



Professional Development

Woodbridge Board of Education
May 18, 2021

Jonathan S. Budd, Ph.D., Superintendent
Analisa Sherman, Principal
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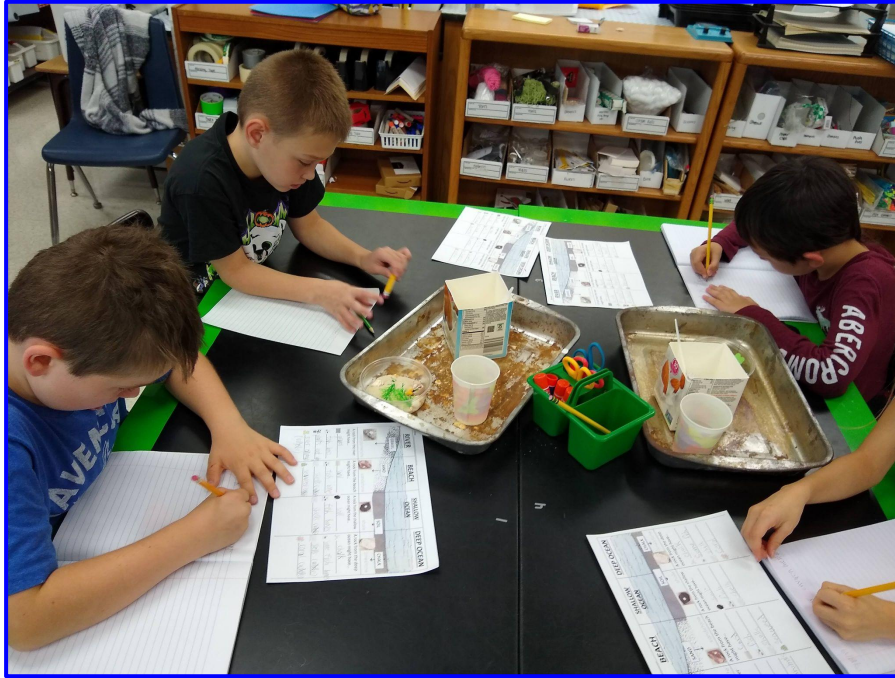
Guiding Questions

- What key professional growth for teachers has occurred since August of 2020?
- What key professional growth for administrators has occurred this year?
- What focus areas for next school year have been identified?



Key Professional Growth for Teachers

Pre-COVID Learning



Making Sedimentary Rocks in the Science Lab



Whole Grade-Level Morning Meetings

Learning Now



Releasing Salmon Virtual "Field Trip"



Working with Partners in Class via Google Meet

Planning

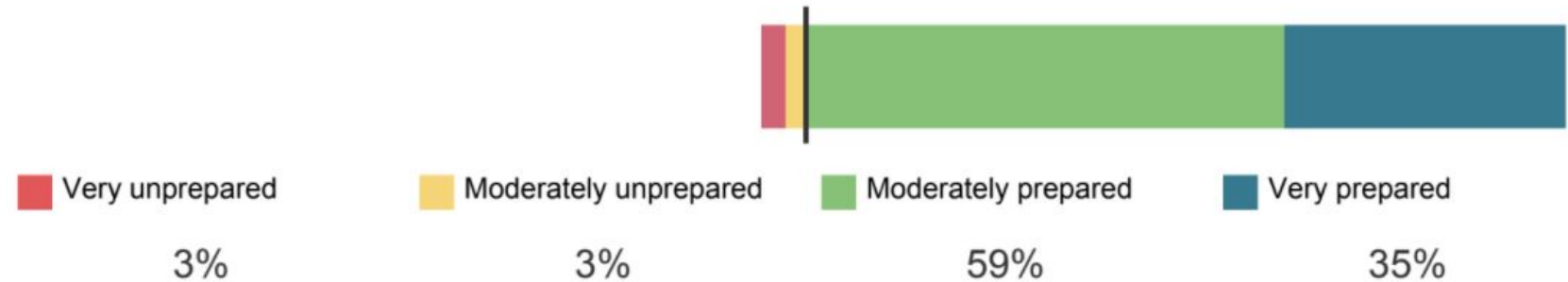
- Curricular goals continuously reviewed in relation to previous learning & based on identified priority standards
- Strategies planned to make learning accessible to multiple modalities
 - Remote Learning
 - In-Person Learning
 - Blended Learning
- Lessons adapted to allow for access to both remote and/or in-person learners
- New technology learned to engage learners
- Pedagogical approaches adapted; Workshop model required reimagining for remote and for in-person and/or blended learning
- Focus on the integration of SEL across all teaching and learning

