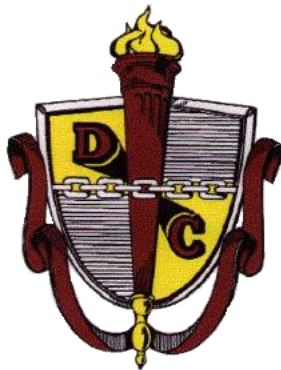


# **Dudley-Charlton Regional School District**



## **Professional Development Plan**

**2011-2012**

*"... to advance the knowledge and well being of our children and our community."*

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# Dudley-Charlton Regional School District Professional Development Plan 2011-2012



*“Districts that take their commitment to high levels of performance seriously view staff development as their primary strategy to achieve their goals.” (Hirsh, Journal of Staff Development 2004)*

## Introduction

This Professional Development Plan for Dudley-Charlton Regional School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. The model that we pursue builds on and strengthens the successes already evident in the district. We strive to foster a culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Throughout this document, we reference the ultimate goal of professional development: improved student learning. While being mindful of that core purpose, it is important to acknowledge the additional benefits of a comprehensive plan:

- improving job satisfaction
- improving our ability to recruit and retain new educators
- increasing our knowledge of innovative practices
- meeting the requirements for relicensure

The scope of professional development (PD) will not be limited to attending a workshop or participating in a seminar with a visiting expert. PD will consistently be an ongoing process that involves sustainable improvement in student learning. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process anew. This work is best done with colleagues and not alone, because each of us is limited by our own perception of the problem and knowledge of possible solutions.

This work is already underway in many areas of the district. We aspire to make this work public, explicit and broader in its scope. By collaborating and sharing data and teaching one another about teaching, educators and administrators will have powerful, positive, long-lasting effects on learning for all students.

*“... to advance the knowledge and well being of our children and our community.”*

## I. PROFESSIONAL DEVELOPMENT GOALS

Dudley-Charlton's central goal for professional development is to increase student learning through individual, collegial and organizational improvement. We plan to achieve this by valuing and nurturing the intellectual capacity of all staff. This requires providing educators with meaningful opportunities to reflect on research and best practice, in order to deepen their knowledge of content and pedagogy.

Our goals demand time for collaborative inquiry, reflection and mentoring. We can accomplish them by working with our often untapped expertise within the school system as well as with "experts" beyond the school community. Our goals are listed below with specific objectives:

### **1. Articulate and align local curricula with MA Curriculum Frameworks.**

- Articulate grade level and course specific expectations and benchmarks that align with evolving frameworks.
- Identify, recommend and fund approaches and materials to meet curriculum requirements; then support implementation efforts.
- Review instructional time/scheduling needs to effectively meet grade level learning expectations.
- Provide opportunities for teachers and others to explore relevant research and best practice.

### **2. Align teaching with updated local curriculum, instructional practice, and assessment strategies that meet the needs of diverse learners.**

- Provide professional development on recommended approaches and materials.
- Include ways to effectively integrate technology.
- Develop capacity for differentiated instruction.
- Match instruction to curriculum in ways that all students can reach success.
- Use multiple diversified measures to assess student progress, based on learning expectations.
- Revise curriculum and related recommended materials/approaches based on student performance

### **3. Improve communication about student learning (curriculum, instruction and assessment).**

- Increase opportunities for communication across each grade level and between schools.
- Provide time for teachers to share and discuss student work and related insights, successful instructional strategies, problems, concerns, and discoveries.
- Target professional development resources for all groups.

### **4. Provide support for effective procedures for the recruitment, selection and retention of highly qualified staff.**

- Continue to refine the mentoring program for new staff without professional teaching status, according to new staff needs and changing DOE requirements.
- Recognize exemplary programs and staff.
- Provide support whenever feasible for staff to attend state and national conferences.

