

Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

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

From: Joanne M. Hennessy
The Professional Development Committee

Re: Executive Summary:
Update on Year One of the Professional Development Committee

Date: September 30, 2009

I am pleased to report that the Professional Development Committee has accomplished a remarkable amount of work during the last two months. Permit me to begin by acknowledging the hard work, energy, and commitment of the committee members. Attached to this document (Appendix 1), you will find a list of individuals who have given so thoughtfully and generously of their time and energy to this important task. This group has spent a number of days and hours working together exploring the research, discussing issues, and reaching consensus as to the vision, principles and standards for professional development in the Lexington Public Schools. The committee assembled on August 11, 12, and 24 for three full days and on September 15, and 29, 2009. The meeting dates for the committee are attached to this document, (Appendix 1). I believe I speak on behalf of the entire group when I say that it has been a stimulating experience, thus far, for all of us. There has been a clear, shared purpose, thoughtful collaboration and reflective professional inquiry. We look forward to our continuing work in designing and implementing a high quality, capacity building, professional development program for Lexington Public Schools.

In the information provided with this executive summary and in a presentation that I will be making before you on Tuesday, October 6th, I have summarized and highlighted the accomplishments and findings of the Professional Development Committee to date.

Let me begin by asking two important questions:

1. Why should a school district invest in a system of high quality, capacity building, professional development?

The answer is clear. Teacher quality and the quality of school leadership have a significant impact on student achievement, and effective professional development can contribute to improved instruction, gains in student achievement, and more effective school organization and management.

From the Research:

Linda Darling-Hammond defined teacher quality as consisting of “teachers’ verbal ability, subject matter knowledge, knowledge of teaching and learning, and the ability to use a wide range of teaching strategies adapted to student needs.” Based on a review of research on factors that contribute to student achievement, Darling- Hammond and Ball (1998) concluded that teacher quality accounts for about 40 percent of the variation in student achievement.

Elmore & Burney, (1997) in their research found that “extended opportunities to engage in professional development that is aligned with the curriculum to be taught, and accompanied with on- site follow-up support, can produce significant changes in classroom practice and benefits for students.” Most recently, Bruce Joyce, a leading researcher on teacher professional development, echoed this perspective in an interview in which he noted that, when professional development enhances teachers’ repertoires of instructional skills and content knowledge, “There is no question that staff development can raise student achievement.”

From Job-Embedded Experience:

District leaders have long recognized that higher standards and more rigorous assessments, particularly when they are embedded in comprehensive school reforms, are fundamentally transforming the roles of teachers and principals. Teaching all students challenging content, integrating assessment into the instructional program, redesigning grouping practices, schedules and other school organization structures and creating shared governance in school are just some of the dramatic changes facing school staffs. The movement towards standards-based reform, data based assessments and accountability for learning has served to emphasize the important role professional development plays and its link to improved student achievement. “As students are expected to learn more complex and analytical skills in preparation for further education and work in the 21st century, teachers must learn to teach in ways that develop higher order thinking and performance. These new standards require a new kind of teaching, conducted by teachers who understand learning as well as teaching, who can address students’ needs as well as the demands of their disciplines, and who can create bridges between students’ experiences and curriculum goals.” (Darling-Hammond, 2005)

2. Why should we use the stimulus funds for capacity building professional development?

Capacity building professional development will help guarantee the lasting effects of the education reforms funded by the stimulus dollars, which translates into long-term benefits for our students.

It’s important to note that not all professional development is alike. Effective professional development begins with a plan aimed at addressing the specific learning goals of students. It is aligned with districtwide and school-based improvement goals, includes an evaluation process to ensure the attainment of stated goals, and engages educators in ongoing collaborative learning. *Professional Learning in the Learning Profession*, a recent report by the National Staff Development Council and School Redesign Network, affirms the value of growth opportunities that are “sustained, focused on important content, and embedded in the work of collaborative professional learning teams” to improve student learning. We have been fortunate in Lexington to have our professional development efforts supported generously by the Lexington Education Foundation and through the systemwide budget. (For information regarding professional development supported by LEF monies, see Appendix 4.) However, the time has come to build a professional development program for Lexington Public Schools that is broader in scope, intentional, ongoing and systemic.

By taking this opportunity to invest in capacity building professional development and other sustainable efforts, we can achieve effective and innovative results that endure long after the stimulus dollars have been exhausted.

Background Information

With this goal in mind, the committee consisting of administrators and teachers was organized under the direction of the Superintendent in June 2009 for the purpose of recommending to the Superintendent and the School Committee the most effective ways to create job embedded, capacity building, professional development, utilizing stimulus funds, to support the long-term educational goals of the school system.

