



# Menu of Professional Development + Targeted Assistance Offerings 2009-2010

## District and School Assistance Center Menu of Professional Development and Targeted Assistance Offerings 2009-2010

The Department of Elementary and Secondary Education (ESE)'s regionally based District and School Assistance Centers (DSACs) will make available professional development and targeted assistance to support identified districts and their schools. During the course of the first year and summer, DSACs will offer a limited menu of professional development and targeted assistance aimed at addressing key district and regional needs. **Districts that are in Level 3 and Level 4 (that are not Commissioner's districts<sup>1</sup>) and their schools have priority for these offerings during 2009-2010, unless otherwise noted.**

Through the DSACs, ESE is making assistance available in the following categories:

First, ***focused professional development*** offerings are directed at building essential knowledge and skills of educational leaders and teachers in major content areas and for key student groups. While limited, the ESE developed or contracted professional development is researched-based, *technical* information that has successfully engaged and addressed the needs of Massachusetts educators over the past several years.

Second, ***targeted assistance*** is designed to support districts and schools to systematically use and implement professional development, leadership practices, and program resources to improve school and district performance. Educational research on school and district improvement consistently shows that these *adaptive* activities are critical for effecting sustained change. DSAC staff will emphasize collaboration and sharing of effective practices among each region's districts, along with the modeling of tools and resources aligned to some of ESE's *Conditions for School Effectiveness*.

Third, one-time ***orientation sessions*** on assistance tools and resources available from ESE to support decision-making and program improvement will be available to all districts in the region.

DSACs will collaborate with Level 3 districts to **link assistance** from the first and second categories, whenever possible, to develop robust and coherent plans for raising student achievement across the districts and region.

### **Menu Format**

This initial menu details the offerings available through the DSACs from January – August 2010. (In some cases, professional development began in the late fall of 2009, as well.) The information is organized in the following sections:

Section 1: Summary List of ***Focused Professional Development*** and ***Targeted Assistance offerings***

Section 2: Descriptions of ESE's DSAC ***Focused Professional Development*** and ***Targeted Assistance offerings***, locations, timing and any notable requirements and expectations for participation. This section has separate descriptions for ***Focused Professional Development*** courses and for ***Targeted Assistance*** activities. The descriptions are organized by relevant ***Conditions for School Effectiveness***.

Section 3: Summaries of ***One-Time Orientation*** sessions that will be available to all districts through the DSACs.

---

<sup>1</sup> Commissioner's Districts are Boston, Brockton, Fall River, Holyoke, Lawrence, Lowell, Lynn, New Bedford, Springfield and Worcester  
Department of Elementary and Secondary Education DSAC Menu – November 16, 2009 Version

### **General Expectations for Participation**

These assistance offerings are being made available to eligible Level 3 districts by leveraging a combination of federal Title I, IID, Special Education and very limited state resources. These offerings are being targeted to districts with high need. ESE has found that certain clearly established expectations increase the likelihood of greater impact. These expectations are described below and in more detail for certain focused professional development offerings. The general conditions and expectations are as follows:

1. All participants are expected to attend every course session.
2. The supervisors, principals, and/or superintendents of participants should establish:
  - Routines for participants to share the knowledge they are gaining through the professional development or assistance activity, as appropriate
  - Routine systems to ensure that effective practices are being implemented
  - Processes to resolve barriers to implementation, as needed

### **How to Use the DSAC Menu and General Process for Accessing Assistance**

1. Review section 2, to:
  - Determine whether any of the offerings available through your region's DSAC will help your district address its key strategic initiatives, as well as address gaps in your district's ability to meet certain *Conditions for School Effectiveness* in identified schools
  - Determine whether your district meets any noted eligibility requirements and will be able to implement the activities described in the expectations section.
2. Identify selections during a planning meeting with DSAC staff to:
  - Describe how these selections support district strategic initiatives and
  - Detail how the district will meet expectations for participation.
3. The district leadership and DSAC staff will reach agreement on selections once the DSAC staff gathers sufficient information from the regions' districts seeking to participate in DSAC assistance.
4. The district leadership will apply for grant funding to support participation in all selected and agreed upon offerings.

NOTE: Districts will be provided the opportunity to participate in menu offerings based on the match between district priorities, the district's demonstration of ability to meet expectations for readiness to use the resources, and in certain cases, the Title I status of schools in the district. If demand for assistance surpasses supply, priority for participation will be in the following order:

- Districts in Corrective Action with multiple schools in Corrective Action or Restructuring
- Districts with multiple schools in Corrective Action or Restructuring
- Districts with single schools in Corrective Action or Restructuring

## Section 1 – Summary List

### A. FOCUSED PROFESSIONAL DEVELOPMENT OFFERINGS

#### Condition #1 EFFECTIVE SCHOOL LEADERSHIP:

- National Institute for School Leadership’s Instructional Leadership Training [1PD10001]
- Special Education Leadership Academy [1PD010002]

#### Condition # 6 STUDENTS’ SOCIAL, EMOTIONAL, AND HEALTH NEEDS:

- Creating Positive Learning Environments [6PD10023]
- Youth Development and Self Determination [6PD10024]
- Transition Planning [6PD10025]