*"... to advance the knowledge and well being of our children and our community."*

*“As research suggests and our experience supports, professional development that is on-going, job embedded, maintains the focus on student achievement, and is collaborative in nature is the best way to continuously improve our practice in order to improve achievement for all students.”*  
(Wilson and Berne, *Teacher Learning and the Acquisition of Professional Knowledge*, 1999)

## **II. KEY ELEMENTS OF PROFESSIONAL DEVELOPMENT IN DUDLEY-CHARLTON**

The goal of this plan is to ensure that educators are well supported in their pursuit of the knowledge and skills necessary to improve student learning. Analysis of student learning data and educator self-assessment will help educators target specific student learning needs and educator practices. The PD that teachers engage in will include the following key elements:

### **A. Improvement of educational practice by focusing on student learning needs**

A clear articulation of student learning needs is at the foundation of professional growth. An understanding of these needs comes from a comparison between stated learning expectations and performance. PD decisions should aim to enhance an educator’s skills and/or knowledge of content and pedagogy in order to address student learning needs.

Data can be generated from informal and formal assessments collected by the teacher, the school or the system. The goal is to use multiple sources of data to look for patterns. When findings from different sources of data support each other, a picture of student learning becomes more distinct. Formal and informal methods of assessment include:

- Classroom-based reading assessments
- Writing samples
- Science lab reports
- Teacher-designed tests
- Journals
- Portfolios
- Long-term projects
- Notes on class participation and discussion
- Feedback from parents and/or other educators
- Curriculum based measures
- Standardized tests such as MCAS.

### **B. Improvement of educational practice through educator self-assessment**

The goal of PD is to improve student achievement. Educators must look at changes in their practice as a way to enhance student success. The Massachusetts Department of Education’s document, *Principles of Effective Teaching*, provides guidelines for all educators as well as examples of teaching practices that promote student progress. The principles offer a strong document for self-assessment as a way to identify practices in need of improvement.

Educators will spend time reflecting on their practice. Using the *Principles of Effective Teaching* as a guide, educators will consider:

- What do I do well?
- How does my practice address student needs?
- Is there a gap between my practice and my students’ needs?
- What are the practices I need to improve to better meet all students’ needs?

*"How do teaching and learning improve?" ...the answer is no mystery. It is as simple as this: I cannot improve my craft in isolation from others. To improve, I must have formats, structures, and plans for reflection on, changing and assessing my practice which . . . must be continually tested and upgraded with my colleagues. (Glickman, Leadership for Learning: How to Help Teachers Succeed, 2002)*

### **C. Collaboration**

Professional development in Dudley-Charlton grows from educators supporting one another and acknowledging their collective wisdom and responsibility for the success of all students.

Collaboration underlies and supports effective professional development. The hallmark of collaboration is that it yields work that could not have been done alone. It elevates the results of the effort by incorporating more points of view than any one person could have. The scope of collaboration ranges from colleagues working together to enhance one student's experience to a team of educators addressing long-standing educational dilemmas.

### **D. Documentation**

Identifying and documenting educators' growth illustrates and informs the impact of professional development on students and educators. As we grow professionally these documents also help us share our expertise and continually evaluate PD to maximize its effectiveness.

Evidence of educator growth may be from a variety of sources:

- Student achievement data – grades, samples of student work, standardized assessments, etc.
- Copies of old lessons and new lessons showing improvements made
- Reviews of professional literature
- Photographs or videos of instruction or student performances
- Portfolios

The ultimate goal is change in practice resulting in improved student learning.

### **E. Ongoing Process**

Professional development is an on-going process. It takes place over time, involves the analysis of its effect on student learning and is embedded in the work we do daily. Dudley-Charlton strives toward making all professional development meaningful, timely, and focused on individual growth and organizational improvement. Our investment in models that support continuous improvement and lifelong learning will continue to pay dividends in improved student learning.

Evaluation of the effectiveness of our professional development is shifting from simple ratings of participants' satisfaction to observable demonstration of learning directly connecting professional development programs. This focuses us on classroom practices and student learning. Professional development is expected to have an impact on how student learning benefits from new behaviors acquired in the many opportunities planned.