The committee was charged with, “Identifying the short- and long-term ways in which, together, we can create a self-sustaining, job-embedded professional development program that supports the ongoing needs of teachers and students.” (P. Ash)

Goals for Year One

Assemble K-12 Professional Development Committee:

- Review current abstracts, articles and literature on Criteria for Effective Professional Development.
- Review National Staff Development Council’s recommendations for staff development and published standards.
- Review the Lexington Public Schools’ systemwide goals and individual school improvement plans.
- Review copies of reports on LPS website:
 - Report on Full-day Kindergarten (presented June 16, 2009).
 - Update: Year 2 Science Curriculum Review - Executive Summary and Presentation (presented June 16, 2009).
 - Update: Year 3 Mathematics Curriculum Review - Executive Summary and Presentation (presented June 16, 2009).
 - K-12 Educational Technology Review Report (presented June 2, 2009).
 - Update: Year 3 Physical Education and Wellness Curriculum Review - Executive Summary and Presentation.
 - The Achievement Gap in the Lexington Public Schools: Documentation, Research, and Recommendations.
 - Action Plan for Equity and Excellence - May 2009.
 - K-5 Diversity Curriculum.
- Identify key principles for effective professional development.
- Draft a Vision Statement for LPS Professional Development, including Principles for Effective Professional Development.
- Draft Standards and Indicators for LPS Professional Development Program.
- Communicate (recommend) vision and standards to Superintendent.

- Seek feedback from all stakeholders to refine principles, standards, and indicators and build support.
- Draft needs analysis based on district/organizational needs. (Needs sensing data).
- Draft needs assessment/questionnaire, based on district/organizational needs and aligned with Principles and Standards.
- Send out needs assessment questionnaire to staff.
- Communicate results of assessment and district/organizational needs.
- Recommend content for PD (January 2010- September 2011).
- Communicate details of PD (January 2010- September 2011) to stakeholders.
- Conduct evaluation of Professional development offerings (January 2010- September 2011).
- Communicate results of evaluation to stakeholders.
- Develop professional development program (2011-2012).
- Recommend long term professional development program to be funded by the school system operating budget (2012-2013).

Research and Literature

The committee began its work with a review of the research and literature. (The attached report, *Lexington Public Schools: Professional Development Plan*, cites a number of these studies.)

Over the last two decades, researchers have been examining a new direction in professional development.

Prior to this decade the research examined the degree to which professional development impacted teacher practices. The data collected focused on how and when teachers implemented these practices in the classroom. The studies during the last decade have focused on what defines effective, high quality, professional development and what is the impact on student achievement. The results of several national studies have concluded that high quality professional development provides access to the best research and experiences of successful practitioners; focuses on deepening teachers' content knowledge and pedagogical skills; includes opportunities for practice, research, and reflection; is embedded in educators' work; is sustained over time; and is founded on a sense of collegiality and collaboration among teachers and between teachers and principals in solving important problems related to teaching and learning (Sparks, 2002). In addition, a number of studies have drawn the conclusion, that teachers who participated in professional development were much more likely to make changes in their practice, and that these changes were associated with gains in student performance (Corcoran, McVay, and Riordan, 2003).

Given that research indicates that teacher quality is the single most powerful influence on student achievement (Darling-Hammond, 1999), it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. Indeed, teacher professional development is an essential element of comprehensive school improvement. In addition, the professional development needs of all members of school community, including administrators and support personnel, must be addressed to ensure a focus on continuous learning and to create the capacity building conditions necessary for closing the achievement gap and providing Equity and Excellence for all students.

Professional Development Program: A Statement of Purpose

In reviewing the research and literature and reflecting upon the goals and objectives of an exemplary Professional Development Program for the Lexington Public Schools, the committee created the following Statement of Purpose:

Lexington Public Schools is committed to providing high quality, continuous and sustained professional development program to all its teachers and other educational professionals. The professional development 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 Development ensures that standards-based professional development results in continuous professional growth and enhances on-going student learning.

Principles and Standards

The committee drafted ten key Principles which reflect the accumulated research about effective professional development and the impact on student learning. The Principles provide guidance for achieving high quality professional development planning, design, delivery and assessment, and serve as a foundation for ongoing professional development in Lexington Public Schools.

Lexington Public Schools: Guiding Principles for Professional Development

The mission of professional development is to prepare and support educators to help all students achieve to high standards of learning and development. When professional development is effective, a number of principles can be identified (WestEd, 2000). (A summary is provided below. For further elaboration, see *Lexington Public Schools: Professional Development Plan*, Appendix 1.)