#### Condition #9 EFFECTIVE INSTRUCTION:

##### MATHEMATICS

- Mass Intel Math Initiative (MIMI) [9PDM10003]
- Developing Algebraic Thinking for Middle and High School Math Teachers [9PDM10004]
- Understanding Rational Numbers [9PDM10005]
- The Coaching Cycle [9PDM10006]
- Increasing Accessibility to Algebra and Geometry for All Students [9PDM10007]
- Academic Youth Development [9PDM10008]

##### LITERACY

- Differentiated Writing Instruction to Close the Achievement Gap - Grades 3-4 [9PDL10009]
- Foundations of Literacy Courses - Grades K-3 [9PDL10010]
- Language Essentials for Teachers of Reading and Spelling (LETRS) - Grades K-3 [9PDL10011]
- Reading and Writing Informational Text – Grades K-6 [9PDL10012]
- Reading in the Content Areas – Grades 6-8 [9PDL10013]
- Teaching Expository and Persuasive Writing – Grades 6-12 [9PDL10014]
- Oral Language and Vocabulary – Grades K-5 [9PDL10015]
- Writing in Response to Reading – Grades 2-5 [9PDL10016]

##### SHELTERED INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS

- Introduction to Second Language Learning and Acquisition [9PDE10017]
- Enhancing English Language Learning in Elementary Classrooms [9PDE10018]
- Enriching Content Classes for Secondary ESOL Students [9PDE10019]
- From Language to Literacy - Reading and Writing for English Language Learners in Sheltered Elementary Classrooms [9PDE10020]
- Making the Connection – English Language Learners and Subject Matter Texts [9PDE10021]

##### INCLUSIVE PRACTICES

- Universal Design for Learning (UDL) [9PDI10022]

**B. TARGETED ASSISTANCE OFFERINGS****Condition #1 EFFECTIVE SCHOOL LEADERSHIP:**

- Guided Self-Assessment on the Conditions for School Effectiveness [1TA10026]
- Leadership Networks [1TA10027]
- Instructional Leadership Coaching [1TA10028]

**Condition #3 EFFECTIVE DISTRICT SYSTEMS OF SUPPORT:**

- Data Reporting and Analysis [3TA10029]

**Condition #7 PROFESSIONAL DEVELOPMENT AND STRUCTURES FOR COLLABORATION:**

- Orientation to PLC Guidance [7TA10030]
- Common Planning Time Self-Assessment [7TA10031]
- Mathematics Learning Community [7TA10032]

**Condition #9 EFFECTIVE INSTRUCTION:**

- The Learning Walk Toolkit [9TA10033]

**Possible Networks for Content or Student Groups Program Improvement**

- Literacy Network [9TA10034]
- Mathematics Network on Instructional Practices [9TA10035]
- Mathematics Network on District Systems [9TA10036]

**C. ONE-TIME ORIENTATION SESSIONS (See Section 3)**

- ESE's New District Standards and Indicators as Tools for Self Assessment (December)
- Teacher Contract Database (December/January)
- Self Assessment Rubric and Resources to Support Implementation of Conditions for School Effectiveness (January)
- Annual District Data Review (January)
- Professional Learning Communities: The "Learning Walk" Protocol (February)
- Special Populations: Promising Practices for Students with Special Needs (March)
- Professional Learning Communities: District Data Teams (April)

## **Section 2: DESCRIPTIONS OF FOCUSED PROFESSIONAL DEVELOPMENT OFFERINGS**

**Condition #1: EFFECTIVE SCHOOL LEADERSHIP: THE DISTRICT AND SCHOOL TAKE ACTION TO ATTRACT, DEVELOP, AND RETAIN AN EFFECTIVE SCHOOL LEADERSHIP TEAM.**

**National Institute for School Leadership's Instructional Leadership Training [1PD10001]**The training is designed to give principals and other district leaders the critical knowledge and skills needed to be instructional leaders and improve student achievement in schools. The NISL Executive Development for School Leadership curriculum focuses on: standards based instruction systems aligned with Massachusetts Curriculum frameworks; taking learning theory into practice by providing skills and knowledge to enable principals to be instructional leaders in literacy, math, and science; and training principals in distributed leadership strategies.

- Locations:** Berkshires, Pioneer Valley, Central, Northeast, Greater Boston, Southeast
- Schedule:** Start date determined by regional needs (spring or summer 2010)  
Up to 18 days through summer 2010; 27 total days over 18-24 months
- Eligibility:** Principals and district leaders in Title I districts identified for corrective action or improvement and principals in Title I Schools with NCLB status.
- Expectations:** District leaders and principals from all or most of the district's schools will participate in every session. The district will establish systems and structures to support NISL trained principals in the implementation of NISL concepts and practices in their schools and the district.

**Special Education Leadership Academy [1PD010002]** The academy provides special education administrators training on the development of leadership skills as transformational leaders and change agents within their school system in order to contribute to positive educational outcomes for students with disabilities and their families.

