating learning to meet the needs of all learners; and general instructional pedagogy. The standards also include effective professional communication; collaborative teamwork; creating a collaborative culture; and garnering parental involvement. Professional learning that uses these standards as the content focus elevates practice by developing educators' capacity to demonstrate the essential attributes of effectiveness. By integrating professional standards into professional learning, educators' capacity to meet performance expectations is elevated and equity in teaching and learning is achieved.

STUDENT LEARNING OUTCOMES

Student learning outcomes define the content knowledge and skills that every student is expected to achieve. These standards, along with performance standards, define the content of professional learning. Essentially, educators are accountable for supporting each student's achievement of the outcomes. This means that educators must have deep understanding of the content area, the curriculum design, sequence, and development, and use content-specific instructional strategies to support student learning. In addition to understanding the complexities of teaching and learning, for example, teachers must understand how to teach math content in ways that model how students will be expected to demonstrate their learning in school and beyond.

Like educator performance standards, student learning outcomes define equitable expectations for all students to achieve at high levels. Deciding on the focus of professional learning begins with analyzing student learning needs in relation to the expected outcomes and clear goals for student achievement. With student learning goals in hand, educators can diagnose learning needs by asking the question: What do educators need to learn to do to support student achievement of their learning goals? The professional learning goal defines what educators need to know and be able to do to support high levels of stu-

dent learning. The core content of professional learning is the intersection of what educators need to learn and do and what students need to learn and do. This process is the Backmapping Model for Planning Results-Based Professional Learning (Killion, 1999; Killion & Roy, 2009). The steps and key questions to consider for each step are outlined in the tool on p. 17. These questions will help educators structure discussions and reflections about each step.

Typically the depth, breadth, and developmental sequence of student learning outcomes can be found explicitly defined in subject and grade of student curriculum based on core academic standards. Periodically, local, state, provincial, and national education agencies adopt, revise and articulate standards, curriculum, instructional strategies, and assessments. In doing so, they specify expectations for student learning.

In the United States, most states have adopted new college- and career-ready standards. Adoption of these standards requires an extensive investment in professional learning to move standards into practice. This means that professional learning for all educators must be aligned to student learning outcomes to ensure full implementation of instructional practices and curriculum that ensure all students achieve the new standards. See table below for examples of student content standards.

Research has confirmed that a significant factor in raising academic achievement is the improvement of teachers' instructional capacity in the classroom (Darling-Hammond, 1996; McLaughlin, 1993). Best practice also shows that educators who experience frequent, rich learning opportunities teach in more ambitious and effective ways (Rosenholtz, 1989; Wenger, 1998). To support all students in achieving defined learning outcomes, the content of professional learning must be designed to deepen educators' content knowledge, understanding of how students learn in the disciplines, and the instructional methodologies that accelerate student learning in each discipline.

BUILDING COHERENCE

In fiber optic communication, the term "coherence" describes the state in which waves are in phase with one another. This principle is the foundation of light wave transmission. When the waves are out of phase with one another, disruption in signals occurs. In similar fashion, many educators' experiences in professional learning can be considered "noise" or disruption in signals because their learning experiences have been

Examples of student content standards					
Common Core State Standards	National Educational Technology Standards for Students	American School Counselor Association National Standards for Students	State, provincial, and school system student learning competencies and standards	National Core Curriculum for Upper Secondary Schools (Finland)	Primary School Curriculum (Singapore)

a collection of random, erratic, and fragmented activities. When there is a direct link among what students need to learn, what educators are expected to do, and the content and process of professional learning, educators appreciate the value of continuous improvement of their practices. When professional learning is leveraged as a systemic strategy, aligned to a comprehensive and coherent plan, it is more likely to be effective in improving educators' knowledge, skills, and practices (Desimone, 2009; Garet, Porter, Desimone, Birman, & Yoon, 2001).