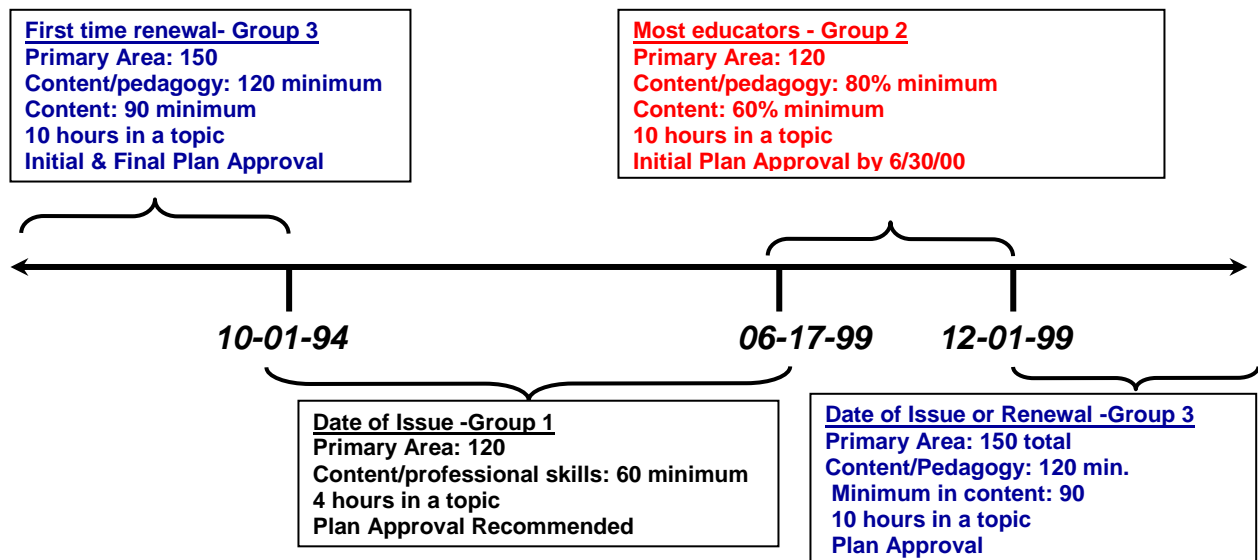
### III. REQUIREMENTS FOR RELICENSURE

*The Massachusetts Educational Reform Act of 1993 requires school districts to, "Adopt and implement a professional development plan for all principals, teachers, other professional staff, paraprofessionals and teacher assistants employed by the district."*

(Massachusetts General Laws, Chapter 71, Section 38Q)

The current DOE requirements for relicensure for educators who already have professional licenses involve earning 150 PDP's for each license in each five-year renewal cycle. (*Educators with standard certificates issued prior to October 1, 1994 that were required to be renewed by June 18, 1999 must develop Individual Professional Development Plans that include 120 PDP's.*) Since there have been changes to these requirements in recent years, the best source of information is the DOE website, [www.doe.mass.edu](http://www.doe.mass.edu).

#### How many PDP's do I need?



Here is a very brief, general summary of PDP requirements:

- Licensed Educators must collect up to 150 PDP's every five years.
- Generally, one PDP equals at least one clock hour of professional development.
- Educators must complete a minimum of 10 hours *on a topic* and produce an *observable demonstration of learning*.

There are various categories for earning PDP's and the DOE has set a limit to the number of PDP's that may be earned for each category. The one category that does not have a limit to the number of PDP's available is "Educator Designed Activities." What this means is that educators can design their own PD, in collaboration with their supervisor, to meet their learning needs as well as address student needs.

**An observable demonstration of learning** may include a written product or other documentation of the educator's learning as a result of professional development activity. Examples of products that demonstrate the educator's learning, and therefore are acceptable professional development activities, include: peer observation reports, reflection essays, professional journals or logs, and curriculum units. Within most of these products there is evidence of educator knowledge, skills gained, and the impact or potential impact on student learning.