- Locations:** One region TBD in spring, two regions TBD in summer
- Schedule:** Start dates determined by regional needs; three days with overnight stays

**Condition #6 STUDENTS' SOCIAL, EMOTIONAL, AND HEALTH NEEDS: THE SCHOOL ADDRESSES THE SOCIAL , EMOTIONAL, AND HEALTH NEEDS OF ITS STUDENTS BY CREATING A SAFE SCHOOL ENVIRONMENT IN WHICH STUDENT NEEDS ARE MET IN SYSTEMIC AND SYSTEMATIC WAYS.**

**Creating Positive Learning Environments [6PD10023]**The course is designed to provide participants with a tiered framework for understanding how to use primary, secondary and tertiary prevention and intervention strategies to create positive classroom and school environments. General and special educators and administrators learn to improve classroom management strategies by creating an environment that encourages positive behaviors by developing physical and social context for positive behavior.

- Locations:** **Spring:** 1 region TBD based on interest and need  
**Summer:** 2 regions TBD based on interest and need
- Schedule:** Facilitated on line using Mass One with regular facilitated face-to face-time

**Youth Development and Self Determination [6PD10024]** Special and general education teachers gain an understanding of youth development strategies based on promising, research-based practices in self-determination, self-advocacy and emergent adulthood, including decision-making, problem solving, goal setting, and effective communication skills. Strategies support youth development and self-determination for students with disabilities to take the lead in their education, career development and community participation.

**Locations:**      **Spring:** 1 region TBD based on interest and need  
                           **Summer:** 2 regions TBD based on interest and need  
**Schedule:**      Facilitated on line using Mass One with regular facilitated face-to face-time

**Transition Planning [6PD10025]** Builds skills of special and general educators, guidance counselors and Special Education Administrators in the application of research-based transition practices including youth leadership, family involvement, community experiences, and post-secondary planning.

**Locations:**      **Spring:** 1 region TBD based on interest and need  
                           **Summer:** 2 regions TBD based on interest and need  
**Schedule:**      Facilitated on line using Mass One with regular, facilitated face-to face-time

**Condition #9: EFFECTIVE INSTRUCTION: INSTRUCTION REFLECTS EFFECTIVE PRACTICE AND HIGH EXPECTATIONS FOR ALL STUDENTS; THE SCHOOL HAS A COMMON UNDERSTANDING OF THE FEATURES OF HIGH –QUALITY STANDARDS-BASED INSTRUCTION AND A SYSTEM FOR MONITORING INSTRUCTIONAL PRACTICE.**

## **MATHEMATICS:**

**Mass Intel Math Initiative (MIMI) [9PDM10003]** The course is for K-8 teachers, teacher leaders, and coaches of mathematics. It provides intensive mathematics content and pedagogy skill development concentrating on conceptual understanding of fractions, operations and linear functions. This course was derived from a professional development program that successfully linked course completion with improved student mathematics achievement.

**Locations:**      Berkshires, Pioneer Valley, Central, Northeast, Greater Boston, Southeast  
**Schedule:**      80 hours in the summer; dates are flexible and can be determined collaboratively with participants and instructors  
**Eligibility:**      Teachers, school leaders, or district staff supporting mathematics in Title I schools identified for restructuring, corrective action, or improvement under NCLB.  
**Expectations:**    A minimum of three teachers participate in complete program. Principals and coach/teacher leader attend day-long orientation prior to course to understand what they should see in their teachers’ practice as a result of their participation in the course. Teachers will receive embedded support and the leaders will routinely look for evidence of learning from the course being implemented in classroom practice.

**Developing Algebraic Thinking for Middle and High School Math Teachers [9PDM10004]** The content course for teachers, teacher leaders, and coaches has an explicit emphasis on pedagogical approaches to teaching variables, equations, and functions through development of concepts across grades, use of manipulative and drawings and connections to student thinking. Teachers will get exposure to standards-based practices and math habits of mind by using high cognitive demand tasks related to algebra.

**Locations:** Berkshires, Pioneer Valley, Central, Northeast, Greater Boston, Southeast

**Schedule:** 5 days in the summer and 3 days the following fall

**Eligibility:** Teachers, school leaders, or district staff supporting mathematics in Title I schools identified for restructuring, corrective action, or improvement under NCLB.

**Expectations:** A minimum of three teachers participate in complete program. Principals and coach/teacher-leader attend half-day orientation prior to course to understand what they should see in their teachers' practice as a result of their participation in the course. Teachers will receive embedded support and the leaders will routinely look for evidence of learning from the course being implemented in classroom practice.

**Understanding Rational Numbers [9PDM10005]** The content course is for teachers and coaches of mathematics in Grades K- 5 with focus on fractions, decimals, percents, and ratios. Elements and strategies of effective instruction will be modeled and incorporated into the class. Teachers will get exposure to standards-based practices by using specific hands-on strategies to engage with significant math content related to fractions and decimals.

**Locations:** Winter/Spring: Greater Boston, Southeast or Central (will be in 2 of these 3 regions)  
Summer: Berkshires, Pioneer Valley, Central, Northeast, Greater Boston, Southeast

**Schedule:** Winter/Spring: 1 Saturday per month starting in January 2010

Summer: Dates are flexible and can be determined collaboratively with participants and instructors

**Note:** Course can be run with an online component

**Eligibility:** Teachers, school leaders, or district staff supporting mathematics in Title I schools identified for restructuring, corrective action, or improvement under NCLB.

