

**ACUSHNET
PUBLIC SCHOOLS**

PROFESSIONAL DEVELOPMENT PLAN

2010-2011



August, 2010

Table of Contents

Requirements as Determined by the Department of Elementary and Secondary Education	3
Professional Development Defined	3-4
Effective Staff Development	4
Mentoring Program	5
Professional Development Committee	5
No Cost Programs	5
Inclusion	5-6
Licensure/Certification	6
Highly Qualified Teachers and Paraprofessionals	6-7
Recertification	7
Individual Professional Development Plans	7-8
Eligible Professional Development Activities for Recertification	8-11
Forms, Procedures, and Other Information	11
Listing of Professional Development Offerings	11-12

REQUIREMENTS AS DETERMINED BY THE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

A September 1994 publication provided to each educator in Massachusetts through the Department of Elementary and Secondary Education included information regarding the individual school district's responsibilities under the recertification regulations.

Each school district will have a professional development plan, which will:

*Include programs and strategies that address the requirements in the recertification options chart to assist employees in meeting their recertification needs. Local and regional school districts will attest to the Massachusetts Department of Elementary and Secondary Education, in a form and time to be determined by the commissioner, that professional development activities offered by them for recertification credit meet the requirements of the Massachusetts Board of Education.

*Identify the no-cost programs and activities for recertification available to employees of the district.

*Create a process for providing guidance to educators regarding the recertification activities in their Individual Professional Development Plan. The district will make the information available to all employees.

Additionally, the individual educator is responsible for maintaining original documentation of professional development for recertification and a log for the five-year recertification period.

PROFESSIONAL DEVELOPMENT

A high quality public education system depends upon educators who engage in continuous professional growth and development. To that end, the Acushnet Public Schools (APS), in congruence with mandates from the Massachusetts Department of Elementary and Secondary Education, is committed to the creation and ongoing support of schools and other education settings as "communities of learners," which encompass both students and the adults involved in their education.

The purpose of high quality professional development is to enhance student learning by promoting increased knowledge, skill, and renewal of educators and other members of the education community. High quality professional development provides a wide variety of opportunities for ongoing growth that will enhance an individual's ability to perform as an educator and promote coherent, systemic approaches to improving teaching and learning within educational organizations.

Professional development is a much needed commodity across our country. Professional development must not be deemed as merely a series of one-time short-term activities. While immediate action must occur, a long-term effort must be maintained. Thus, the professional development plan, as addressed in the following pages, communicates both short-term and long-term planning.

Based upon research on professional development, the Acushnet Public Schools has identified as important to the process of professional development:

- (a) Long-term planning and organization
- (b) Lessening the amount of one-time workshops
- (c) Employing principles of adult learning

- (d) Inclusion of activities related to day-to-day concerns of educators
- (e) Completion of an adequate needs assessment
- (f) Clear objectives for professional development
- (g) Well-planned follow-up activities
- (h) Individualized, hands-on activities
- (i) Provision of options and choices within the professional development program
- (j) Clearly defined responsibilities
- (k) Promotion of trust and concern for improvement
- (l) District-wide focus based upon needs of educators
- (m) Modeling of professional development activities in classes and schools
- (n) Unified efforts and resources among all groups associated with the professional development enterprise
- (o) Strong policy statements
- (p) Comprehensive evaluation procedures
- (q) Recognition that professional development is an aspect of personnel management
- (r) Emphasis on the nature of the instruction taking place in professional development
- (s) Consistency with district-wide philosophy
- (t) Careful selection of professional development trainers/consultants

The Department of Elementary and Secondary Education and Board of Education have supported flexibility in application of the definition and characteristics of professional development. Thus, professional development can and does include formal course work either at colleges or in-district, mentoring, workshops, seminars, conferences (provided they are followed up by additional activities), peer coaching and other substantial support activities, research projects, service to the education profession or school district, writing/publishing, and action research and other work in collaborative teams.

