


Teaching & Learning Budget Description FY 2011

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The Office of Teaching & Learning is responsible for a broad range of areas, including: curriculum coordination and review, assessment, professional development, mentoring and induction, supervision and evaluation, regular federal education and competitive grants, and various educational initiatives. Each curriculum area is managed by a curriculum coordinator or a curriculum task force working with the Assistant Superintendent or a principal.

The Watertown Public Schools district goals guide teaching and learning for all students.

**How to build a student for the
21st Century**



- Support High Academic Achievement
- Foster Self Actualization
- Promote Global and Local Citizenship

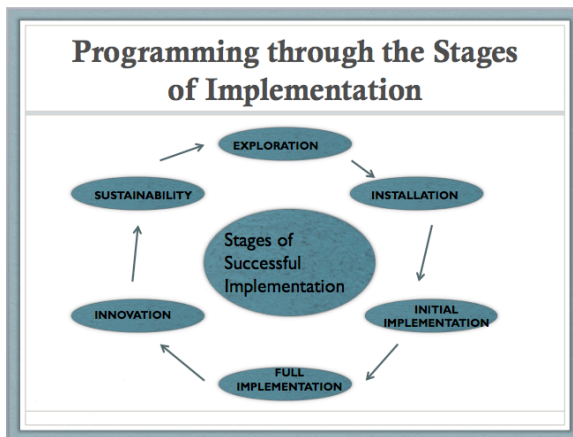
While it is expected that students master content standards as measured by standardized testing, their learning must also include:

- Critical thinking and problem solving
- Communication, both oral and written
- Collaboration and teamwork
- Citizenship and a good work ethic
- Computing and Technology literacy
- Career preparation and self direction
- Creativity and innovation

We strive for continuous improvement planning, aligned to district goals. Program planning and budget development has been guided by the “Stages of Successful Implementation” model (Fixen, et al).

STAGES OF SUCCESSFUL IMPLEMENTATIONS

Earlier this year, administrators worked together to review where various initiatives were in this cycle. Therefore, the following budget information is presented through the lens of these stages.



- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

As initiatives progress through the cycle of implementation, each stage builds on previous planning and accomplishments, and leads to sustainable innovation in teaching and learning. The following charts summarize the ongoing work of teaching and learning in the district. The challenge this year is to preserve and sustain the programming and services for which we have laid the foundation and

have been developing over previous years. What follows is a list of implementations and their funding sources. Specific costs for programs, services and materials are delineated in department and school descriptions and budgets.

Exploration

During Exploration, information about the innovation is disseminated to increase awareness and build shared knowledge. At the same time, data is used to prompt professionals to consider making changes in their current practices. The exploration stage typically lasts between 6 to 15 months.

EXPLORATION	FUND SOURCE
• Assessment & Guidance Coordinator 1.0 FTE	Cost Neutral
• Bio-Medical Sciences Course	Grant
• Building Character/Discovering Justice	Grant
• Chief Information Officer (Consultant)	Ops Budget
• Digital Teaching Portal - Elementary	NC*
• Elementary Curriculum Coordinator	Ops Budget
• Elementary World Language Task Force	Grant
• Enable Learning – Secondary Math	NC
• English Coordinator .25 FTE Reinstated	Ops Budget
• Learning Commons - Elementary	Gift
• Library extended hours at WHS	Community Ed
• Rename English Dept to English & Communication	NC
• Secondary Summer school program	Ops Budget
• Understanding our Differences Program - Elementary	Grant
• Web 2.0 Course	Cost Neutral
• World Language Coordinator .6 FTE Reinstated	Cost Neutral

* NC = No Cost (at this time)

Installation

Installation officially begins with the decision to implement an innovation and officially ends when the innovation is used for the first time by practitioners. Planning and budgeting for the necessary time and resources are critical activities in this stage which usually lasts between 2 and 6 months. Creating a guiding coalition and building such a team is an essential part of the early stages of any effort to restructure a set of strategies.