Professional development is most effective when it...

- Fosters a culture of continuous improvement.
- Improves the learning of all students.
- Is research based.
- Is data driven.
- Is job embedded.
- Supports refinement of practice.
- Encourages the use of new strategies.
- Promotes shared leadership and responsibility.
- Occurs in professional learning communities.
- Involves and reflects the diverse nature of the community.
- Is adequately supported.

(For further elaboration, see *Lexington Public Schools: Professional Development Plan*, Appendix 1.)

Using the Principles, the committee drafted Standards to provide direction for designing an effective, high quality professional development program that ensures educators acquire the necessary knowledge and skills. The Standards emphasize that professional development in the 21st century must be results-driven, standards-based, and job-embedded. Each Standard is defined by a set of Indicators.



The Standards provide a blueprint for high quality professional development for all educators to improve instruction and student achievement. The Standards emphasize the need to promote and sustain continuous development, growth, and examination of practice. They provide clearly defined expectations and commitment to change. They are aligned with Lexington Public Schools' Core Purposes, systemwide goals and vision and adapted from the National Staff Development Council's Standards for Staff Development.

Lexington Public Schools: Professional Development Standards

Organized into Context, Process and Content standards (NSDC), the Standards and the related Strands and Indicators are intended to guide and support the design and implementation of meaningful professional learning opportunities for all school personnel. (For more elaboration, see *Lexington Public Schools: Professional Development Plan*, Appendix 2.)

	Explanation	Strands
Context	High quality professional development occurs within an all important context. Learning is an ongoing process of reflection, experimentation, and discussion that requires more than a single event. The environment in which educators work must support their learning – through adequate resources, strong supportive leadership, and a community that encourages collaboration and application of new learning.	<ol style="list-style-type: none"> 1. Learning Communities 2. Leadership 3. Resources 4. Technology
Process	In this view of professional development, the workshops and other one-time events become part of a coherent series of events that sustains, reinforces, and deepens learning. Today's professional learning allows far more active engagement for the purpose of deepening understanding and making application in real-life contexts. Ongoing teamwork, discussions, product and project development, research, data analysis, reflection, demonstrations, and modeling are just some of the ways professional development facilitates the active engagement of the learner.	<ol style="list-style-type: none"> 5. Data-Driven Professional Practice 6. Evaluation 7. Research-based 8. Design 9. Learning 10. Collaboration
Content	Effective professional development balances attention to content knowledge, instructional strategies and assessment practices. The content of staff development that advances student achievement reflects national, state, and local content standards. The content of staff development that advances student achievement is further aligned with district goals, school improvement goals and educators' individual professional goals, level of experience and competence.	<ol style="list-style-type: none"> 11. Equity 12. Quality Teaching 13. Family Involvement

(For More elaboration, see *Lexington Public Schools: Professional Development Plan*, Appendix 2.)

Next Steps

- Seek feedback from all stakeholders to refine principles, standards and indicators and build support.
- Draft needs analysis based on district/organizational needs. (Needs sensing data).
- Draft needs assessment/questionnaire, based on district/organizational needs and aligned with Principles and Standards.
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In conclusion, I hope that you will find this report helpful in understanding the status of the work accomplished by the committee, thus far. I look forward, along with other members of the Professional Development Committee, to answering any questions you might have when we meet on October 6.

Appendix 1

Members of the Professional Development Committee

▪ Michelle Bartley	Clarke Middle School	Teacher
▪ Charles Caliri	Lexington High School	Assistant Principal
▪ Robert Collins	Lexington High School	Department Head, Social Studies
▪ Jackie Crowe	Lexington High School	Teacher
▪ Edward Dube	Diamond Middle School	Teacher
▪ Rebecca Gruber	Diamond Middle School	Teacher, LEA Representative
▪ Julie Hendrix	Fiske	Math Specialist K-5
▪ Kristine Lieberman	Estabrook	Teacher
▪ Peg Mongiello	Diamond Middle School	Principal
▪ Carol Pilarski	Central Office	Assistant Superintendent
▪ Tom Plati	Central Office	Director of Technology
▪ David Pittman	Bridge	Teacher
▪ Ellen Quirk	Bowman	Teacher
▪ Ann Tenhor	Hastings	Teacher
▪ Sandra Trach	Estabrook	Principal
▪ Roberta Wehmeyer	Harrington	Teacher
▪ Howard Wolke	Diamond Middle School	Teacher
▪ Joanne Hennessy (Chair)		

Calendar Meeting Dates:

Two Tuesdays each month.

First Tuesday ---- 12:30 to 4:30 p.m.