EFFECTIVE STAFF DEVELOPMENT

- Requires and fosters the norm of continuous improvement
- Requires strong leadership in order to obtain continuing support and to motivate all staff, school committee members, parents, and the community to be advocates for continuous improvement
- Is aligned with the district's and school's improvement plans
- Provides for the three phases of the change process: initiation, implementation, and institutionalization
- Bases priorities on a careful analysis of disaggregated student data regarding student learning
- Uses content that has proven value in increasing student learning and development
- Addresses diversity by providing awareness and training related to the knowledge, skills, and behaviors needed to ensure that an equitable and quality education is provided to all students
- Enables educators to provide challenging, developmentally appropriate curricula that engage students in integrative ways of thinking and learning
- Prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students
- Prepares teachers to use various types of performance assessment in their classrooms
- Prepares educators to combine academic student learning goals with service to the community

MENTORING PROGRAM

The Acushnet Public Schools will continue to provide a mentoring program for all new teachers and administrators who have not previously participated in a mentoring program. Mentors will be selected by administration based upon the following factors:

- (a) Compatibility with the new staff person (subject matter, grade level, etc)
- (b) Previous completion of a mentor training course
- (c) Assigned school

Mentors must provide a minimum of fifty (50) hours of mentoring to their assigned teacher or administrator. Logs must be maintained and, upon completion of the mentoring, given to the mentee for inclusion in the portfolio which will be required for Professional certification by the Massachusetts Department of Elementary and Secondary Education.

PROFESSIONAL DEVELOPMENT COMMITTEE

Each school year, there will be a professional development committee.

Membership on the committee will be voluntary, but should include administrators, teachers, and paraprofessionals if at all possible.

The committee will meet to do the following:

- a) Review and update the district professional development plan annually for school committee approval based upon education reform act changes, the district improvement plan, and needs assessments.
- b) Coordinate professional development in the district, including the district professional development days.
- c) Communicate opportunities for professional development to staff.

NO COST PROGRAMS AND ACTIVITIES

The Acushnet Public Schools will provide no-cost opportunities for educators to pursue recertification. Such opportunities will include:

- * Course reimbursement for successful completion of graduate level courses.
- * Released time for in-service workshops, provided this opportunity continues to serve as an option under the Time and Learning requirements.
- * Participation in pre-approved out-of-district workshops, seminars, and activities conducted by the Massachusetts Department of Elementary and Secondary Education and Professional Development providers.
- * District committees, including subject area/grade level curriculum.
- * Other activities as approved by the building principal and superintendent.

INCLUSION

The following groups will be included in the professional development plan for the Acushnet Public Schools:

Superintendent
Principals/Assistant Principal
Assistant Principal
Teachers
Nurses
Business Manager

SPED Director
Title I Director
Unified Media Specialists
Guidance Counselors
Paraprofessionals

A member of the community presently not employed within an educational environment but wishing to maintain certification may contact the superintendent for professional development opportunities by the school district. This may include approval for participation in no cost school district professional development activities, documentation for self-directed projects, or other activities.

LICENSURE/CERTIFICATION

It is the responsibility of the teacher to keep his/her teaching certificate current. Failure to do so may result in termination of employment at the Acushnet Public Schools.

To speak directly to a Department of Elementary and Secondary Education (DESE) representative about licensure, you may call the Licensure Call Center at 781-338-6600 (Monday-Friday from 9:00 a.m.-4:45 a.m.). The Fax Number is 781-338-3391. The address is:

Massachusetts Department of Elementary and Secondary Education
Office of Educator Licensure
75 Pleasant Street
Malden, MA 02148

You can mail all correspondence, documents, and official transcripts relating to your licensure application to this address.

For more information regarding licensure, please visit the DESE website at:

DESE Contact Information

<http://www.doe.mass.edu/Educators/contact.html>

DESE Licensure Main Pages

http://www.doe.mass.edu/educators/e_license.html

http://www.doe.mass.edu/Educators/e_license.html?section=k12

Regulations for Educator Licensure and Preparation Program Approval

<http://www.doe.mass.edu/lawsregs/603cmr7.html>

HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS

No Child Left Behind (NCLB) requires all states and school districts to ensure that all students are taught by highly qualified teachers in the core academic subjects.

For more information regarding No Child Left Behind and the highly qualified provision, please visit the DESE website at:

No Child Left Behind

<http://www.doe.mass.edu/nclb/>

Highly Qualified Frequently Asked Questions

http://www.doemass.org/nclb/hq/hq_faq.html

RECERTIFICATION

You would renew a license (using the Recertification application) if you have been issued a Professional level license (Standard certificate).

The renewal process is on-going with validity cycles of five years. All professional level licenses have validity cycles of five years from the date the professional level license was issued or its last renewal date. These may be renewed by the successful completion of the appropriate number of professional development points (PDPs) as set forth in 603 CMR 44.05 (2), 44.06 (1), or 44.07 (1) within a five year cycle as outlined in Appendix A of the Recertification Guidelines.