Educators can, to a large extent, design activities to meet the specific, identifiable needs of their students by creating their own opportunities for professional development. There will also continue to be opportunities for educators that are job-embedded such as release days and after-school curriculum meetings. There will also be opportunities for workshops that educators may attend. Following the workshop, an educator could design work based on new learning to share with colleagues and/or implement the plan in his/her classroom. This will yield PDP's if the educator gets prior approval from his/her supervisor, there is a minimum of ten hours spent on the work, and if there is an observable demonstration of learning.

Relicensure is an outcome of our professional development. The DOE requirements provide the opportunity to use professional development to address educator and student needs. This is a new and empowering development that dignifies the belief that teachers can direct their own learning.

**There are multiple opportunities for acceptable professional development, including but not limited to:**

- Faculty meetings focusing on school improvement, directed by principals to support the annual School Improvement Plan
- Workshops sponsored by outside agencies
- Undergraduate, graduate, audited or on-line courses that are approved by the educator's evaluator which are then incorporated into the educator's repertoire of knowledge and skills
- Educator-designed activities such as looking at student work, text-based discussions, and study groups
- Instructor for graduate level course
- Instructor for a District-sponsored course; for example, a high school teacher could design a course on problem-solving in algebra for 7/8 teachers. The instructor would earn double PDP's
- Participation on a team that is developing performance assessment
- Content tests for licensure
- Release day with follow-up work (to total 10 hours for 10 PDP's)
- A coordinator sponsored system-wide project; for example, curriculum development

**For More Information**

For more information on requirements for educator license renewal, consult the Massachusetts Department of Education website at <http://www.doe.mass.edu/recert/>

The Massachusetts Teacher's Association also maintains a Recertification Help page at: [http://www.massteacher.org/career/state\\_cert/recert.cfm](http://www.massteacher.org/career/state_cert/recert.cfm)

## **How do I develop an Individual Professional Development Plan?**

1. Review a copy of the Dudley-Charlton Professional Development Plan.
2. Review a copy of the School Improvement Plan for your school.
3. Review the required Professional Development Points (PDP's) for your license(s).
4. Formulate a set of individual professional growth goals consistent with district and school improvement goals.
5. Choose professional development activities that will help you meet your goals over the 5-year licensure renewal cycle.
6. Use the IPDP Form to draft your professional development plan.
7. Share your plan with your Principal/Supervisor and secure her/his approval.
8. Complete the professional development activities and keep records.
9. Revisit your IPDP with your Principal/Supervisor every year 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.

Individual Professional Development Plans are approved by an educator's supervisor. PDP's are corroborated by supervisors, principals, and workshop leaders depending on the specific work. Each educator will be responsible for maintaining accurate records.

## **NCLB/DOE Highly Qualified Requirements**

According to the regulations outlined in the Federal act, NCLB (No Child Left Behind), all teachers who teach any or all "core academic subjects" must have met the definition of "highly qualified" by the end of school year 2005-2006. "Core academic subjects" include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. In order to be considered "highly qualified," teachers of the core academic subjects must:

- Possess a Bachelors degree or higher.
- Possess a Massachusetts teaching license (Preliminary, Initial, or Professional levels).
- Demonstrate "Subject Matter Competency" in each core academic subject being taught.

For many teachers meeting the requirements is straightforward. For example, in grades 7-12, most teachers possess subject specific licenses that require a Bachelors or greater degree in the subject area. The same would be true for an elementary art or music teacher. However, individuals who are licensed in areas such as Elementary, Special Education and ESL, (who teach multiple core academic subjects) will face the challenge of exhibiting "subject matter competency" in each "core academic subject" that they teach. Teachers can demonstrate competency by completing a Massachusetts HOUSSE Log. HOUSSE stands for "High Objective Uniform State Standard of Evaluation," which allows teachers to obtain and utilize PDP's in core academic areas for the purpose of meeting the NCLB "highly qualified" subject matter competencies. Teachers must have obtained a total of 96 PDP's in the core academic areas by 2006 to meet the requirement. Teachers may have used PDP's earned between June 1999 and June 2006 for this purpose. Once a teacher attains 50% of the 96 content/content pedagogy PDP's, the teacher can be considered "highly qualified." While the hope is that teachers will divide the 96 PDP's equally over the core subject areas taught, it is not required.