Second Tuesday --- 3:30 to 5:00 p.m.

September 15 and 29

October 13 and 27

November 10

December 8 and 22

January 12 and 26

February 2

March 9 and 23

March 30 and April 13*

May 4 and May 18

June 1 and June 15

Appendix 2

Lexington Education Foundation Grants Awarded to Lexington Public Schools

(Retrieved from the Lexington Education Foundation website: <http://www.lexedfoundation.org/index.htm>)

The Lexington Education Foundation awarded \$214,000 in grants this year to teachers and administrators in the Lexington Public School system.

LEF awarded Summer Fellowships to 8 Lexington teachers for 2009 (\$23,900).

Nineteen grants were awarded to LPS staff for programs to be implemented in the 2009-2010 school year (See chart).

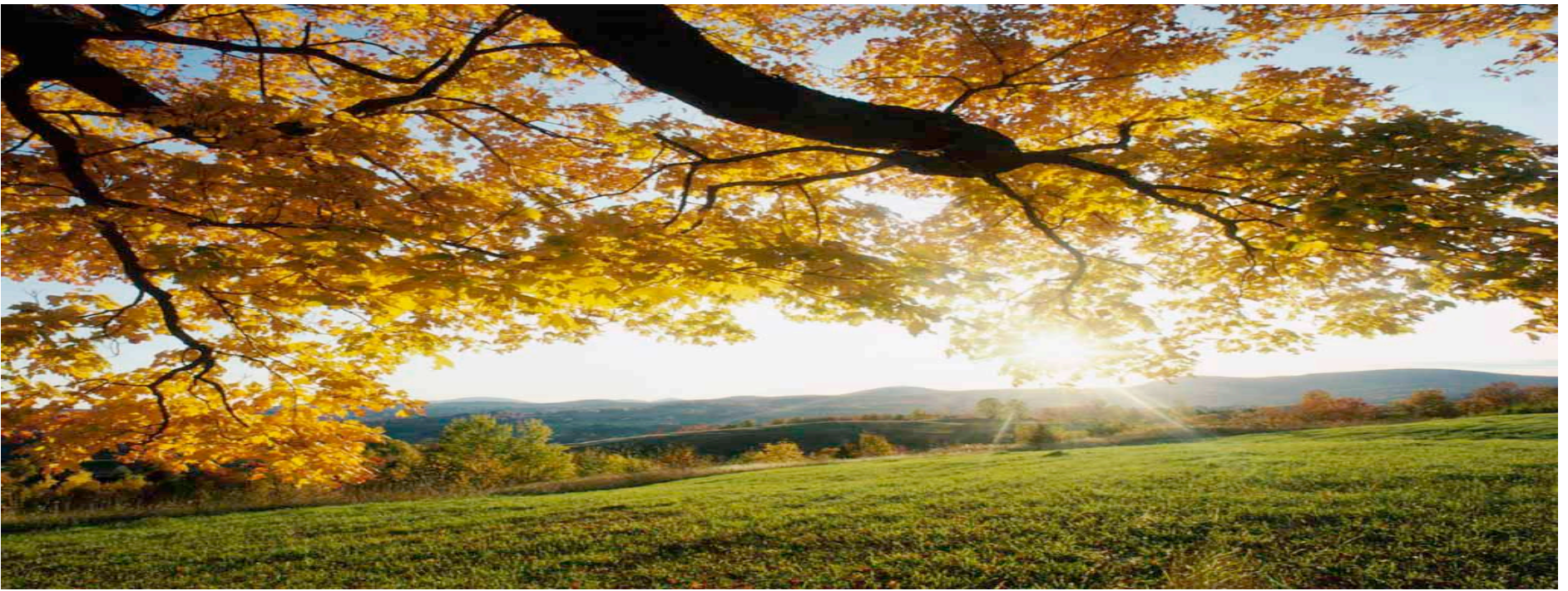
In addition, LEF has generously awarded each school monies in the form of School Community Grants. (\$19,500 in total, allocated among nine schools.)