**Expectations:** A minimum of three teachers participate in complete program. Principals and coach/teacher-leader attend 3 hour orientation prior to course to understand what they should see in their teachers' practice as a result of their participation in the course. Teachers will receive embedded support and the leaders will routinely look for evidence of learning from the course being implemented in classroom practice.

**The Coaching Cycle [9PDM10006]** The Interactive Online Course is for K-8 Mathematics Coaches and Mathematics teacher leaders. The course is designed to develop the mathematics content knowledge and consulting skills used by mathematics coaches as they assist teachers in acquiring and deepening specialized knowledge and skills required for teaching K-8 students. The coaches and teacher leaders will also participate in an online support community.

**Locations:** Winter/Spring: Available online for up to 20 participants from multiple regions

Summer: Available online for up to 40 participants from multiple regions

**Schedule:** 8 online sessions plus participation in an online support community

**Eligibility:** Coaches and leaders supporting Title I schools identified for restructuring, corrective action, or improvement under NCLB



**Expectations:** Ensure participants complete all coursework. Principals will participate in an online orientation prior to the course and online follow up session (available any time) to provide examples of what principals should see their coaches do as a result of their participation in the course. Coaches should be provided with time for pre and post conferences with teachers to implement the skills learned in the course.

**Increasing Accessibility to Algebra and Geometry for All Students [9PDM10007]** The course offers foundational math content and pedagogical strategies for general education, inclusion and special education teachers and coaches. It strengthens teachers' understanding of concepts and relationships between concepts from the Patterns, Relations, and Algebra and Geometry strands. Teachers will learn universal design strategies and techniques to increase accessibility of rigorous mathematics to a broad range of learners.

**Locations:** Northeast (June 28 – July 9); Greater Boston, Berkshire & Pioneer Valley, Central (2 courses from July 19 – July 30 and 1 course from August 2 – August 13)

**Schedule:** 7 days of face-to-face sessions

**Expectations:** A minimum of three teachers participate in complete program. Principals and coach/teacher leader attend day-long orientation prior to course to understand what they should see in their teachers' practice as a result of their participation in the course. Teachers will receive embedded support and the leaders will routinely look for evidence of learning from the course being implemented in classroom practice.

**Academic Youth Development [9PDM10008]** provides high school algebra teachers with training and support to deliver a 12-day summer course to middle-level (e.g., B- or C in math) students on the importance of effort and collaboration for math learning. Teachers receive training to prepare them to provide a summer bridge and academic year follow up program for rising algebra students.

**Locations:** Greater Boston (available for all regions to participate)

**Schedule:** 3 face-to-face days (June 2 – June 4, 2010)

**Eligibility:** Teachers, school leaders, or district staff supporting mathematics in Title I schools identified for restructuring, corrective action, or improvement under NCLB.

**Expectations:** Middle and high school principals are provided opportunities to work together and attend a half-day orientation. A cohort of 20 rising Algebra I students are recruited and attend the summer 12-day course and school year follow up sessions.

## **LITERACY**

**Differentiated Writing Instruction to Close the Achievement Gap (Grades 3-4) [9PDL10009]** The course provides training on the use of Writer's Express methods to help develop motivated, confident, and effective writers and readers. Topics will include the development of teaching and assessment tools, the classroom application of these tools, and the documentation of one student's writing over time.

**Locations:** **Winter/Spring:** Greater Boston, Northeast, Southeast (can support courses in 2 of 3 regions)

**Summer:** Two more regions TBD based on interest and need

**Schedule:** 45 hours; 3 full days with 4 follow up half day sessions

**Eligibility:** Teachers, school leaders, or district staff supporting literacy in Title I schools identified for restructuring, corrective action, or improvement under NCLB.

**Foundations of Literacy Courses - Grades K-3 [9PDL10010]** (Scholastic Red, Voyager U, LETRS: Foundations) Participants will be introduced to best practices in early literacy instruction. Topics will include evidence-based instructional strategies for teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension. The courses combine online learning, resources for classroom application, and facilitated study groups.

- Locations:** *Spring & Summer:* Berkshires, Pioneer Valley, Central, Northeast, Greater Boston, Southeast
- Schedule:** Approximately 35 hours of online learning time and 4-6 meetings of facilitated study groups of approximately 2 hours
- Eligibility:** Teachers, school leaders, or district staff supporting literacy in Title I schools identified for restructuring, corrective action, or improvement under NCLB.

**Language Essentials for Teachers of Reading and Spelling (LETRS) Grades K-3 [9PDL10011]**

Participants will build upon foundational literacy knowledge to improve early literacy instruction. Topics will include research and instructional practices related to phonemic awareness, phonics and word study, spelling, fluency, oral language and vocabulary, comprehension, and assessment.

- Locations:** *Spring:* 2 regions TBD depending on interest and need  
*Summer:* 2 different regions TBD depending on interest and need
- Schedule:** 54 hour course; 9 full days flexibly scheduled
- Eligibility:** Teachers, school leaders, or district staff supporting literacy in Title I schools identified for restructuring, corrective action, or improvement under NCLB.

