

## Professional Development 2008-09

**B**oston Ready is a multi-year professional development and research initiative designed to foster academic success for K-1 children in Boston. As one of three Early Childhood Education Professional Development (ECEPD) grants funded by the U.S. Department of Education, this collaborative effort unites Boston Public Schools, the Institute for Community Inclusion at UMass Boston, the Federation for Children with Special Needs, and an external evaluator: Wellesley Centers for Women.

The research evaluation consists of pre- and post-assessments of children's growth using: PPVT and PALS; and pre- and post-assessments of classroom learning environments, using the Early Language and Literacy Classroom Observation (ELLCO). These visits are scheduled with the school principal and secretary. Please ensure this information is shared with the K-1 classroom staff.

The goal of this initiative is to improve child outcomes by providing professional development to participating teachers and instructional aides in the K-1 classrooms. For 2008-09, two of the professional development days have been moved to Saturdays and the other four days are staggered to fit within BPS's PD schedule. See the attached schedule and list of topics.

Classroom support materials are distributed at each training session. In 2007-08 these materials consisted of digital cameras, cassette recorders, and classroom materials that support Universal Design and implementation of professional development goals, including books for teachers and story books for children. These materials supported the K-1 classrooms to extend the Opening the World of Learning® (OWL) curriculum and had an approximate value of \$700 per classroom. Additional support materials will be distributed at professional development events this year.

The Boston Ready coaches are fully funded by the Boston Ready grant and provide more coaching time than is received in non-professional development classrooms.

In addition, supplemental credit-bearing courses are available for teachers and instructional aides free of charge. This includes academic support, support in matriculation, MTEL support, and links to other funding such as the Paraprofessional Scholarship and the Laptops for Paraprofessionals Initiative.

Six family events will be held at six of the schools to help share information about emergent literacy and the OWL curriculum with the families of the K-1 children.

## Contacts

### Brenda D'Alotto

Academic Support Specialist  
brenda.dalotto@umb.edu  
617-287-4397

### Mary Lu Love

Project Director  
marylu.love@umb.edu  
617-287-5925

### Sandy Putnam-Franklin

Senior Early Childhood Specialist  
sandy.putnamfranklin@umb.edu  
617-287-4298

### Su Theriault

Early Childhood Mentor  
Coordinator  
su.theriault@umb.edu  
617-287-4293

### Lisa Van Thiel

Senior Early Childhood Specialist  
lisa.vanthiel@umb.edu  
617-287-4383





# Roles In Boston

## Coaches will collaborate with Administrators to:

- \* Plan coaching schedules and review school goals to ensure alignment with high quality early childhood practice
- \* Support teachers' and instructional aides' attendance at Boston Ready Professional Development events
- \* Ensure quality early childhood education through implementation of the integrated OWL and Building Blocks curricula. This may also involve:
  - » Ongoing meetings (at least three per year)
  - » Learning walks
  - » Principal attendance at coach facilitated Common Planning Time
  - » Participation in early childhood professional development
- \* Plan and facilitate Common Planning Time at the request of the administrator
- \* Serve as a consultant for:
  - » Appropriate contractual professional development for K-1 classrooms
  - » Family outreach, communication and engagement (e.g. welcome visits, family literacy events, parent conferences)
  - » NAEYC Accreditation

## Coaches' work with Teachers will:

- \* Follow a consistent coaching schedule of visits and meetings
- \* Support teachers in facilitating quality early childhood education and implementation of the integrated OWL and Building Blocks program through:
  - » Assistance in designing physical classroom environment

- » Consultation on classroom community building and the implementation of positive behavioral support techniques
- » Observing in the classroom and debriefing with teachers
- » Planning, modeling, and co-teaching program components
- » Documenting coaching visits and meetings
- \* Assist teachers as they review assessment data to inform instruction (PALS, Building Blocks Small Group Record Sheets, ongoing observation notes, etc)
- \* Engage teachers in ongoing reflection and application of Boston Ready Professional Development and coursework
  - » Provide teachers with resources that enhance classroom practice

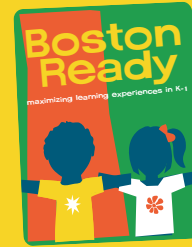
## Coaches' work with Instructional Aides will:

- \* Support a team approach to curricula implementation
- \* Support the Instructional Aide in implementing small group activities