INSTALLATION	FUND SOURCE
• ArMedia	Ops Budget
• Data Warehouse	DESE Grant
• ELL Curriculum Mapping	Grant
• Fit, Fun, for Life	PEP Grant
• Professional Assessment & Growth Program	Grant
• Revise High School schedule	Cost Neutral
• Rosetta Stone for WHS Foreign Language	Ops Budget
• T-I-P ELL Media	Grant
• T-I-P English + Social Studies	Grant
• T-I-P Grade 3 Writing & FableVision	Grant
• T-I-P Math + Science	Grant
• Universal Design Task Force	Grant

Initial Implementation

During Initial Implementation, practitioners, supervisors, principals, central office administrators, and others involved in the innovation must learn how to perform and relate to this new way of doing things. Appropriate training is provided, but there is also an action orientation to get the work done. Most implementations last from 9 to 24 months.

INITIAL IMPLEMENTATION	FUND SOURCE
• After School Academic Support - WMS	Community Ed
• Data Design Teams	Grant
• Fine and Performing Arts Curriculum Renovation Plan	NC
• Interactive Journalism Course	Ops Budget
• Measures of Academic Progress (MAP) – WMS	Ops Budget
• Netbooks - Elementary	Tech Fund
• Reading Resources – Grades 4-5	Ops Budget
• Reading Standards Revised – Grades K - 5	NC

Full Implementation

Full Implementation of an innovation is reached when at least 50% of the currently employed practitioners simultaneously perform new functions acceptably. The innovation is part of the school culture and conscious efforts are made to help new staff master the innovation. It can require as long as 2 to 4 years for an organization to achieve full implementation. Questions at this stage – How do we make meaning of this in terms of our practice? What is the impact of this change on my practice?

FULL IMPLEMENTATION	FUND SOURCE
• Classroom Websites	Ops Budget
• Drama program enriched – WMS	Ops Budget
• Early Childhood Curriculum Renovation	Early Ch Grant
• Educational Technology Teacher Leader	Ops Budget
• Engineering by Design Course – WHS	Ops Budget
• Enrichment Courses – WMS	Ops Budget
• GIZMOs – WMS & WHS Science	Ops Budget
• Impact Math – WMS	Ops Budget
• Measures of Academic Progress (MAP) – Elementary	Ops Budget
• Mentoring and Induction	Grant
• MyLearningPlan	Ops Budget
• Naviance – WHS Guidance	Ops Budget
• Professional Development Council	Grant
• Professional Development Teacher Leader	Grant
• Reading Resources – Grades K-3	Ops Budget
• Robotics FIRST Club – WMS	OpsBudget,Gifts
• Task Forces and Leadership Councils*	Grant
• Teaching American History program – Grades 3-12	TAH Grant
• ThinkMath - Elementary	Ops Budget
• Virtual High School	Ops Budget

* See Teacher Leadership section below.

Innovation

In the Innovation Stage, practitioners have used the innovation long enough to learn the nuances of its application, and then begin to work on how to improve the innovation itself. The advice here is “first do it right, then do it differently.” Data plays an important role in determining which innovations are effective, add value and deserve further support.

INNOVATION	FUND SOURCE
• First Class Conferencing System	Ops Budget
• District Website	Ops Budget
• Project Adventure	Ops Budget

Sustainability

The Sustainability stage is ongoing. The sustainability of an innovation depends upon staying tuned to the changes, and continually maintaining high-fidelity services even in the midst of continual change. In the Sustainability Stage, teachers become comfortable with being uncomfortable and embrace the idea of continuous improvement. Call it being ‘restless’ around your practice.

The goal is that continuous improvement will move all our implementations into sustainability. This is the challenge.

TEACHER LEADERSHIP

Teacher Leadership is the foundation of curriculum and professional development. These functions of teaching and learning are supported and sustained by Task Forces and Leadership Councils, which are supported by about \$80,000 in grants. The following chart lists the current Task Forces and Leadership Councils.