For more information regarding recertification, please visit the Massachusetts Department of Education website at:

Recertification Main Page

<http://www.doe.mass.edu/recert/>

Recertification PowerPoint Presentation

<http://www.doe.mass.edu/recert/presentation.pps>

Recertification Frequently Asked Questions

<http://www.doe.mass.edu/recert/qa.html>

COMPLETING THE RECERTIFICATION PROCESS

Educators may recertify through one of two methods. The recommended method is online at www.doe.mass.edu/. The alternative method is submitting materials by mail. Educators choosing to recertify by mail should send documents certified mail, return receipt requested.

Using the Internet method, educators should click under “Educator Licensure” and locate the recertification area. Educators will need to create a password for entrance into the area. Once the recertification is begun, all information is automatically saved until the educator returns to complete or continue working on the forms. Educators should update information on the DESE’s Educator Licensure section as needed.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

Educators in Massachusetts who hold a professional license are required to develop an Individual Professional Development Plan (IPDP) in order to meet license renewal requirements. Professional teaching licenses must be renewed every 5 years and the re-licensure process requires all educators to prepare an Individual Professional Development Plan for each renewal cycle. The plan must be consistent with the educational goals of the school and/or district as found on the school and district improvement plans, which are available on the Acushnet Public Schools District Website at www.acushnetschools.us; the Staff Resource Webpage on each teacher’s computer desktop; and in hardcopy at the individual school

offices) and enhance the ability of the educator to improve student learning. Educators may need to modify the plan based on evolving school improvement goals.

While the principal must approve the IPDP, the responsibility for developing the plan and completing and documenting professional development activities belongs to the individual educator. Likewise, it is the educator's responsibility to monitor the plan for needed changes and for initiating a biennial plan review with the principal.

IPDPs must be approved by the Principal or supervisor. Principals and supervisors may wish to ask the following questions when reviewing and approving Individual Professional Development Plans:

- To what extent are the individual professional growth goals aligned with school and/or district goals?
- How will the proposed professional development activities add to the educator's repertoire of skills and content knowledge?
- How is the plan designed to improve student learning?
- How is the educator participating in a range of meaningful and professionally relevant professional development?

For more information regarding professional development and individual professional development plans, please visit the DESE website at:

<http://www.doe.mass.edu/pd/>

STEPS TO FOLLOW IN CREATING AN INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

1. Review a copy of the Acushnet Public Schools' Professional Development Plan.
2. Determine number of content Professional Development Points (PDPs) required for your license(s).
3. Review district goals (see district improvement plan).
4. Select district goals to be addressed.
5. Review school goals (see school improvement plan).
6. Select school goals appropriate to your grade level/subject area/needs.
7. Formulate a set of individual growth goals consistent with district and school improvement goals.
8. Choose professional development activities that will help you meet your goals over the 5-year licensure renewal cycle.
9. Use the Acushnet Public Schools' IPDP form to draft your professional development plan.
10. Share your plan with your Principal and secure his/her approval.
11. Complete the professional development activities and keep records.
12. Revisit your IPDP with your Principal every two years to review goals and amend the plan as necessary. You may add appropriate professional development activities as they become available during the 5-year cycle.

The Acushnet Public Schools' IPDP form is available on the Staff Resource Webpage.

ELIGIBLE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR RECERTIFICATION

Please note that many PDP options allowed in the past are no longer eligible under recertification guidelines. Most importantly, PDPs are no longer acceptable for participation in a self-directed study group. PDPs are not acceptable for one-day conferences unless a documented follow-up activity brings the total PDPs (conference and follow-up) to 10 hours. In other words, no professional development activity for

fewer than ten PDPs will be accepted toward recertification by the Massachusetts Department of Elementary and Secondary Education. Teachers should coordinate this follow-up activity with the building principal.

The Massachusetts Department of Elementary and Secondary Education has indicated that professional development activities for PDPs should:

- * be intellectually challenging
- * add to the participant's repertoire of skills and content knowledge
- * enhance their contributions to the school community
- * lead to improvement in teaching practice

Please note: Teachers are required to maintain their own PDP certificates and files for recertification; the District does NOT maintain individual professional development files for the purposes of documentation for individual teachers for recertification.