## Role of the Teacher

- \* Implement OWL and Building Blocks curricula with fidelity
- \* Participate in Boston Ready Professional Development – sign up on My BPS Learning Plan
- \* Maintain Boston Ready binder of coaching notes and work plans in conjunction with Boston Ready coaching and Professional Development events
- \* Follow through with implementation of work plans from coaching and Boston Ready Professional Development events

# Ready



- \* Support team instruction with the Instructional Aide
- \* Meet with Coach regularly to plan visits, discuss the classroom and children's progress and set goals
- \* Voluntary:
  - » Enroll in Boston Ready courses for credit or BPS In-service
  - » Support a Boston Ready Family Literacy Event at school
- \* Share highlights of their work with the Principal
- \* Support Boston Ready Staff at ICI in the planning of Professional Development
- \* Attend Boston Ready Professional Development events with Teachers
- \* Consult with classroom staff around community building and the implementation of positive behavioral support techniques

## Role of the Instructional Aide

- \* Participate in Boston Ready Professional Development – sign up on My BPS Learning Plan
- \* Support implementation of OWL and Building Blocks curricula
- \* Meet and plan with the Teacher
- \* Participate in team instruction with the Teacher
- \* Meet with Coach as coverage allows
- \* Voluntary:
  - » Enroll in Boston Ready courses for credit or BPS In-service

## Role of the Boston Ready Coach

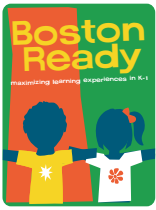
- \* Conduct consistent visits to each assigned classroom and:
  - \* Conference with classroom staff (both Teacher and Instructional Aide) to establish goals, support and follow-up
  - \* Document classroom visits for support purposes
  - \* Analyze data collected during visits with Teacher/ Instructional Aide
- \* Support Teacher/Instructional Aide in implementing OWL and Building Blocks curricula

## Role of the Boston Ready BPS Coordinator (Norka Poole, 617-756-3908)

- \* Coordinate Boston Ready activities within the BPS scheduled activities
- \* Support principals, teachers and instructional aides in Boston Ready participation
- \* Coordinate professional development data through BPS's My Learning Plan
- \* Coordinates family literacy events funded through Boston Ready

## Role of the Boston Ready Coach Coordinator (Su Theriault, 617-287-4293)

- \* Support coaching in professional development sites to meet goals of Boston Ready grant
- \* Collect ELLCO data and share feedback with Coaches, Teacher and Instructional Aides, when possible
- \* Observe classrooms to support curriculum implementation, upon request of BPS coaches
- \* Meet with Coaches to link professional development with Boston Ready coaching and curriculum implementation
- \* Coordinate video taping to develop training materials



# 2008-2009 School Year Calendar

OCTOBER 2008						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2008						
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

DECEMBER 2008						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2009						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2009						
S	M	T	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2009						
S	M	T	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2009						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

	<b>Teacher PD day</b>
	<b>Instructional Aide PD day</b>
	<b>Teacher &amp; Instructional Aide</b>

Both Teachers & Instructional Aides	Teachers	Instructional Aides
<b>Saturday**, Oct 4th 9:00-2:30</b> UMass Boston, Campus Ctr., Rm 3-3540 Relationships: Building an Effective Classroom Team	<b>Friday, Nov 7th 9:00-2:30, ICI*</b> Relationships: A Proactive Approach to Emotional Literacy	<b>Friday, Nov 14th 9:00-2:30, ICI*</b> Building Relationships with Children through Conversations
<b>Saturday**, Jan 10th 9:00-2:30, UMass Boston, Campus Center, Room 3-3540</b> Taking Team Work to the Next Level	<b>Friday, Dec 12th 9:00-2:30, ICI*</b> Differentiated Instruction for Building Blocks	<b>Friday, Dec. 19th 9:00-2:30, ICI*</b> Everyday Conversations About Math
<b>Week of May 8th, details TBA</b> Celebration of Boston Ready	<b>Friday, Feb 13th 9:00-2:30, ICI*</b> Connecting Writing to Language and Literacy	<b>Friday, Feb 6th 9:00-2:30, ICI*</b> Talking with Children about their Scribbles
	<b>Friday, March 27th 9:00-2:30, ICI*</b> Observations: Your Window on Children's Learning	<b>Friday, April 3rd 9:00-2:30, ICI*</b> Understanding and Sharing Observations

\* Location of ICI: 20 Park Plaza, Floor 13, Boston

\*\*Both teachers and instructional aides will be compensated for their hours in attendance for Saturday sessions.

Register using My Learning Plan on BPS website.