When its content integrates student learning standards and performance standards at the precise level of learning educators need, professional learning has the greatest potential to support educators in changing practices to increase student learning.

Alignment between educator and student learning builds coherence between the reality of what happens in an educator's daily work and the development of his or her professional practices. It reinforces the belief that educators' instructional and leadership abilities benefit student learning. It also builds on educators' existing knowledge and skills, honors the individual talents they bring to learning experiences, their goals for career and performance development and their responsibility and accountability for reflecting on, refining, and adjusting their practice.

Coherence in professional learning occurs when an educator's preparation program meshes seamlessly with career-long development. An educator continually expands the knowledge, skills, practices, and dispositions first developed in preparation programs through professional learning designed to help educators continue to grow in their content knowledge and pedagogical and leadership practices. A progression

of learning eliminates fragmentation and competing priorities and increases the relevance and usefulness of learning. Ongoing, job-embedded professional learning and support for implementation at the individual, team, and school or district level strengthens communities of practice and reinforces collective responsibility and an educator's sense of belonging and moral purpose (Fullan, 2007).

DEEP SUBSTANTIVE LEARNING

From the triangulation of student learning goals, educator performance standards, and professional learning content emerges the sweet spot for both participants in and facilitators of professional learning. Combined, these three aspects create the ultimate sweet spot of professional learning. With a laser-like focus on the sweet spot, professional learning becomes more effective and efficient in promoting deep substantive learning that expands the length of an educator's career. Firmly aligned with expectations defined in performance standards, professional learning generates the highest level of student learning outcomes.

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teachers' ability to modify instruction based on analyses of student work.

Formed in spring 2009 by the district, in partnership with the local teachers' union, the work group has a specific mission: to ensure that the pieces of the district's continuing teacher training are congruent, of high quality, relevant to what teachers are doing in their classrooms, and widely accessible.

In the words of Superintendent Paul B. Ash, the Lexington district is trying to become a "learning system"—one that fosters teacher learning beyond the individual school level.

As it does so, the district is grappling with some of the challenges inherent in upgrading typically scattershot training into a seamless endeavor. Building teacher capacity to advance learning, after all, means moving from an individual exercise to a collective one. It relies on skilled teams in each school working effectively, as well as the provision of additional support when necessary for teachers, and for the teams, to overcome roadblocks.

And that is exactly what this committee has set out to do.

Since coming to Lexington in 2005, Mr. Ash has made the provision of professional development the hallmark of his leadership in this 6,300-student district. Training is now provided in a variety of formats.

Educators in each school are expected to engage in the central component—a minimum of one planning period a week devoted to grade-level or content teams, known at some schools as professional learning communities, or PLCs. Elementary teachers have some additional time on Thursdays, while other teachers and principals supplement the meetings by using contractual after-school Monday meeting time and additional prep periods for the collaborative work.

The idea is for the teams to devise common benchmarks for student learning, discuss how students perform against those benchmarks, and intervene and reteach as needed.

At Jonas Clarke Middle School, for instance, the three members of the 8th grade U.S. history content team used their collaboration time to craft a unit on the 2008 presidential election, after realizing that many students didn't understand the distinction between a Republican and the political concept of "republicanism."

This year, the team is working on ways to upgrade the history curriculum to include more primary sources, historical accounts, and materials beyond the scope of the textbook.

Ramille Romulus, a team member, said one of his group's goals is to gradually

raise expectations for students. As he puts it, "After a couple of years of getting things done, it's time to move on to something higher."

Overcoming Resistance

As simple as that concept of a school-based, inquiry-driven approach is in theory, it has not come to Lexington without some bumps in the road. For one, the culture of teacher autonomy at work in the United States is perhaps even stronger in a district that's relatively wealthy and homogeneous than in one with myriad challenges.

"Because we are so high-performing, it's difficult to excite people to thinking that they can do even better," said Carol A. Pilarski, the assistant superintendent for curriculum, instruction, and professional development.