**Reading and Writing Informational Text- Grades K-6 [9PDL10012]** Participants will learn how language and literacy skills can be used as tools for acquiring content knowledge. Topics will include informational text features and structures, strategic vocabulary development, reading comprehension skills, writing to demonstrate comprehension, and integrating technology. Participants will apply knowledge of standards-based curriculum and instructional planning to develop a unit of study.

- Locations:** *Spring:* 3 regions TBD depending on interest and need  
*Summer:* Berkshires, Pioneer Valley, Central, Northeast, Greater Boston, Southeast
- Schedule:** 15-hour course; 2 and ½ days or 5 three hour workshops
- Eligibility:** Teachers, school leaders, or district staff supporting literacy in Title I schools identified for restructuring, corrective action, or improvement under NCLB.

**Reading in the Content Areas – Grades 6-8 [9PDL10013]** Participants will learn about research and instructional practices for helping middle-school students gain critical reading and writing skills across content areas. Teachers will discuss how to help all students read, write, and think like scientists, historians, and mathematicians. The course will address the use of technology in content area classrooms, the role of the literacy coach in supporting content area instruction, and how to scaffold instruction for struggling readers and English language learners.

- Locations:** *Spring:* Either Greater Boston or Northeast  
*Summer:* Up to 3 regions TBD
- Schedule:** 45 hours—5 full days with additional time as online threaded conversation
- Eligibility:** Teachers, school leaders, or district staff supporting literacy in Title I schools identified for restructuring, corrective action, or improvement under NCLB.

**Teaching Expository and Persuasive Writing – Grades 6-12 [9PDL10014]** Participants will use a rhetorical framework and instructional strategies for teaching expository and persuasive writing in a range of genres. Topics will include genre, audience, purpose, voice, elements of argument and elements of the writing process. Participants will read and critique examples of expository and persuasive writing and media, complete a personal writing project relevant to the content they teach, and create and implement a curriculum project for using expository and persuasive writing in their classrooms.

**Locations:** **Summer:** Berkshire & Pioneer Valley (combined)  
**Schedule:** 45-hour course; 3-4 full days with follow up days  
**Eligibility:** Teachers, school leaders, or district staff supporting literacy in Title I schools identified for restructuring, corrective action, or improvement under NCLB.

**Oral Language and Vocabulary – Grades K-5 [9PDL10015]** Participants will learn how to develop a comprehensive approach to vocabulary instruction while deepening their understanding of related learning standards. Topics will include the strategic selection of vocabulary from literary and informational text, approaches for developing students’ oral language, independent word learning strategies, and instructional techniques that promote word consciousness.

**Locations:** **Summer:** 3 regions TBD depending on interest and need  
**Schedule:** 15-hour course; 2 ½ days or 5 three hour workshops  
**Eligibility:** Teachers, school leaders, or district staff supporting literacy in Title I schools identified for restructuring, corrective action, or improvement under NCLB.

**Writing in Response to Reading – Grades 2-5 [9PDL10016]** Participants will learn how to help students demonstrate comprehension of informational and literary text through writing. Topics will include standards-based lesson planning, evaluating student work and providing written feedback, and use of technology in instruction.

**Locations:** **Summer:** 3 regions TBD depending on interest and need  
**Schedule:** 15-hour course; 2 ½ days or 5 three hour sessions  
**Eligibility:** Teachers, school leaders, or district staff supporting literacy in Title I schools identified for restructuring, corrective action, or improvement under NCLB.

*Literacy Note: The DSAC Literacy Specialists could deliver a course on “Creating and Supporting a Tiered Model of Literacy Curriculum” as a substitute for Reading and Writing Informational Text, Oral Language and Vocabulary, or Writing in Response to Reading described above depending on interest and need.*

## **SHELTERED INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS**

**Introduction to Second Language Learning and Acquisition (Category 1 Elementary and Secondary) [9PDE10017]** Introductory training for K-12 teachers of English language learners on factors impacting second language acquisition and cultural considerations for teachers in Sheltered English Immersion classrooms.

- Locations:** Greater Boston, Northeast, Southeast, Central and Berkshire (through regional collaboratives)
- Schedule:** 12 hours; generally delivered in 2 days with at least one week between the first and second day

**Enhancing English Language Learning in Elementary Classrooms (Category 2 Elementary) [9PDE10018]**  
**and Enriching Content Classes for Secondary ESOL Students (Category 2 Secondary) [9PDE10019]**

Prepares elementary and secondary teachers, respectively, to use sheltered strategies to make content more comprehensible to English language learners.

- Locations:** Northeast, Southeast, Central (through regional collaboratives)
- Schedule:** 4 non-consecutive days during the school year or in the summer

**From Language to Literacy - Reading and Writing for English Language Learners in Sheltered Elementary Classrooms (Category 4 Elementary) [9PDE10020]** Prepares elementary teachers of English language learners at the intermediate level of English proficiency or higher in delivering reading and writing instruction that is optimally sheltered for these students, while still promoting their ongoing development of English.

- Locations:** Greater Boston, Northeast, Southeast, Central and Berkshire (through regional collaboratives)
- Schedule:** 4 day training

**Making the Connection – English Language Learners and Subject Matter Texts (Category 4 Secondary) [9PDE10021]** Prepares secondary content teachers who have English language learners (ELLs) in their classrooms to shelter their instruction. The curriculum focuses on the challenge of making textbooks more accessible to ELLs, and using writing activities to promote content learning.