Implementation

- Classroom meetings and activities modified to be accessible to blended learning and remote students
- Adaptation of grade-level assessments (TCs, Running Records, etc.)
- Impact of COVID mitigation strategies on instructional practice
 - Workshop model reimagined
 - From small-group/student collaboration . . . to whole-class instruction
 - From student-centered . . . to teacher-directed
 - Remote model
 - Use of breakout rooms
 - Primary grades requiring more teacher-led small-group instruction
 - In-person & Blended learning
 - Challenges in using breakout rooms
 - Challenges of socially distanced circles
 - Importance of one-on-one check-ins

Teaching Practice: Technology Integration

Teachers' sense of preparedness for teaching with technology



from BRS Teacher Survey, March 25, 2021

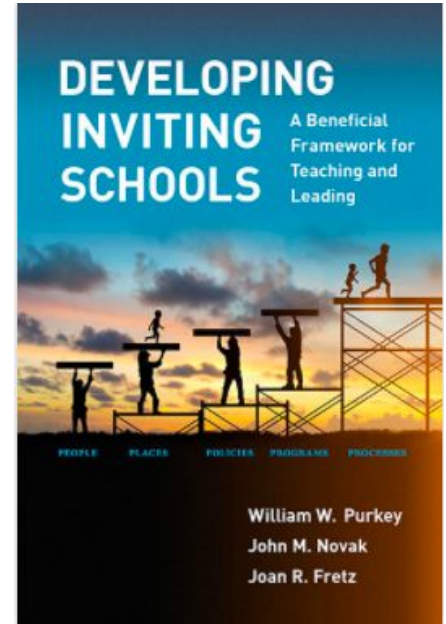


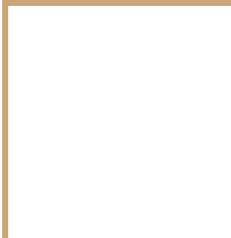
Key Professional Growth for Administrators

Administrative Professional Learning: Building School Culture & Climate

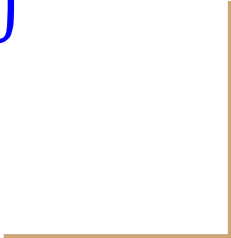
- *Developing Inviting Schools: A Beneficial Framework for Teaching and Leading* by Purkey, Novak, & Fretz (New York: TC Press, 2020)

“This book is based on the position that the primary mission of schools is to summon individuals cordially and ethically to realize their relatively untapped potential in all worthwhile areas of human endeavor. . . . Do the people, places, policies, programs, and processes add to, or subtract from, the primary goal of making this school a better place for people?” (1-5)





Likely Focus Areas
for 2021-22
(& beyond)



Key Process Elements for 2021-22

- Continued engagement of an effective Professional Development & Evaluation Committee . . .

whose goals are aligned with . . .

district . . .

BOE . . .

Superintendent . . .

leadership . . .

and staff . . .

goals.

Likely Focus Areas for 2021-22

- High-quality teaching & learning practices, including integration of technology
- Development & publication of standards-based curriculum, beginning with literacy (broadly conceived)
- Differentiating instruction for all learners
- Diversity, equity, & inclusion efforts
- Positive school culture, climate, & community, including responsive and restorative classroom practices

Technology Integration Interests

- Better understanding of existing software/digital platforms
 - Google Classroom
 - Google Meets
 - Google Forms
 - Class Dojo
- Incorporation of new digital tools
 - FlipGrid
 - Choice Boards
 - Nearpod
 - Others (e.g., Jamboard)

from BRS Teacher Survey, March 25, 2021

Technology Integration Professional Learning Goals

Priority Ranked

1 = most important

7 = least important

1. Designing lessons that engage students in the real world
2. Making learning personal for every student
3. Students creating products to demonstrate and share their learning
4. Fostering creativity and enhancing productivity
5. Using problem solving to support critical thinking
6. Designing lessons beyond simple collaboration
7. Managing devices during student learning experiences

from BRS Teacher Survey, March 25, 2021

Next Steps related to Technology Integration

Considerations:

- Early learners vs. older students: targeted professional development
- What is best taught utilizing technology vs. hands-on materials
- Foundational skills cannot always be taught through the use of technology (e.g., social skills development, handwriting)
- Varied home access to technology
- Parent education regarding digital resources

Needs:

- Collaboration across PLCs and departments
- Repeated use of and exposure to implementation techniques
- Deepening knowledge of current resources, with time to learn
- Differentiated professional development



Questions?