Administrators and even teachers here like to refer to the teaching corps as composed of "thoroughbreds"—confident, trained practitioners who excel in their content areas but also happen to be a bit stubborn.

Mr. Ash began the transition to collaborative work by requiring, starting in the 2005-06 school year, that teams at each school engage in a yearlong "action research" project. Teachers initially resisted, partly out of anxiety about meetings in which elementary and middle schools would share results from those research projects.

"We went through a big implementation dip, and I went through a tremendous backlash," Mr. Ash said. "The union was upset; it felt teachers were overburdened, that there wasn't enough training. ... But I knew that we weren't going to change the culture until enough people had experienced the collaboration and saw that it was better."

Now, five years later, educators are involved in more-frequent cycles in which they look at student work and devise strategies for improving their teaching. Principals and teachers here say they are starting to notice changes in teacher behavior and student outcomes as a result of the teamwork.

Whitney Hagins, the chairwoman of the science department at Lexington High School, says she can't imagine teaching without her PLC. "It's really opened teachers' eyes to things that weren't working," she said. Her colleague Marie Murphy, the foreign-languages chairwoman, says that a once-static curriculum is now "alive and it's always being challenged," making it richer.

And Jeff Leonard jokes that he can hear the changes. The department chairman for performing arts, Mr. Leonard says the band's rehearsal techniques have improved, and final performances now sound more



I knew that we weren't going to change the culture until enough people had experienced the collaboration and saw that it was better."

PAUL B. ASH

Superintendent, Lexington, Mass. school system

cohesive.

The work isn't always easy. It is still difficult for teachers to talk about those instances when their instruction needs help, which is one of the reasons the most effective teams meet more than once a week in order to establish trust. "For the formal meetings to be successful, those relationships have to be in place," said Geetika D. Kaw, the science department chairwoman at Clarke Middle School.

Even then, according to Edward M. Davey, one of the teachers in the history content team at Clarke, a team can run into problems if it devises a test or plans a lesson without having a highly specific goal for what the teachers want to achieve through that activity.

A conversation among team members, he said, is not the same thing as the focused problem-solving that will serve to advance student learning.

Outside Supports

Getting the right system of checks and balances to keep site-based professional development from suffering from such mission drift is highly dependent on building-level leadership.

In Lexington, the principals who have embraced that form of teacher training, like Steven H. Flynn of Clarke Middle School, go out of their way to make sure that time set aside for teacher teams is spent productively. Mr. Flynn's schedule is organized so that he can spend 15 minutes apiece with the four teams meeting on a given day—or extra time with the groups that are struggling. And he keeps extensive records about what goals teams set out in every meeting and what they accomplished that day.

In addition to the school content teams,

other professional supports abound, including at least one dedicated literacy and math specialist in each school and access to instructional-technology experts.

The most recent addition to the professional-development system was unveiled last spring: a series of free, voluntary after-school courses for teachers. The notion of such classes runs counter to the ideas of some professional-development advocates, who contend that most professional learning should be conducted on site.

But educators here stress that the district's courses differ from the expansive menu that teachers typically select from to earn continuing education credits. In November of last year, Lexington officials conducted a survey of the district's teaching corps and designed the courses in response to teachers' top 10 priorities, which included expanding their repertoires of instructional strategies, analyzing student work, and integrating technology.

Crucially, the courses involve a follow-up coaching element based in schools, another feature teachers favored. A few weeks into a course, enrolled teachers have an opportunity to receive feedback on how well they're implementing new strategies and techniques.

"Processing the information and coaching teachers on how to use it are vital, or else it sits in a bubble," said Joanne Hennessy, the chairwoman of the professional-development body, which coordinates the course offerings.