- Locations:** Greater Boston, Northeast, Southeast, Central and Berkshire (through regional collaboratives)
- Schedule:** 15 hours generally delivered in 3 days

## **INCLUSIVE PRACTICES**

**Universal Design for Learning (UDL) [9PDI10022]** Trains general and special educators and administrators in the instructional paradigm shift to Universal Design for Learning. This course is designed to provide participants with the framework for using UDL to examine brain networks, students' strengths and needs, and how to redesign lesson plans to implement UDL in the classroom.

- Locations:** **Spring:** 1 region TBD based on interest and need  
**Summer:** 2 regions TBD based on interest and need
- Schedule:** Facilitated on line using Mass One with regular facilitated face-to face-time

## Section 2 – DESCRIPTIONS OF TARGETED ASSISTANCE ACTIVITIES

The following **Targeted Assistance** opportunities are designed to support the systematic implementation of effective practices to improve school and district performance. School and district improvement is challenging work that is fostered by using *adaptive* strategies promoting collaboration in and among the region's districts, establishing routines to measure implementation of effective practices, and using a range of data sources to assess progress and plan next steps. Based on current research, some tools and processes have been developed and piloted in collaboration with Massachusetts' urban districts.

DSAC staff and consultants will provide direct support in some Level 3 districts on the use of tools and processes aligned to ESE's *Conditions for School Effectiveness*. The selection of particular targeted assistance processes will be determined collaboratively with districts and schools. The timing for targeted assistance activities will be determined through an analysis of districts' needs and the capacity of DSAC staff to deliver the assistance to participating districts.

**Condition #1: EFFECTIVE SCHOOL LEADERSHIP: THE DISTRICT AND SCHOOL TAKE ACTION TO ATTRACT, DEVELOP, AND RETAIN AN EFFECTIVE SCHOOL LEADERSHIP TEAM**

### **Guided Self-Assessment on the Conditions for School Effectiveness [1TA10026]:**

The Conditions articulate research based practices necessary for schools to continue to effectively raise and sustain high achievement for their students. Using rubrics describing a range of implementation indicators, school and district leaders will be able to identify their strengths and challenges and collaboratively develop plans to build capacity to address specific issues. DSAC staff will be available to support district and school analysis, discussions, and identification of potential resources to address certain needs.

**Locations:** Berkshires, Pioneer Valley, Central, Northeast, Greater Boston, Southeast

**Schedule:** Pilot of Conditions rubric beginning January or February 2010;

**Eligibility:** Interested districts able to commit time for participation

**Leadership Networks [1TA10027]:** One of the primary missions of each DSAC is to support organized analysis and knowledge sharing among the regions' districts to enhance leadership capacity in specific aspects of school and district improvement. In partnership with districts and/or building on existing regional networks, short term or ongoing support groups may be established to address particular leadership challenges by determining: 1) common areas of investigation, 2) accessing and reviewing relevant data and information, and 3) sharing resources and effective statewide and regional practices. Networks could include:

- Superintendents' or other district leader networks facilitated by Regional Assistance Directors
- Principals' networks facilitated by Support Specialists

**Locations:** Berkshires, Pioneer Valley, Central, Northeast, Greater Boston, Southeast

**Schedule:** TBD by districts' interests and needs

**Eligibility:** Interested districts able to commit time for participation and, in some cases, districts participating in certain *focused professional development* activities will be part of a leadership support network. Networks facilitated by Support Facilitators must have participants from Title I schools in NCLB status.

**Instructional Leadership Coaching [1TA10028]:** NISL coaching provides leadership coaching assistance in establishing systems to support the implementation of instructional leadership practices aligned with the National Institute for School Leadership (NISL) training for principals (see Focused Professional Development National Institute for School Leadership’s Instructional Leadership Training).

***Locations:*** TBD depending on interest and need

***Schedule:*** TBD depending on interest and need

***Eligibility:*** Districts with multiple principals from Title I schools in NCLB status participating in and/or having recently completed NISL training

**Condition #3: EFFECTIVE DISTRICT SYSTEMS OF SUPPORT: THE DISTRICT HAS SYSTEMS AND PROCESSES FOR ANTICIPATING AND ADDRESSING SCHOOL STAFFING, INSTRUCTIONAL, AND OPERATIONAL NEEDS IN TIMELY, EFFICIENT, AND EFFECTIVE WAYS**

**Data Reporting and Analysis: [3TA10029]** Data Specialists will provide analytical reports and training to support districts’ use of data. They will help districts begin to use the new Growth Model data as well as the other information available through the Data Warehouse. Data specialists will also be available to model the **District Data Teams** toolkit that offers ways to use a range of vital data for districts to continuously improve teaching and learning through inquiry and decision-making on resource allocation, program evaluation, and performance improvement.

***Locations:*** Berkshires, Pioneer Valley, Central, Northeast, Greater Boston, Southeast

***Schedule:*** Begin support by January 2010 (some regions’ Data Specialists may be available by December 2009)

***Eligibility:*** All Level 3 districts may participate in trainings offered by Data Specialists; specific in-district assistance on use of District Data Team tools and other direct assistance will be available for specific Level 3 districts based on district interest and readiness.