Educators are able to earn 1 PDP per clock hour for professional development activities and programs outlined in the *Recertification Guidelines*. Advanced Academic Studies and some programs sponsored by the Department are eligible for 1.5 PDPs per clock hour. The Department has also established caps on the number of points for certain activities eligible for recertification. These caps are explained in the Guidelines. For more information on recertification access the following website: <http://www.doe.mass.edu/recert/qa.html>

Presenters/ Trainers:

Individuals who make a presentation at a professional conference may earn **up to 30 PDPs per five year cycle**. PDPs may only be earned the first time a presentation is made.

Professional Conference Activities:

Upon completion of one of the following activities after attendance at a professional conference, PDPs may be awarded. Typically 1 PDP earned at a conference is equal to 1 clock hour.

Please note that educators could at one time count less than 10 PDPs per topic for recertification. The regulations now require a minimum of 10 hours in a topic for recertification. Districts may award PDPs to educators for conference attendance after the successful completion of a conference (as evidenced by a Certificate of Attendance) with follow-up activities that combined with conference attendance total 10 hours or more. Follow-up activities at the district level must include an observable demonstration of learning that could include a written product or other product that can be documented.

For example: Should a teacher attend a conference on teaching math strategies to middle school students and earns 6 PDPs, he/she will not be eligible to use these PDPs towards recertification unless he/she coordinates a follow-up activity with his/her building principal that would equal 4 or more hours.

Follow-up Activities Include:

- Complete a reflective journal or detailed summary of the workshop or conference
- Develop/ implement a lesson or curriculum unit relevant to the workshop or conference
- Present a workshop
- Produce a video
- Write an article or book
- Lead a study group or roundtable
- Create a learning log
- Compile classroom observations/notes related to the topic area

College/ University Courses:

Courses taken that are at an undergraduate level, or equivalent, earn **15 PDPs per semester hour** (1 SH=15 PDPs; 3 SH=45 PDPs)

Graduate level study, or its equivalent, where the content is substantially new to the educator, are considered Advanced Academic Study, and earn **22.5 PDPs per semester hour** (1 SH=22.5 PDPs; 3 SH=67.5 PDPs)

Auditing a graduate course of equivalent earns **7.5 PDPs per semester hour** (1 SH=7.5 PDPs; 3 SH=22.5 PDPs)

Instructing a graduate level course or approved equivalent is eligible to earn **45 PDPs per semester hour for the first time taught within a five year cycle** (1 SH=45 PDPs; 3 SH= 135 PDPs)

Content Tests:

Achieving a passing score on a content-specific test approved by the DESE will earn **90 PDPs**

School/ District Based Activities:

Eligible programs earn 1 PDP per clock hour, with a minimum of 10 hours

Activity may be implemented with students, parents, or teachers (see plan for examples)

Requires an observable product including a written product or other documentable product

Maximum PDPs applied from this in a 5 year period = 30 PDPs

District Presenters/Trainers who develop and present at least 3 sessions for an activity are eligible to earn twice the number of PDPs earned by attendees; **a minimum number of 10 PDPs and a maximum of 24 PDPs within a five year cycle.**

The following have a maximum number of PDPs available each year to be used for pedagogy/ professional skill area or elective points or both for recertification purposes (calculate at 1 PDP per clock hour, up to maximum):

- Mentoring 15 PDPs
- Peer Coaching 15 PDPs
- Peer Assistance/ Review Programs 15 PDPs
- Cooperating Teacher w/ a College 15 PDPs
- National Board of Professional Teaching Standards (Successful Completion) 120 PDPs (30-content; 60-pedagogy; 30-elective)
- As a NEASC Visiting Team Member 30 PDPs per 5 year cycle
- School faculty member preparing for NEASC 30 PDPs per 5 year cycle

The District will provide a certificate of completion for PDPs earned in the above list, provided that proper documentation is provided to the Superintendent or his/ her designee at the time of the request. It remains the individual teacher's responsibility to maintain his/her own record of professional development activities and points for recertification.