For his part, Superintendent Ash argues that it's crucial to bring fresh ideas to the educators engaging in professional development. Early in his tenure, he recalled, "one of my union presidents said to me, 'What happens if [the school teams] can't figure out what to do next?' That's why you have to have a learning school system, because teachers will run out of ideas," he said. "I really think that the PLC is quite self-limiting. It's limited to the capacity of the three or four people in the room."

Constant Tweaking

It's largely the work of the professional-development committee to make sure that all the professional-development layers come together. At a late-September meeting, committee members discussed suggestions for how to integrate the courses better with the other teacher supports.

One member suggested supplementing the courses with webinars so that teachers could easily access a refresher. Another teacher suggested there might be a way to encourage all members of a school team to attend a course together and so continue the work at their weekly meetings. A third teacher had a practical concern about group-based rather than one-on-one coaching: Would it require elementary teachers to be away from their own classrooms too often?

Debate of that nature may seem academic, but the leaders here stress that systems of support for teachers cannot afford to be static. They must undergo constant supervision and tweaking to meet teachers' needs.

Still more challenges are on the horizon, because the shift has required Lexington teachers to take greater ownership of student success. That's starting to raise delicate questions about teacher performance. In the words of Gary Simon, who chairs the high school math department, the team work has given birth to the idea that if students are underperforming, "it's not that my students didn't do well, it's that I didn't do well."

But there is no question that the conversations will continue. Ongoing training is no longer considered an option in Lexington; it is a professional responsibility.

"We've passed the point of no return," Natalie K. Cohen, the district's high school principal, said about that shift. "If you're a teacher here and you are not on board with this approach, then maybe this isn't the district for you."

Coverage of policy efforts to improve the teaching profession is supported by a grant from the Joyce Foundation.

Published November 10, 2010,
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'Teacher Voice'

By Stephen Sawchuk

Greetika D. Kaw's tenure as a teacher in the same district for more than 10 years gives her a clarity of perspective on the waning and waxing of initiatives in Lexington, Mass.

Before the arrival of the current superintendent, Paul B. Ash, in 2005, she'd outlasted a "revolving door" of school leaders—and a corresponding number of professional-development initiatives.

"Some years we had a focus on technology, some years on differentiated instruction," she said. "There was a level of frustration with what was being provided because we didn't have much selection in terms of courses."

Now, though, having a superintendent who has a clear vision about focusing on raising academic standards for students and on classroom strategies for improving instruction has helped give a more cohesive theme to professional development, Ms. Kaw says.

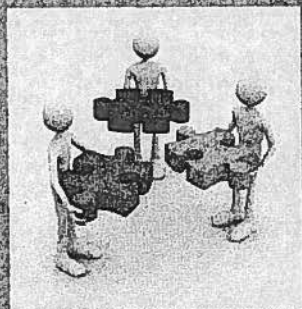
The professional learning community—or content team, as it's known in her school—is the district's core professional-development strategy. In her view, it has gone a long way to encourage the development of a common language and assessments for gauging the quality of instruction, while still allowing teachers to seek individual help if they need it.

There's still room for growth in the system, Ms. Kaw says. For instance, she'd like to attend the 6th and 7th grade science-content-team meetings, in addition to the 8th grade one she now goes to, but the current school schedule doesn't allow for that.

Still, Ms. Kaw has discovered ways in which she can build on the structure at the school. One of her goals as department chairwoman this year: take over other teachers' classes on testing days, so that those teachers are free to observe how peers are leading their lessons.

"The key," she said, "is to let people know I'm available if they need help."