TASK FORCES

Early Childhood

Data Teams – Elementary

Data Teams – Secondary

Math – Elementary

Reading – Grades K-3

Reading & Writing – Grades 3-5

Science – Elementary

World Language

LEADERSHIP COUNCILS

Autism Council

Professional Development Council
(PDC)

Mentoring & Induction

Technology in Practice (T-I-P)

Teacher Leadership Council (TLC)

Universal Design

PROFESSIONAL DEVELOPMENT

Professional development enables all teachers, new and experienced, to improve practice using new methods and resources. Professional development in Watertown Public Schools is committed to adult learning that enhances educators' knowledge, skills, and expertise. Through professional development, educators deepen their content knowledge, learn research-based instructional strategies, and strive to understand all students' diverse learning needs while holding them to high expectations. Professional Development is an investment in constructive improvements of teaching and learning. The overarching themes of the program are: Teacher-to-Teacher Collaboration, Data-Driven Instruction, and Curriculum & Technology Integration.

The Professional Development Council in collaboration with Principals and Curriculum Coordinators plans and implements the Professional Development Program. The Professional Development Program is for Faculty in Units A, B, and C. Grant funding primarily supports the District's professional development initiatives.

MENTORING & INDUCTION

This year we have 8 mentors supporting our first year teachers (22). Mentoring and Induction is funded through the Title II grant. New Teacher Induction & Mentoring is a two year comprehensive program to support new teachers with their practice. There are four components to the program: Summer Orientation, First Year Induction, Second Year Induction, and the Mentor Seminar.

Each First-year teacher to Watertown is partnered with a trained Mentor. During the school year Mentors provide support for new teachers, through monthly Induction seminars that focus on instructional practice, student achievement, and parent communication. In addition, meetings with Mentors take place on an ongoing basis to ensure the necessary support and encouragement for a successful classroom.

Teachers in their second year have the opportunity to take a course called "Teaching Diverse Learners" which also fulfills ELL professional development requirements. Depending on their professional needs, second-year teachers may also fulfill their Second Year Induction program by participating on a district task force.

Mentors work with three to five new teachers each year. Mentors plan and facilitate the summer and school year programs for first year teachers. Throughout the year Mentors are also engaged in professional development to hone their mentoring skills.

GRANTS

Many of the programs discussed in the Office of Teaching and Learning Budget report are funded primarily through the following grants.

GRANT	Award Amount	Service Period
Quality Full-Day Kindergarten	\$108,177.00	7/09-6/10
Inclusive Preschool Learning Environments	\$15,705.00	7/09-6/10
Academic Support Services	\$11,798.00	10/09-6/10
SPED Circuit Breaker	\$678,770.00	7/09-6/10
Universal Pre-K Classroom Quality	\$11,964.00	7/09-6/10
Coordinated Family & Community Engagement	\$162,633.00	7/09-6/10
Program & Practitioner Supports	\$11,618.00	7/09-6/10
Early Childhood ARRA (Apr Date ~9-18-09)	\$14,419.00	9/18/09 - 6/10
Title IV - Safe & Drug Free Schools	\$9,747.00	9/09-8/10
Early Childhood Special Education	\$35,882.00	9/09-6/10
Title IID - Enhanced Ed thru Technology	\$4,579.00	9/09-8/10
Title III - Limited English Proficiency Support	\$59,452.00	9/09-8/10
Occ-Ed Vocational Skills (Perkins Act Alloc.)	\$29,843.00	9/09-8/10
SPED 94-142 Allocation	\$800,698.00	9/09-8/10
Title IIA - Teacher Quality	\$101,709.00	9/09-8/10
Title I Distribution	\$376,375.00	9/09-8/10
Title I Carryover	\$54,124.00	9/09-8/10
84.215F Physical Education Project	\$408,474.00	9/09-8/10
Title 1 ARRA (Apr Date 10/26/09)	\$114,057.00	10/26/09 - 8/10
IDEA ARRA (Apr Date 10/9/09)	\$370,839.00	10/9/09 - 8/10
Curriculum, Instruction and Assessment Alignment Project	\$15,000.00	9/09-8/10
TOTAL	\$3,395,863.00	