**Condition #7: PROFESSIONAL DEVELOPMENT AND STRUCTURES FOR COLLABORATION: PROFESSIONAL DEVELOPMENT FOR SCHOOL STAFF INCLUDES JOB-EMBEDDED AND INDIVIDUALLY PURSUED LEARNING AND STRUCTURES FOR REGULAR, FREQUENT COLLABORATION TO IMPROVE IMPLEMENTATION OF THE CURRICULUM AND INSTRUCTIONAL PRACTICE**

**Structures for Regular, Frequent Collaboration to Improve Implementation of Curriculum and Instructional Practice:** Building on extensive educational research on school and district improvement, ESE has developed written guidance and helpful tools for districts and schools to strengthen their systems and practices for collaboration to improve student achievement. Available assistance activities include:

**Orientation [7TA10030]:** DSAC staff can orient districts to the ESE guidance and vision on collaborative practices using the **Guidance for Establishing and Maintaining Professional Learning Communities (PLC Guidance)** that articulates six developmental stages of a district-wide culture of collaborative learning and planning. This guidance is designed to build on the model of Instructional Leadership taught through the National Institute for School Leadership (NISL) and is aligned with many of the Conditions including: Leadership, Coordinated Use of Resources, Aligned Curriculum, Effective Instruction, Tiered Instruction models, and Assessment. For each stage, actions are identified that could be accomplished by teacher teams, school leadership teams and district leadership to cultivate a collaborative approach to improved teaching and learning. While the

**Department of Elementary and Secondary Education DSAC Menu – November 16, 2009 Version**

guidance provides helpful suggestions for schools and districts to consider, it is not a set of requirements that districts must implement.

**Common Planning Time (CPT) Self-Assessment [7TA10031]:** DSAC staff can guide schools and districts to collect information on and foster district-level thinking about how to best leverage Common Planning Time as a crucial aspect of a professional learning community's work to effect instructional change. The Self-Assessment includes surveys of teachers and administrators as well as tools to analyze the information and determine next steps in establishing effective CPT.

**Mathematics Learning Community (MLC) [7TA10032]:** Mathematics Specialists can use the MLC curriculum materials to facilitate and guide teacher and teacher leader discussions about how children learn mathematics through regular collegial discussions throughout the school year that deepen knowledge of content and pedagogy using looking at student work (LASW) as a methodology. MLC is designed to focus primarily on deepening teachers' understanding of how students think about mathematics, and deepening teachers' understanding of mathematics and their own teaching practice.

**Related Resources:** Implementation of the PLC Guidance is supported by a number of other assistance activities and tools including the **Learning Walk Toolkit** (see Effective Instruction) and the **District Data Team toolkit** (see Effective District Systems of Support).

***Locations:*** Berkshires, Pioneer Valley, Central, Northeast, Greater Boston, Southeast

***Schedule:*** TBD by district interest and readiness

***Eligibility:*** Level 3 Districts in Corrective Action or Improvement and/or with Title I Schools in NCLB status of Restructuring, Corrective Action or Improvement.

***Condition #9: EFFECTIVE INSTRUCTION: INSTRUCTION REFLECTS EFFECTIVE PRACTICE AND HIGH EXPECTATIONS FOR ALL STUDENTS; THE SCHOOL HAS A COMMON UNDERSTANDING OF THE FEATURES OF HIGH-QUALITY STANDARDS-BASED INSTRUCTION AND A SYSTEM FOR MONITORING INSTRUCTIONAL PRACTICE***

The **Learning Walk Toolkit [9TA10033]:** DSAC Support Facilitators and Content Specialists will provide training, modeling and direct assistance on the use of ESE developed tools for observing instructional practice and using the collected information to inform school and district decision-making for improvement. The **Learning Walk Toolkit** includes an array of research-based guidance and sample forms that districts can choose from to meet their needs for systematically overseeing their schools' consistent implementation of high quality standards-based instruction. The toolkit includes: guidance on collaborating on and communicating about the purpose and focus of observations; protocols for preparing for, conducting and following up on observations; and a continuum that provides examples of standards-based classroom practices.

***Locations:*** Berkshires, Pioneer Valley, Central, Northeast, Greater Boston, Southeast

***Schedule:*** TBD by district interest and readiness

***Eligibility:*** Level 3 Districts in Corrective Action or Improvement and/or with Title I Schools in NCLB status of Restructuring, Corrective Action or Improvement.

**Networks for Content or Student Group Program Improvement:** Led by Content Specialists, networks will be established with practitioners and leaders and customized to support specific aspects of regional work. For example:

- **Literacy Networks [9TA10034]** may be formed with teachers and leaders from districts receiving literacy partnership grants or participating in literacy focused professional development opportunities to discuss critical issues, deliver targeted training on challenging issues, and support regional collegial arrangements to enhance capacity in literacy instruction.
- **Mathematics Networks on Instructional Practices [9TA10035]** may be convened with mathematics leaders and/or teacher leaders to provide opportunities for understanding and sharing effective practices connected with focused professional development courses and inclusive practices.
- **Mathematics Networks on District Systems [9TA10036]** may be convened with math leaders to collect and share information on comprehensive and coherent systems for math programs to address the needs of all math learners. Information includes: curriculum materials, assessments, time allocation, professional development and coaching.