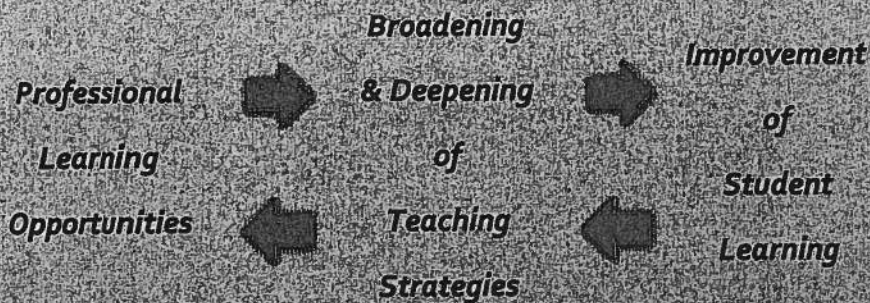
Lexington Public Schools Professional Learning Program



*Building Capacity
Through Collaboration
& Continuous Learning*

*Carol Pilariski, Assistant Superintendent for
Curriculum, Instruction & Professional
Development
Leonard Swanton, Professional Development
Coordinator
December 18, 2012*

Why is Professional Learning Important?



Connecting Professional Learning with Student Learning

"Growing evidence suggests that this kind of professional development not only makes teachers feel better about their practice, but it also reaps learning gains for their students, especially in the kinds of more challenging learning that new standards demand.

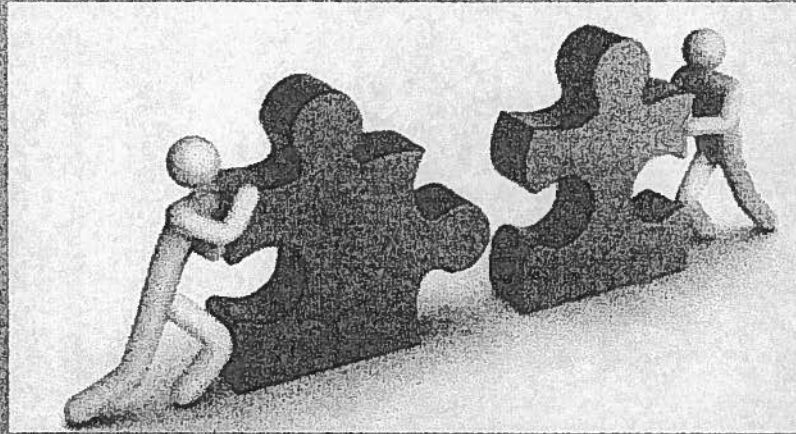
Creating a profession of teaching in which teachers have the opportunity for continual learning is the likeliest way to inspire greater achievement for children."

Linda Darling-Hammond, 2000

Our LPS PL Statement of Purpose

Lexington Public Schools is committed to providing a high quality, continuous and sustained professional learning program to all its teachers and other educational professionals. The professional learning plan for Lexington Public Schools describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on the wealth of knowledge and experience that teachers and practitioners have and expands upon that knowledge and skills. It builds on and strengthens the successes already evident in the district by providing a framework that affords every educator an opportunity to enrich his/her practice. The vision of Lexington Professional Learning ensures that standards-based professional learning results in continuous professional growth and enhances on-going student learning.