Program Grant Awards 2009-2010

Language/Literacy Task Force	Professional development workshops led by applicants on effective teaching practices for all staff.	Bowman	K-5	Rosanne Barbacano	\$ 5,434	Language Arts, Curriculum Development
Curricular Connections in the Sagam-Bowman Project	Curriculum development for the sister school program.	Bowman	K-5	Mary Anton-Oldenburg	\$ 4,000	Multi-disciplinary
Bowman 5th Grade Classroom Smart Board	Pilot of a classroom smart board to be used by all grade 5.	Bowman	Grade 5	Matthew Studley	\$ 6,404	Multi-disciplinary, Technology and Tech Training
Embracing our Differences	Adaptation of "Understanding our Differences" curriculum about disabilities for grades 3-5.	Estabrook	3-5	Kristina Lieberman	\$ 5,898	Diversity Training
Personal Response System Project	Equipment, training, and curriculum development for the use of personal response systems at the elementary level.	Harrington	Two upper grades	Nishan Dagley	\$11,500	Multi-disciplinary, Technology and Tech Training

Instruction for the Four Content Areas	Equipment, training, and payroll for the use of personal response systems.	Clarke	6-8	Steven Flynn	\$18,736	Multi-disciplinary, Technology and Tech Training
Oral and Aural Achievement with iPods in Foreign Language	iPod technology to enhance foreign language learning and assessment and teacher collaboration.	Clarke	6-8	Catherine Brooks	\$10,486	Foreign Language, Technology and Tech Training
Interactive Learning in World Language Classrooms	Interactive boards and response systems to enhance world language instruction.	Diamond	6-8	Christine Goulet	\$ 9,934	Foreign Language, Technology and Tech Training
Mimio Interactive Systems, Projectors, and Web Sites in Social Studies	Mimio Interactive Bar and Capture kits with training and creation of websites for Social Studies instruction.	Diamond	6-8	Howard Wolke	\$15,180	Social Studies, Technology and Tech Training
Games for Algebra and Geometry Intervention	Pilot of games-based interventions for students struggling with mathematics.	LHS	9,10	Norma Gordon	\$ 3,730	Math
Concussion Screening for LHS Athletes	Assess every LHS student-athlete in an impact sport to provide a clear protocol for recovery from head injury.	LHS	9-12	Eamonn Sheehan	\$ 3,225	Physical Education
Assistive Technology in the Developmental Learning Program	Installation of LED projector and smart board for educational innovation designed for a special group of children.	Clarke or Harrington	K-8	Beverly Hegedus	\$ 5,415	Special Education, Technology and Tech Training
Orchestrating Kids Through Classics	Visits to schools by members of Lexington Symphony Orchestra and performance for all grade 3.	All Elementary	Grade 3	Walter Pavasaris, Rebecca Hawkins	\$ 5,000	Performing Arts
Your Greener Future	"Green Backpacks" to supplement grade 5 study of electricity.	Bridge, Estabrook, Fiske, Harrington, Hastings	Grade 5	Fran Ludwig	\$ 3,098	Science

Big Backyard-Grade 5	Completion of the updating of the BBY program.	Bridge, Estabrook, Fiske, Harrington, Hastings	Grade 5	Fran Ludwig	\$ 4,493	Science
Lexington Public Schools Academy	Graduate-level courses for teachers taught by qualified LPS staff.	System-Wide	K-12	Phyllis Neufeld LEA President	\$21,000	Professional Development
PLCs: Dr. Larry Anisworth	Presentation to LPS faculty on data-driven instruction and materials to support.	System-Wide	K-12	Paul Ash	\$ 7,000	Professional Development
Primary Source	Membership provides professional development activities for LPS faculty.	System-Wide	K-12	Paul Ash	\$ 9,500	Social Studies Curriculum and Professional Development
District-Wide Summer Workshops	Curriculum development by LPS faculty during summer vacation	System-Wide	K-12	Carol Pilarski	\$27,000	All



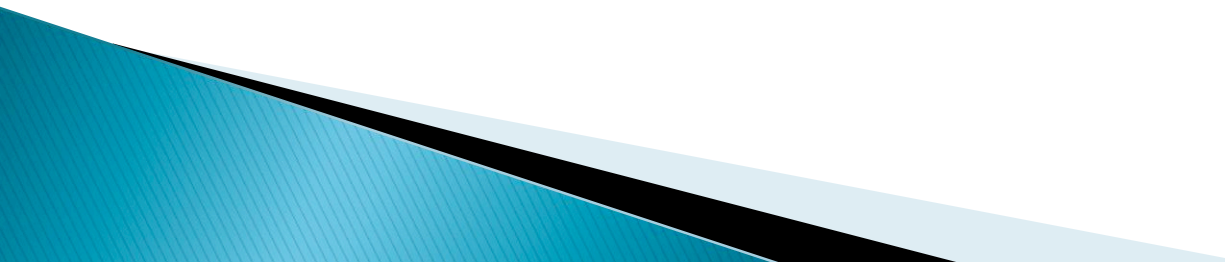
Professional Development Plan

[Lexington Public Schools](#)

[Professional Development Committee](#)

[October 6, 2009](#)

Why should a
school district
invest in a system
of high quality
professional
development?