***Locations:*** Berkshires, Pioneer Valley, Central, Northeast, Greater Boston, Southeast

***Schedule:*** February 2010 - TBD by district interest and readiness

***Eligibility:*** Districts participating in certain Focused Professional Development offerings.



**Section 3**  
**One-Time Orientation Sessions**  
**Available to All Districts**

**1. December 2009/January 2010 - ESE's New District Standards and Indicators as Tools for Self-Assessment and Improvement**

ESE's new Framework for Accountability and Assistance forms the foundation for an aligned and coordinated system of district and school accountability and assistance. The Framework introduces six standards and thirty nine indicators of district performance including eleven *Conditions for School Effectiveness*. The standards and indicators form the basis for ESE's new district review process that replaces the former process conducted by the Office of Education Quality Accountability. They can also serve as benchmarks for on-going district and school improvement efforts. This session will introduce participants to the standards and indicators, as well as a draft of a rubric that is being designed as a self-assessment tool for school and district teams. District teams participating in this orientation session will use the rubric and a companion tool, "Resources and Promising Practices," to begin to assess one or more indicators of their choosing. Teams will be asked to provide feedback to ESE staff before final versions of the rubric and promising practices tool are published later this year. (90 minutes)

**2. January 2010 - Teacher Contract Database**

For the first time, every teacher bargaining agreement in the state is available publicly on a searchable database through ESE's website. This hands-on orientation session will begin with a short demonstration of the contents and search features of the database, including how to find a specific contract or group of contracts and how to use keyword searching to find useful information in contracts. Sessions will be held in computer labs so participants can get hands-on experience with the search tools. Some practice exercises will give participants a chance to research several agreements to answer one or more questions provided by the session leader. During the workshop these answers will be entered in a shared datasheet, with the goal of collecting a sample dataset from all 300 contracts as ESE runs the workshop in every region. The session will include time for participants to discuss their interest in ongoing information-gathering or networking about collective bargaining agreements in each region. (90 minutes)

**3. February 2010 - Self-Assessment Rubric and Resources to Support Implementation of *Conditions for School Effectiveness***

District and school leaders will have opportunity in this orientation session to use a newly-designed rubric and other resources to begin to identify where and how they can strengthen implementation of one or more of eleven *Conditions for School Effectiveness*. The *Conditions* are the key indicators of school effectiveness that appear in ESE's new Framework for District and School Accountability. Participants will be introduced to the *Conditions*, along with a protocol for using the rubric and accessing research and other resources designed to support district and school improvement. (90 minutes)

4. **February 2010 - Professional Learning Communities: The “Learning Walk” Protocol**

District and school leaders will explore one of the key resources in *The Framework for Establishing and Maintaining Professional Learning Communities*, a toolkit designed to identify actions that district leaders, principals and teachers can take to support improvement in instruction and learning in every classroom. The orientation to the *Learning Walk Protocol* will introduce participants to the processes and protocols of “learning walks”, a systematic and coordinated method of gathering data to inform district and school level decision making. Developed in partnership with district and school leaders over several years, the *Learning Walk Toolkit* incorporates a continuum of standards-based classroom practice and protocols for structuring learning walks and using data generated by them to improve instruction and student learning. (90 minutes)

5. **March 2010 - Special Populations: promising MA practices for students with special needs**

This session will introduce teams of district leaders to the district systems and structures that have been identified through field research in Massachusetts as particularly effective in addressing the needs of students with special needs. Participants will have the opportunity to explore whether or not to establish a regional network of district leadership teams interested in collaborating to learn how to implement related systems and structures more effectively in their own districts. (90 minutes)

6. **April 2010 - Professional Learning Communities: District Data Teams**

District and school leaders will explore another of the key resources in *The Framework for Establishing and Maintaining Professional Learning Communities*, a toolkit designed to identify actions that district leaders, principals and teachers each can take to support improvement in instruction and learning in every classroom. The *District Data Team* toolkit consists of six modules and a self-assessment tool to guide District Data Teams through a cycle of inquiry through which they examine a variety of data sources to inform better district decision-making at a systemic level. This orientation session introduces participants to the cycle of inquiry and the resources available in the toolkit. (90 minutes)

7. **April 2010 - Annual District Data Review**

This orientation session will demonstrate for district leadership teams a new online tool: The District Data Review. The District Data Review tool is designed to provide an annual "snapshot" of five-year trend data for every district and school on more than 40 separate indicators. In order for district leadership teams to obtain a more robust and complete view of a district or school, the District Data Review tool allows users to analyze a school or district’s demographics, resources, finances, educator data, postsecondary outcomes, achievement data, growth data, and achievement gap data. In addition, a comparison tool will help district teams identify trends and promising practices in settings similar to their own. As a result of the session, district team members will be able to navigate the tool, make accurate interpretations of data, spot promising or troubling trends, and make meaningful comparisons among schools and districts. (90 minutes)