Synergy

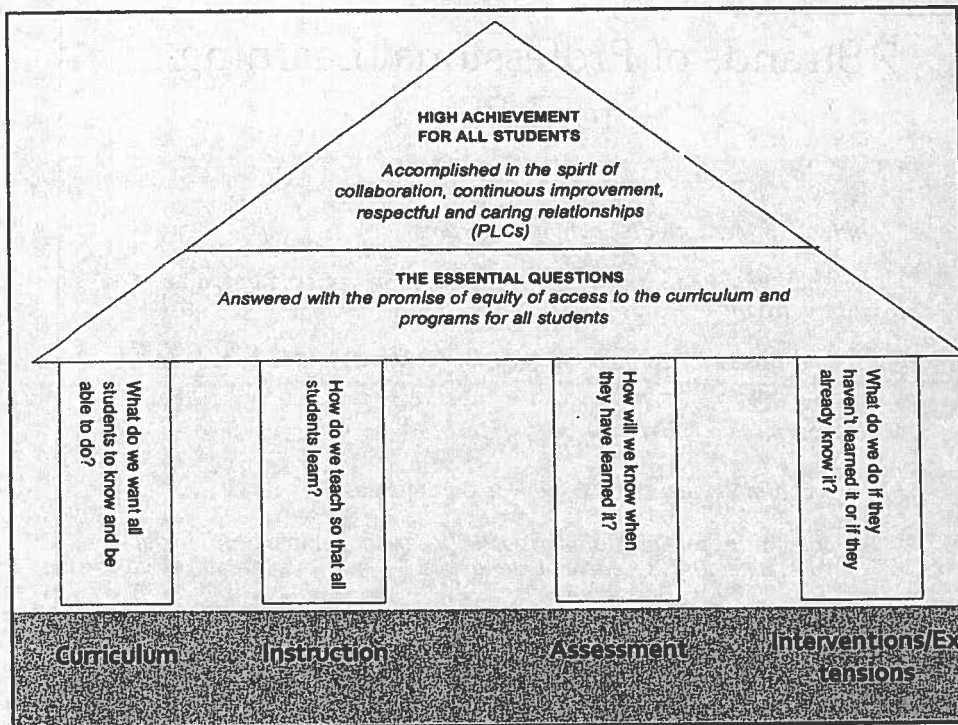


Using the Research to Guide Our Planning & Design

Researcher Jonathan A. Supovitz (2001) cites 6 critical components about which there is wide agreement among researchers and educators:

Professional Learning must:

- *show teachers how to connect their work to specific standards for student performance,*
- *immerse participants in questioning and experimentation and therefore model inquiry forms of teaching,*
- *be intensive and sustained,*
- *engage teachers in authentic teaching tasks, based on teachers' experiences with students,*
- *focus on subject matter knowledge and deepen teachers' content skills,*
- *be connected to other aspects of school changes.*



What are the standards for professional learning?

Learning Forward's Standards

- *Learning Communities*
 - *Leadership*
 - *Resources*
 - *Data*
- *Learning Designs*
- *Implementation*
- *Outcomes*

7 Strands of Professional Learning for LPS

1. *Induction/Mentoring/Coaching Programs*
2. *District-wide PL for Curriculum & Instruction, Assessment, and Interventions*
3. *School-Based PL Connecting the District Vision and School Improvement Plans*
4. *Professional Learning Communities (PLCs)*
5. *Curriculum Review Work & Ad Hoc Committees*
6. *Opportunities for Development of Teacher Leadership at All Levels - Current, Emerging, & Teacher Leaders*
7. *Supervision and Evaluation*

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The PLC is a Laboratory for Professional Learning

- **Professional Learning Communities (PLCs) connect professional development with instructional methodology.**
- **PLCs are 'think tanks' of collaborative teams that bridge theory to day-to-day practice in classrooms.**
- **PLCs are centered on exploring instructional models through close study of student work and teacher practice.**

The PLC Increases the Overall Quality of Learning

“... the biggest effects on student learning occur when teachers become learners of their own teaching.”

John Hattie, 2009

What Does the Research Indicate About PLCs?

As research deepens our understanding of how teachers learn, many scholars have begun to place greater emphasis on job-embedded and collaborative teacher learning. As part of and in addition to formal professional development opportunities, the literature increasingly describes how teachers learn by working with their colleagues in professional learning communities (PLCs), engaging in continuous dialog and examination of their practice and student performance to develop and enact more effective instructional practices. In ongoing opportunities for collegial work, teachers have an opportunity to learn about, try out and reflect upon new practices in their specific context, sharing their individual knowledge and expertise.

(Wei, et al, NSDC, 2009)

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The Leadership Standard

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

(from Standards for Professional Learning, Learning Forward, 2011)

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Professional Learning for All

If we believe that differentiated instruction is important for our students, then we must also aspire to differentiate professional learning for our teachers and staff.