The answer is clear. Teacher quality and the quality of school leadership have a significant impact on student achievement.

Research proves that effective professional development contributes to improved instruction and learning.



In the last ten years there's been much research done about what makes a difference for student achievement, and now it's clear that the single most important determinant of what students learn is what their teachers know. Teacher qualifications, teachers' knowledge and skills, make more difference for student learning than any other single factor.

-Linda Darling-Hammond

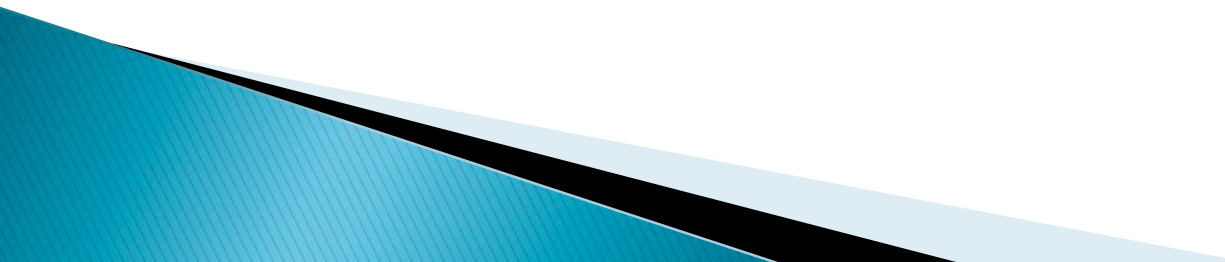


Access to high quality, professional development is one of the key factors at the school level that enhances a teacher's repertoire of instructional skills and content knowledge and influences student achievement.

This is a point on which there is a remarkable level of agreement among educational researchers, policy makers and practitioners.

Pennell & Firestone, 1996; S Elmore & Burney, 1997; Supovitz, Mayer, and Kahle, 2000; Haslam & Seremet, 2001; Cohen & Hill, 2000; Desimone et. al., 2002 Wilson, 2003; St. John & Stokes, 2003; Supovitz & Taylor, 2003; Heck, 2007.

Why should we use the stimulus funds for capacity building professional development?

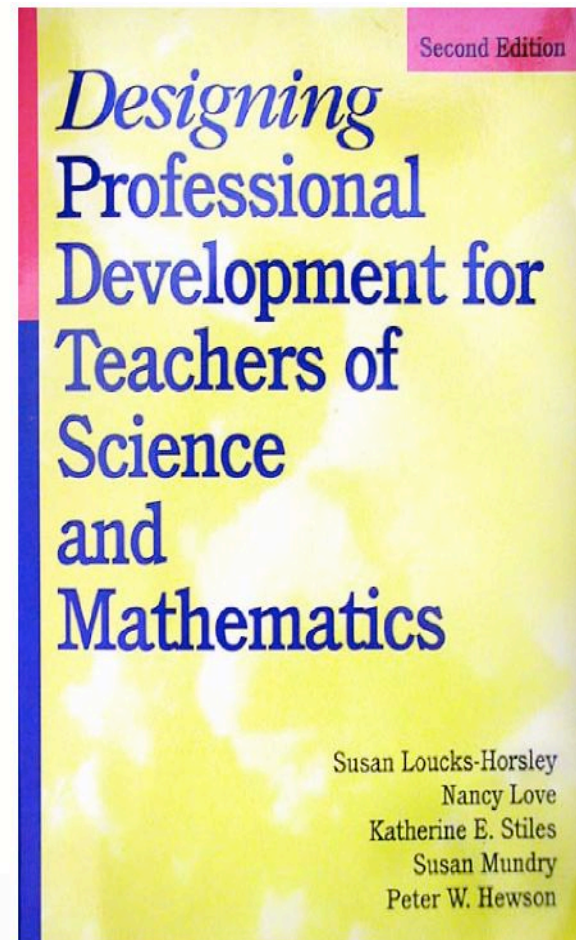
- ▶ U.S. Secretary of Education Arne Duncan has strongly emphasized the one-time nature of the stimulus funding and cautioned educators to choose carefully reforms that do not commit them to long-term or continuously recurring costs. By taking this opportunity to invest in capacity-building professional development and other sustainable efforts, we can achieve effective and innovative results that endure long after the stimulus dollars have been exhausted.
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Capacity– building professional development

- Begins with a plan that is driven by a vision for classroom- student learning
- Helps teachers develop knowledge and skills
- Mirrors methods to be used by students
- Builds a learning community
- Develops teacher leadership
- Links to the systemwide goals
- Is continuously assessed

