

**SALEM SCHOOL DEPARTMENT
SALEM, MASSACHUSETTS**

September 18, 2009

SUPERINTENDENT'S BULLETIN #2

To All Salem Public Schools Employees:

Bentley/ECC Elementary School

Long Term Substitute (Maternity leave October until end of school year) – Music Teacher

Please forward letter of interest, resume, transcripts, certification & 3 current letters of recommendation to: Mrs. Jeanine D'Entremont, Human Resources, 29 Highland Avenue, Salem, MA 01970

Special Education Paraprofessional (Early Childhood Center) – 23 hrs/week @ \$13.37/Hr – Associates Degree required or Para Pro test, Work Keys test or 48 college credits required.

Special Education Paraprofessional 20 hrs./week – Associates Degree required or Para Pro test, Work Keys test or 48 college credits required.

Please send letter of interest to: Ms. Jeanine D'Entremont, Human Resources, 29 Highland Avenue, Salem, MA 01970

**Anticipated Grant-Funded Openings
for Math Tutors**

Seven (7) Title 1 Elementary (K-5 or K-8) Instructional Math Tutors

18 hours per week at the rate of \$25.00 per hour. Small group instruction in math for a period of 33 school weeks (October 1 through mid-June). Elementary Certification required. (Funding Source Title 1 Grant)

One (1) Title 1 Collins Middle School Instructional Math Tutor

18 hours per week at the rate of \$25.00 per hour. Small group instruction in math for a period of 33 school weeks (October 1 through mid-June). Middle School Math Certification required. (Funding Source Title 1 Grant)

Please forward letter of interest, resume, transcripts, certification & 3 current letters of recommendation to: Mrs. Jeanine D'Entremont, Human Resources, 29 Highland Avenue, Salem, MA 01970

An Invitation...

You are cordially invited to be part of an exciting DESE grant project: **“Bridging the Gap.....Mathematically”** (Project Bridge) that was recently awarded to Salem and Beverly High Schools. This grant will run for the 2009-2010 school year. Please read on and if you are interested complete the attached Project Agreement Form and return to Gail Doherty not later than September 21.

WHAT is Project Bridge? This project will focus on enhancing teaching strategies within the Patterns, Relationships and Algebra Strand of the Mathematics Frameworks. Teachers will use diagnostic and formative assessment and interactive technology tools to elicit and address student misunderstandings critical for success in Algebra There will be a total of 45 hours of course work including face-to-face workshops, Professional Learning Communities (PLC) and an on-line course using MassONE Moodle .

WHO will be involved in this project? Math Teachers from Beverly and Salem High Schools.

WHEN and WHERE will the work be done for this project ?

Dates	Project activity	Location
Friday Oct. 2 7:30AM- 2:30PM Check-in 7:30-8:00AM Saturday Oct. 3 8AM -2:30 PM	Day 1: Overview of the project and professional development model including PLCs, an introduction to key concepts and relevant research, training, an orientation to the electronic on-line environment Day 2: Focus on training for Module 1 with time to post and read online reflections	Wylie Conference Center Endicott College, Beverly MA Snacks/lunch included.
Oct. – May	Online course To enable teacher and students to take full advantage of the formative assessment items and interactive technology tools to identify and remediate mathematical misconceptions to enhance mathematics teaching and learning and improve student achievement in mathematics.	On-line, wherever you want!
Oct – Jan	2 PLC sessions (after school/1.5 hrs each/each school has their own sessions) Discuss implementation of a module (focused on examining your own student work, instructional implications, and next steps) and time to post and read online reflections.	Beverly or Salem High Schools
Oct. –May	Apply what you learn through training: Implement modules (formative assessment probes and interactive applets with your students to address misconceptions in math.	Your classroom
TBA: One school day in Jan/Feb	Address emergent student needs identified by PLC groups during the fall. Review and discuss student work. Use and development of probes and applets so participants can create their own modules to address student difficulties.	TBA
Feb – April	2 PLC sessions (after school/1.5 hrs each/each school has their own) Focus on full development and	

	implementation of teacher-designed modules, and will include time to post online reflections. Work with a team to design and create a probe-applet set that includes a “screencast” of an applet.	
TBA: One school day in late April/May	<ul style="list-style-type: none"> • Emphasize participant presentations of new modules created. • Continue training and practice refining curriculum and developing own modules . Learn how to use open source tool to record use of applets to post online.	TBA
TBA: Late June 2010	Participant presentations with structured peer feedback sessions, planning for how to sustain the work done on this projects	TBA

HOW will teachers be compensated for project work? 3 Graduate credits will be offered through Endicott for participation in grant workshops. (\$50 per credit). Or 45 Content PDP hours. Substitutes will be hired for training held during school days. Teachers will be compensated at the contractual rate for the 2 Saturdays.