Creating a 'Learning System' for Teachers - Examples

- 3-year New Teacher Induction Program
- Standards-Based Report Cards (SBRC) Professional Learning Series
- Convergence of Backward Design – Units of Study, Assessment, SBRC, etc.
- Literacy/Math Coach Trainings
- K-12 Curriculum Review Committees
- Fountas & Pinnell Phonics
- Professional Book Study Groups
- School-based Professional Learning – consultations, lesson modeling, peer observations
- Leadership Strand – building capacity from within
- Atlas Rubicon Curriculum Mapping
- Tuition Reimbursement for Faculty

Creating a 'Learning System' for Teachers - Highlights

- District-wide Summits: Data Teams (2011) & RtI (2012)
- School Teams of teachers and administrators at the national Learning Forward Conference in Boston (2012)
- Summer Workshops & Institutes – 97 separate opportunities for group and/or course work (2012)
- After-School Course Offerings for LPS Staff – courses for graduate and/or in-house credit organized by PD Committee in Fall, Winter, and Summer
- Since Spring of 2010, there have been over 1000 registrations in our LPS courses.
- Individual teachers and teams have proposed, created, and implemented graduate courses for peers in the district as part of our LPSPL catalog of courses: *Lesson Study, Algebraic Thinking, Statistics, AED/CPR, Data Course, Technology Series, and more courses to be offered in Spring 2013*

Creating a 'Learning System' for Administrators - Examples

- Collaborative & Reflective Leadership – Cathy Lassiter
- Supervision & Evaluation – New DESE Requirements
- Specific Training in Understanding the Rubrics, Self-Assessment, and Goal Setting for "Pilot" Supervision & Evaluation Program
- Open & Honest Communication – John D'Auria
- Learning Forward National Conference

Creating a 'Learning System' for Support Personnel - Examples

- **Responsive Classroom for Instructional Assistants and School Support Personnel**
- **REMS Training for Custodial Staff and School Response Teams**
- **Unit D - Administrative Assistants PL Planning Committee - Chart of Accounts, Office Ergonomics, Excel & other Microsoft Office courses.**
- **"Effective Teaching Strategies for Paraprofessionals" Graduate Course**

How Do We Know That Our Professional Learning Program Is Making a Difference?

Longitudinal Research - Australia, 2002

- **Student learning must be defined broadly to avoid narrowing outcomes to only those that can be measured.**
- **Successful programs include opportunities for teacher reflection, collaboration, and community.**
- **It may take 2 to 3 years until new practices are firmly embedded in teaching before evidence can be collected to show sustained difference in students' learning.**
- **Anecdotal evidence is important; teachers' informed observation of their students, over time, provides nuanced insights into ways of improving student learning.**
- **Evidence suggests that strong content focus, follow-up, active learning, feedback, and professional collaboration are likely to show improved student learning.**

How Do We Know That Our Professional Learning Program Is Making a Difference?

"The workshop was inspirational and definitely confirmed and extended my teaching repertoire. Thank you for providing this invaluable PD!"

*Teachers College/Columbia University Reading and Writing Project
Summer Course in Lexington, 2012*

"(I have) a far better understanding of how to see algebraic thinking in the Grade One curriculum, specifically detailed by skill (e.g. inductive/deductive reasoning, generalizing, formalizing.)"

Algebraic Reasoning in the Elementary Grades 2011

How Do We Know That Our Professional Learning Program Is Making a Difference?

"Outstanding course! The class reinforced the concept of teacher leadership as being a malleable construct – one that is not necessarily hierarchical, but rather flexible and adaptable."