(Loucks-Horsley et al, 2003)

<http://www.bsccs.org/pdf/Designing%20Effective%20PD%20BSCS%201%20Mar%2008.pdf>





Capacity-building Professional Development Represents a Paradigm Shift

Old Paradigm

- Private/individual
- One-shot
- Unrelated topics
- External expert
- Passive learning
- Skill development
- Theory-based
- Quick fix
- Training

New Paradigm

- Shared process
- Sustained
- School-related issues
- Internal expertise
- Active learning
- “Why” and “how” of teaching
- Research-based
- Lasting change (embedded PD)
- Learning


- ▶ Capacity–building professional development for educators that is sustained, embedded, and intensive has a direct and positive impact on student achievement.

From: *Professional Learning in the Learning Profession*, A published study by the National Staff Development Council and School Redesign Network, (February, 2009).

- ▶ With a limited system-wide budget for professional development, we have been fortunate in Lexington to have our professional development efforts supported generously by the Lexington Education Foundation.

(For information regarding professional development supported by LEF monies, see Appendix 2, Executive Summary.)

However, the time has come to build a professional development program for Lexington Public Schools that is broad in scope, intentional, ongoing and systemic.

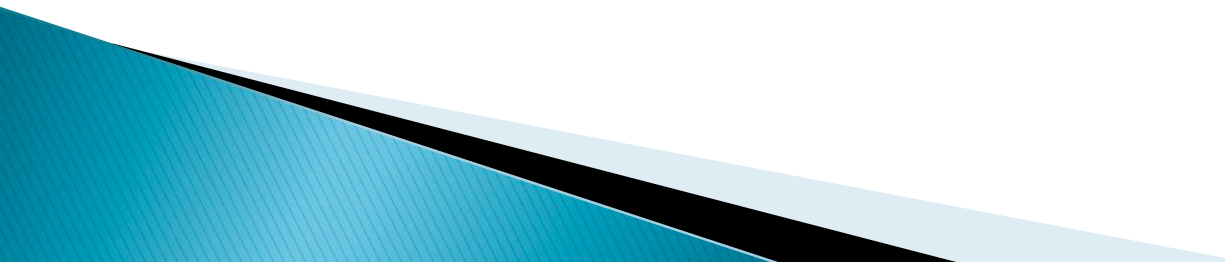


Establishment of joint LEA/LPS Administration Professional Development Committee

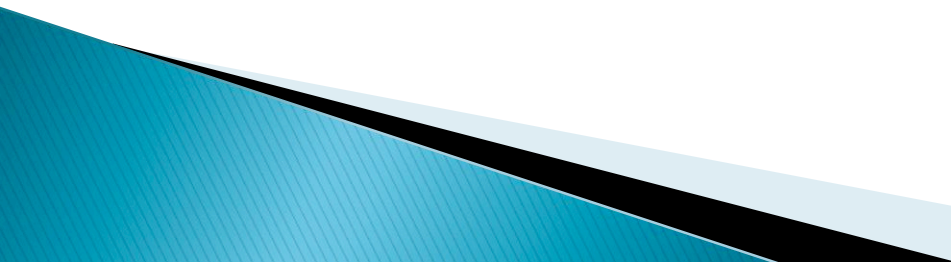
- ▶ Organized under the direction of the Superintendent in June 2009 for the purpose of recommending to the Superintendent and the School Committee the most effective ways to create job embedded, capacity building, professional development, utilizing stimulus funds, to support the long-term educational goals of the school system.
- ▶ Charged with, “Identifying the short- and long-term ways in which, together, we can create a self-sustaining, job-embedded professional development program that supports the ongoing needs of teachers and students.”
(P. Ash)

Accomplishments to date:

Assembled K-12 Professional Development Committee:

- Reviewed current abstracts, articles and literature on criteria for effective professional development.
 - Reviewed National Staff Development Council's recommendations for staff development and published standards.
 - Reviewed the Lexington Public Schools' systemwide goals and individual school improvement plans.
 - Reviewed copies of reports on LPS website.
 - Identified key principles for effective professional development.
 - Drafted a Vision Statement for LPS Professional Development, including Principles for Effective Professional Development.
 - Drafted Standards and Indicators for LPS Professional Development Program.
- 

Lexington Public Schools- Professional Development Program: A Statement of Purpose

- ▶ *Lexington Public Schools is committed to providing a high quality, continuous and sustained, professional development program to all its teachers and other educational professionals. The professional development 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 Development ensures that standards-based professional development results in continuous professional growth and enhances on-going student learning.*
- 

Key Principles for Effective Professional Development.