Curriculum Development:

Educators who write a new curriculum unit published in a school or district guide may earn **15 PDPs per year and up to 60 PDPs in 5 years.**

Curriculum development committee development/ revision participants are eligible to receive **up to 60 PDPs per 5 year period, or 12 PDPs per year.**

Self-Directed Education/ Professional Project:

The following activities are available for PDPs, within the expressed limits set forth by the DESE:

- Doctoral dissertation: **90 PDPs per 5 years, or 18 PDPs per year**
- Masters of CAGS thesis: **45 PDPs per 5 years, or 9 PDPs per year**
- Author of a book: **90 PDPs per book**
- Professional journal article author: **30 PDPs per article or chapter**
- Published results of action research: **30 PDPs per 5 years, 6 PDPs per year**

Other Options for Accumulating Ten (10) Professional Development Points Following a Workshop/Conference

The Massachusetts Department of Elementary and Secondary Education will only accept PDPs in the amount of ten (10) or more. Several options to obtain additional PDPs in conjunction with a conference or workshop are:

- Completion of a reflection journal
- Developing/implementing a unit or lesson
- Presenting a workshop or discussion
- Producing a video
- Writing an article or book
- Leading a study group
- Learning log
- Classroom observation I notes
- Other method of follow up as approved by the building principal and superintendent

Staff members will provide acceptable documentation to the District when requesting PDP credit for any of these areas. The Superintendent or his designee will provide PDPs if there is evidence of improvement to the District, classroom, or school.

CEU Credits: (per DESE)

1 CEU = 10 PDPs

For more detailed information regarding eligible activities, please access the following website:

<http://www.doe.mass.edu/recert/2000guidelines/sect2.html>

FORMS, PROCEDURES, AND OTHER INFORMATION

(All available on the Staff Resources Webpage)

- *Course Approval & Tuition Reimbursement Forms
- *Conference/Workshop Request Procedure
- *History of District Professional Development Offerings (from August 2006)
- *Individual Professional Development Plan
- *In-Service Workshop Evaluation
- *Professional Development Survey Results
- *Request for Approval to Attend a Conference, Workshop, Meeting, Other Form
- *Travel Reimbursement Form

LISTING OF PROFESSIONAL DEVELOPMENT OFFERINGS

Boston Harbor Islands National Park Area: www.BostonIslands.org

Bridgewater State College: www.bridgew.edu

Teaching American History Professional Development Projects at Bristol Community College: tah@bristol.mass.edu

Buzzards Bay Writing Project: www.umass.edu/cusp

Bureau of Education and Research: www.ber.org

Cambridge College School of Education: www.cambridgecollege.edu

Cape Cod Collaborative: www.cccollaborative.org

Center for Applied Special Technology (CAST): <http://www.cast.org>

Catherine Leahy Brine Educational Consultants: www.catherineleahybrine.com

Commonwealth Learning Center: www.commlearn.com

DESE Summer Professional Development Institutes: <http://www.doe.mass.edu/frameworks/cinstitute/>

DESE Annual Summit on Curriculum, Instruction, and Assessment: <http://www.doe.mass.edu/frameworks/summit/>

Hampshire Educational Collaborative: www.collaborative.org

Hanson Initiative for Language and Literacy (HILL): www.mghihp.edu/hill

Ideal Consulting Services: <http://www.idealconsultingservices.com>

Institute for Educational Development: www.iedseminars.org

Keys to Literacy: <http://www.keystoliteracy.com>

Landmark School Outreach Program: www.landmarkoutreach.org

Lesley University: www.lesley.edu/education

Massachusetts Administrators for Special Education: www.asepage.org

Massachusetts Department of Elementary and Secondary Education Content Institutes: www.doe.mass.edu/frameworks/cinstitute

Massachusetts Department of Elementary and Secondary Education Listing of District-Based Licensure Programs: http://www.doe.mass.edu/edprep/district_list.pdf

Massachusetts Elementary School Principals Association (MESPA): www.mespa.org

Massachusetts Secondary School Administrators' Association (MSSAA): www.mssaa.org/

Massachusetts Teachers Association: www.massteacher.org

New England League of Middle Schools: www.nelms.org

Northeastern University School of Education: www.pdp.neu.edu

Project Read: www.projectread.com

Public Consulting Group: <http://www.publicconsultinggroup.com/education/index.html>

READS Collaborative: www.readscollab.org

Research for Better Teaching: www.RBTeach.com

Ribas Associates and Publications: <http://www.ribasassociates.com>

Sea Education Association, Inc.: www.sea.edu

Simmons College: www.simmons.edu

Solution Tree: <http://www.solution-tree.com/Public/main.aspx>

South Coast Educational Collaborative: www.scecoll.org

Staff Development for Educators: www.sde.com

Teachers21: www.Teachers21.org

Quest Education Systems: www.questeducationsystems.com

The Reading Institute: <http://www.thereadinginstitute.net>

UMass Dartmouth: www.umassd.edu