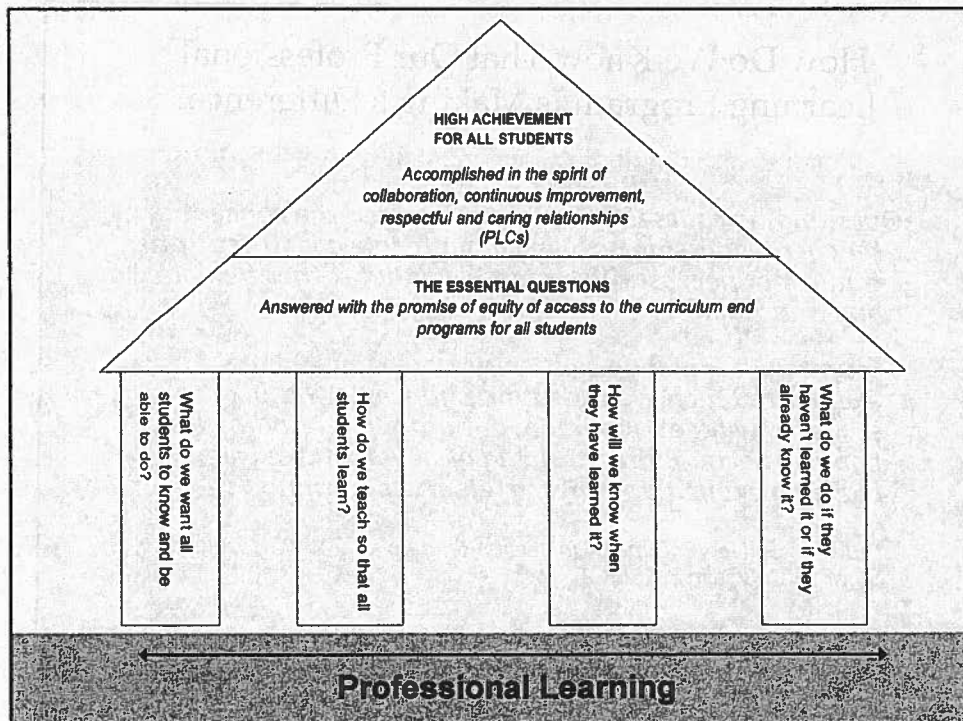
Teachers as Leaders 2011

"I found this workshop to be very worthwhile. I feel excited to teach Writer's Workshop. Now I think the students will get a lot more out of their work time since I have a better understanding of how to make the learning explicit and to scaffold their learning."

*Teachers College/Columbia University Reading and Writing Project
Summer Course in Lexington, 2012*

Our Challenges

- Time – so much to cover in so little time – Supervision & Evaluation, Common Core, RETELL, Leadership Development, RtI
- We continue to initiate and develop courses and PL opportunities that are applicable across a range of content areas (e.g. *Lesson Study* course).
- Challenge & Opportunity – Blended Learning



Thank You

Thank you to the Lexington School Committee for your ongoing support of high-quality, robust Professional Learning for the faculty and staff of the Lexington Public Schools.

Thank you to the Lexington Education Foundation for their continuous, generous support of our Professional Learning program.

The LPS Professional Development Committee 2012-2013

Mary Barry – Diamond – Social Studies
Elizabeth Billings-Fouhy – LCP – Pre-School Supervisor
Laura Broach – Bridge – Literacy Specialist
William Cole – LHS – Social Studies
Jaclyn Crowe - LHS - Physics
Beverly Hegedus – Student Services – K-8 Supervisor
Julia Hendrix - Fiske - Math Specialist
Kelly Bassett Kalinowski – Fiske - Grade 3
Melinda Loof – Bowman – Library/Media Specialist
Bonnie McCall – Hastings – Intensive Learning Program
Carol Pilarski – Central Administration - Assistant Superintendent of Curriculum, Instruction, and Professional Development
Ellen Quirk – Bowman – Assistant Principal & Grade 5
Leonard Swanton – Central Administration - Professional Development Coordinator & Bowman - Intervention Specialist
Sandra Trach – Estabrook - Principal
Jennifer Turner – Clarke – Assistant Principal
Roberta Wehmeyer – Harrington - Visual Arts