Professional development is most effective when it...

- ▶ Is research based.
- ▶ Is job embedded.
- ▶ Promotes shared leadership and responsibility.
- ▶ Involves and reflects the diverse nature of the community.
- ▶ Improves the learning of all students.
- ▶ Is data driven.
- ▶ Supports refinement of practice.
- ▶ Encourages the use of new strategies.
- ▶ Occurs in professional learning communities.
- ▶ Is adequately supported.

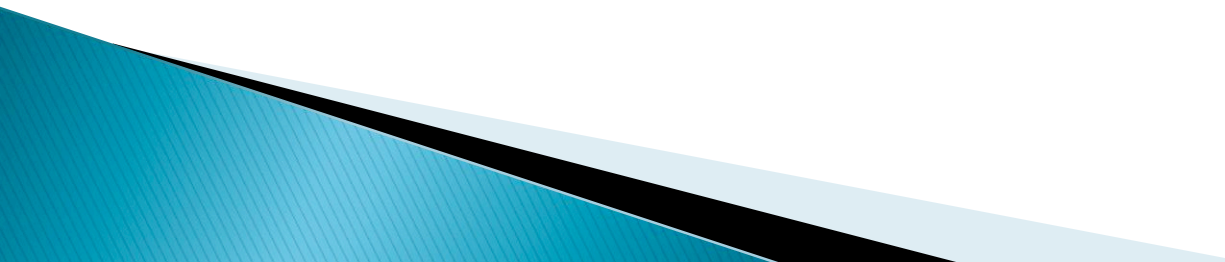
(For further elaboration, see Report, Lexington Public Schools' Professional Development Plan, Appendix 1.)

Lexington Public Schools: Professional Development Standards

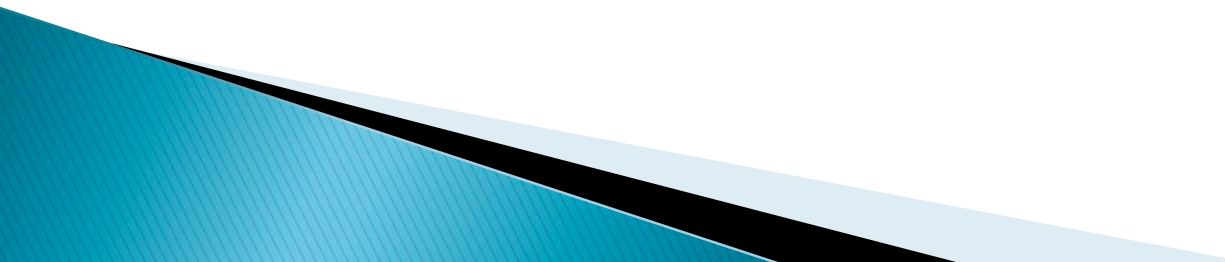
		Strands
Context		<ol style="list-style-type: none">1. Learning Communities2. Leadership3. Resources4. Technology
Process		<ol style="list-style-type: none">5. Data-Driven Professional Practice6. Evaluation7. Research-based8. Design9. Learning10. Collaboration
Content		<ol style="list-style-type: none">11. Equity12. Quality Teaching13. Family Involvement

For Lexington Public Schools, the vision statement, key principles, standards, and indicators, collectively ...

Are aligned with Lexington Public Schools:

- ▶ Core Purposes
 - ▶ System-wide goals
 - ▶ School-based goals
- 

Goals: Next Steps

- Feedback from all stakeholders
 - Needs analysis
 - Analysis and communicating results
 - Recommendation of professional development offerings (January 2010– September 2011)
 - Evaluation of professional development offerings (January 2010– September 2011)
 - Communication of results to stakeholders.
 - Development of professional development program (2011–2012)
 - Recommendations of long-term professional development to be funded by the operating budget (2012–2013)
- 



A Closing Thought on the Importance of Effective Professional Development:

There is no easy or quick way to increase student achievement but we now have research that shows us what works. If the United States is truly serious about helping every student succeed, we will invest in research-based professional development programs that get us there, and we'll have the patience to let them work.

Dennis Van Roekel, President of the National Education Association

Thank You

Members of the Professional Development Committee

Michelle Bartley	Clarke Middle School	Teacher
Charles Caliri	Lexington High School	Assistant Principal
Robert Collins	Lexington High School	Department Head, Social Studies
Jackie Crowe	Lexington High School	Teacher
Edward Dube	Diamond Middle School	Teacher
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Howard Wolke	Diamond Middle School	Teacher
Joanne Hennessy (Chair)		



► Questions?