

Burns Middle School - Professional Learning Plan

2019-20

Purpose:

- Continue to build teachers' capacity for working with the whole child
- Provide professional development opportunities based on teacher needs (survey completed spring 2019)
- Provide teacher-leadership opportunities

Please use this [link](#) to register for each session. Each session will be worth .2 CEUs (initial session + follow up)

Area	Presenting	Date	Description
Core content areas	PLC facilitators	Mondays - throughout school year	Grade level content area PLCs meet each Monday to discuss planning alignment with four critical questions using this agenda: 1 - What do students need to be able to do? 2 - How will we know when they have learned it? 3 - What will we do when they haven't learned it? 4 - What will we do when they already know it?
NC Check In Data Days	Admin, teacher-led	Following each Check In	Teachers and admin review and reflect on NC Check In data using this sheet and work to plan reviews and future standards-aligned lessons.
Core Behavior/Restorative Practices session	Admin, ILT	Opening faculty meeting	Session at opening faculty meeting to discuss purpose of moving away from previous school-wide behavior plan and transition to (and explanation of) new behavior system incorporating school-wide behavior matrix and ACHIEVE expectations.
Community Resiliency Model training Certified (full day)	Megan Johnson Melissa Lawter Ryan Etheridge	Summer 2019, October 28	This 2-day training will equip staff with knowledge of the Community Resiliency Model (CRM). Participants will learn simple biologically based skills, based on current neuroscience, to help individuals get back into balance in body, mind and spirit. Participants will gain a deeper understanding of how Adverse Childhood Experiences (ACES), individual and communal traumas such as poverty, racism, family violence, natural and man-made disasters affect our work. Participants will learn how to reduce common human reactions related to stressful and traumatic experiences in addition to learning techniques that will shift perceptions that reactions are biological rather than mental weakness. This model helps to create "trauma-informed" and "resiliency informed" individuals and communities. Strategies learned will be beneficial to both students and adults in the school setting for self regulation and self care.
Classified (1 hour)	Megan Johnson Melissa Lawter	October 23, 24	
Literacy: When Kids Can't Read, What Can Teachers Do?	Krista Van Horn	September 16	When Kids Can't Read, What Teachers Can Do is written by Kylee Beers. She talks about her early teaching experiences and what she did wrong. She follows that up with what she has learned over the years to help students who struggle with reading. The book has a lot of thought provoking ideas, good strategies, and resources to use in the classroom.
Social emotional learning (SEL)	Melissa Laster Madison Webber	November 7	This professional development session will define social and emotional learning (SEL) and what it looks like at Burns Middle for core instruction (through Health/PE classes) and tier 2 and tier 3

			work with students. We will do a fun and interactive sample lesson and activity during this session so you can see how our students in Tier 2 or 3 learn these skills. Lastly, we will discuss how teachers can support core and tiered SEL groups in the classroom.
Interventionist data discussion for tier 2/3 groups	Shelly Mackall	November 12	
CRM follow up session 1	Megan Johnson Melissa Lawter Ryan Etheridge Sandy Hamrick	November 13	This follow up session to the initial CRM training will focus on being able to explain the Resilient Zone/OK Zone to students. We will also demonstrate tracking and re-emphasizing how this relates to the Resilient Zone.
Working with students in the EC program	Heather Lemmons	December 5	This training will focus on meeting the needs of students with disabilities served through the Exceptional Children's setting. These students need assistance with academic, social, and behavioral skills that can be integrated through core class settings as well as with non-disabled peers. This training will equip teachers with methods and strategies to help teachers better address the needs of these students.
CRM follow up session 2	Megan Johnson Melissa Lawter Ryan Etheridge	December 16	This follow up session to the initial CRM training will focus on being able to explain the sympathetic and parasympathetic nervous system responses to students as well as how the amygdala affects us. This training will also demonstrate resourcing and how to lead students into identifying a resource for themselves.
EVAAS & instructional overview with current data	Chris Bennett	January 13	
SchoolNet training	Gail Whisnant	January 13	This training will focus on the changes to Schoolnet since Summer, 2019. Participants will learn to build assessments, share authoring rights, search for items, and analyze reports.
STOIC session 1	Gail Whisnant	January 17	This training focuses on the work of Randy Sprick in behavior interventions. The first session of this training focuses on Structure and Teaching Expectations. Teachers will learn about developing procedures and planning ahead to avoid problematic behaviors. They will also learn about the importance of teaching the behaviors they desire to see.
SIM strategy - sentence writing	Shelly Mackall Nicole Olsen Lori Willis Pam Leitzel Dr. Elizabeth Gibbs	January 22	
Interventionist data discussion for tier 2/3 groups	Shelly Mackall	January 29	
Classroom management & student engagement	Krista Van Horn Ginger Clark Patty Grigg	February 5	Discipline is tough at this age. We will focus on CRM strategies used in the classroom and other strategies that we have found to be successful.

CRM follow up session 3	Megan Johnson Laura Beaver Amy Allen	February 10	This follow up session to the initial CRM training will focus on being able to track sensations in our nervous system and identify skills to use to return to our Resilient Zone. We will also discuss how to use Help Now! strategies for ourselves and for others. Finally we will discuss when grounding may help us or someone else return to the Resilient Zone.
STOIC session 2	Gail Whisnant		This follow up session on Behavior Intervention focuses on the importance of active supervision and positive interactions in preventing problematic behaviors. Learners will be aware of the importance of at least a 3:1 ratio of positive interactions with negative interactions.
Differentiation/individualized instruction	Brooke Ledbetter Laura Alston Shelly Mackall	February 19	How to grow your students through growth mindset and differentiated lessons. We will look at why to differentiate, and how to differentiate without adding a lot to your workload.
STOIC session 3	Gail Whisnant	February 27	This follow up session on Behavior Intervention focuses on the importance of correcting student behavior fluently and efficiently. Teachers will learn simple techniques to correct student behavior while maintaining a positive relationship with the student.
School closed due to COVID-19 March 13, 2020			
Interventionist data discussion for tier 2/3 groups	Shelly Mackall	March 16	
Family engagement	Tamara Goforth Laura Beaver	March 30	
CRM follow up session 4		April 27	