

WHAT HAVE YOU HEAR THAT OTHERS HAVE DONE TO MAKE TIME FOR PD IN THEIR SCHOOLS/INSTITUTIONS? PLEASE DESCRIBE IN A COUPLE OF SENTENCES WITH YOUR NAME.

1. Pay teachers to stay for 2 ½ hour meeting 6 – 8 times during the year after school. Serve dinner (Member of Cohort 5)
2. I send out all information by email. Every time we meet, we focus on PD (member of cohort 1)
3. When teachers ask me for advice in the hallways, I think of the conversation as an opportunity for mentoring. (member of Cohort2)
4. I do 4 sessions a year after school on Sunday (I cancel school that day)
5. I write a sentence stem about teaching and learning on the bulletin board in my office once a month and teachers add their own endings, including their names. (People can add from their experiences each Sunday for a month).
6. I made my office into a place for teachers to gather before school to share ideas (Cohort 1, small school)
7. After doing 2 video-investigations with her faculty, a principal purchased a video camera. She asked teacher to take the camera into their classroom for one class once a year. Each teacher then watched their class, chose 10 minutes to share with a colleague and framed a question for them to think about or to get feedback)
8. Alison Weikel is doing 20-25 own every week with her staff. Great results!
9. Some schools do monthly hour before school on Sunday
10. Online seminar a few times a year- Mindy.

11. Departmental meetings that prioritize PD, sometimes during student assemblies/other activities. Sara Wolkenfeld
12. Day school head of dept. invited teachers to a study group that met in the free planning hour. Each time they met (probably once a month for 6 or 7 months), they studied 10 minutes of a video of one of the teachers in the group focusing on one of the vertices of the triangle.
13. Empowering teachers to teach other teachers on an ongoing basis (at Moriah Pre-school). Maxine Handelman
14. Technology tools, -- I am trying to learn how we can use zoom, edmodo, to help teachers across schools learn together and network. We have had some success—now we hope to expand to content areas.
15. Beginning each school day with a brief faculty meeting/text study. Stefani Carlson
16. Taking one or two days of school as in-service days (no students) to do PD during normal teaching hours.
17. Community wide teacher training day (many synagogues coming together)
18. One program that is interesting that is interesting to me is a peer mentoring program other educators have shared that mentor pairs meet monthly to help on board new teachers. (Sara Greenberg)
19. In some schools, PD is incorporated into the regular schedule of the religious school calendar. Teachers take classes at their institutions that are offered in 3-4 sessions after school.

**HOW DO YOU MAKE TIME FOR PD IN YOUR SCHOOL/INSTITUTION?
PLEASE DESCRIBE IN A COUPLE OF SENTENCES WITH YOU NAME**

1. Tuesdays are set 3:30 -5:00 and can be used for PD. Tamar

In the past, I have gotten on block free (where none of my teachers teach) and I have used that. Tamar

2. Optional Study every two weeks for 1.5 hours with different foci:

-looking at student work

-investigation of practice (day school setting

3. Reb N Book-end:

- We (the staff) studied the R. Nehunyah text
- We start school day setting a kavanah (on post-it) (and in a circle) for out intention for out teaching for the day
- At the staff check-in after school, we reflect on our kavanot
- And then give thanks for our lot. (P. Potts)

4. I schedule staff meetings approximately every 6 weeks (but often in reality they become every 8 was due to conflicting schedules) in evening. Sometimes include dinner, also snacks. (Miriam Abrams Stark}

5. Pay teachers to stay for 1 hour after school after school ends on about 7 Sundays a year for PD and planning. Some is whole staff and some is for 2 grades at a time. Also use the Wed. afternoon before winter break for PD and don't have students come.

6. I currently try to include PD into staff meetings. Most of my teachers have participated in PD on line or in courses in the community.

7. Monthly paid staff meetings.

Twice yearly individual meetings (not paid)

8. Monthly dialog groups by subject matter –national group that meets by we-ex. (Max Handelman)

9. On a community level, I facilitate communities of practice across schools. We plan to bring teachers together over a learning platform (edmodo) around common content areas. We think technology helps teachers across schools to network with each other. (Lisa Klein)

10. Use 6 of our 8 faculty meetings. Most are 1 off. Some (integrating modern Hebrew) are spiraling// ongoing across years. Many are faculty led (recruited by me) of topics requested by teachers. Miriam Philips)

11. On the first Sunday of the month, when there is school scheduled, the students go home after 2 hours instead of 3 hours and we have 2 hours for teaching meetings and staff development.

12. Small school, we stay after and reflect together

13. We have begun a tradition this year of beginning every faculty meeting (5 a year) with a 30 minute text study. (Stefani)

14. We reflect as a team for 20 to 30 minutes after our session. Sometimes we write and then share about the language that didn't stick that day. Sometimes we focus on specific children and sometimes we share strategies. It's hard to think at 6:00 pm after teaching, but it is so wonderful to connect as a team.
Sara Greenberg

15. My boss is incredibly generous about allowing me to take time for PD. I don't do it with others in my organization.

16. We combine with 2 other synagogues for joint professional development (2 - 2.5 hours) each year and bring in an expert on a topic concern. I encourage/ support "teams" to meet regularly and collaborate. Miriam Philips

WHAT DO YOU DREAM OF DOING TO MAKE TIME FOR PD IN YOUR SCHOOL/INSTITUTIONS

1. I've done this elsewhere

- a week of half day sessions in the summer and mid-year.
- 30 – 45 minutes group meetings before or after school
- Weekly meetings over the course of the school year including time for observations

Parallel online learning community.

- Cover pedagogy and content with time for collaborative sharing
- Chats and resource sharing (Mindy)

2. 1st dream: To have my teachers as invested in PD as I am. And re: making time- I'd like to cancel school mid-year for a day for more intensive PD

2nd dream: Form ongoing professional study groups that target teacher interests and become learning communities that inspire participation after hours, over vacations, on an occasional Sunday-because there is never enough time. (Miriam Abrams Stark)

3. I would love to have time for inservice weeks multiple times during the year. That way we could focus on in-depth professional development or sharing strategies. It's too hard for new educators to wrap their heads around professional development topics and orientation topics at the beginning of the year. (Sara Greenberg)

4. PD can take place each week prior to or after religious school.

5. I'd love to carve out more time to share with others the PD that I do. Sara Wolkenfeld

5. Find more solid ways for colleagues to support; learn from each other. (Max Handelman)

6. I dream of taking teachers to intensive professional development programs—conferences, Israel experiences

To be able to learn with and from master educators (Lisa Klein)

7. Professional learning community of one topic, chosen by teachers with learning stations by teachers/ role playing teams supporting and observing each other. Miriam Philips

8. Wouldn't it be neat to have wrinkles in time when the teachers and I could check in after each class? And maybe watch each other teach? And maybe focus on one teacher over one morning of classes? And have leaders who are in to sticking around every week for 1 hour. Paid staff meetings—whoo hoo!
Phoebe Potts