*“There is broad, even remarkable, concurrence among members of the research community on the effects of carefully structured learning teams on the improvement of instruction. Add to this that such structures are probably the most practical, affordable, and professionally dignifying route to better instruction in our schools.”*

(Schmoker, 2004)

#### **IV. COMMITTEES**

The district’s professional development plan views committee participation as one component of the individual’s professional development. Therefore, PDP’s are awarded for participation in committee activities at both the school and district level. The following is a list of district-wide committees for which PDP’s will be awarded in 2011-12. Some committees are representative in nature. Some will continue with the members who served on them last year. Others are open to any interested faculty member. All arrangements for committee meetings are made by the chairperson. Please contact the chairperson listed after each description for more details.

##### **New Teacher Institute**

The Dudley-Charlton Regional School District New Teacher Institute meets monthly as part of the mentoring program. The many benefits of D-C’s mentor program include improving teaching performance, increasing the retention of promising beginner teachers, and promoting personal and professional well being of beginner teachers. Our District Mentoring Coordinator oversees the New Teacher Institute and works with building liaisons to provide support throughout the year. Mentors with their protégés meet on a regular basis starting with the Orientation Day scheduled before the start of school. Full participation in the mentoring program leads to Professional Development Points for both mentors and protégés.

(Robin Parmley and Nancy Tully)

[tcomtois@dcrsd.org](mailto:tcomtois@dcrsd.org); [ntully@dcrsd.org](mailto:ntully@dcrsd.org)

##### **Professional Development Committee**

The role of this committee is to provide quality professional development opportunities for the faculty. Members serve as liaisons between the committee and the faculty of the school or department they represent. Recommendations are made for guest lecturers, workshops, courses, institutes, and other offerings. Throughout the year PDC members work on the format and content of the Professional Development Handbook published for the district. The committee consists of teachers, administrators, and the curriculum director and should include a representative from each school or department.

(Nancy Tully)

[ntully@dcrsd.org](mailto:ntully@dcrsd.org)

##### **New England Association of Schools and Colleges (NEASC)**

Accreditation relies on a voluntary, peer review process, including self-study. The goals are school effectiveness, improvement and public assurance. This procedure establishes a level of acceptable quality for all accredited institutions.

Members of the original Steering Committee were appointed by the principal, and most members have continued to participate in the follow-up process. Shepherd Hill administration and faculty members have completed the first two phases of the accreditation program: the self-study and evaluation visit. The self-study included involvement of students, parents and members of the community at large. The Follow-Up Committee will indicate the status of the recommendations outlined in the evaluation report by submitting a Two-Year Progress Report and a Five-Year Progress Report. Committee members continue to meet regularly.

(Mary Pierangeli)  
[mpierangeli@dcrsd.org](mailto:mpierangeli@dcrsd.org)

### **National Association for the Education of Young Children (NAEYC)**

The National Association for the Education of Young Children (NAEYC) is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8.

Kindergarten teachers will review NAEYC guidelines and their impact on classroom practices, classroom documentation, and assessment. Documents will be developed, reviewed, and/or revised to reflect alignment with NAEYC guidelines and criteria. The staff will determine necessary evidence and documents to be kept within the ongoing classroom portfolio. The final product will be a comprehensive filing system containing information and documents needed for NAEYC accreditation.

The project is directly linked to classroom practices and the realignment of NAEYC guidelines to the Kindergarten Learning Experiences and the Massachusetts Curriculum Frameworks. It will benefit the district in ensuring that the NAEYC guidelines are fully understood and implemented, leading to successful re-accreditation in conjunction with meeting the requirements for the Quality Full-Day Kindergarten Grant # 701.

(Theodora Dono)  
[tdono@dcrsd.org](mailto:tdono@dcrsd.org)

### **V. BOOK CLUBS**

Another high-quality professional development activity within the District is the Book Club. The purpose of these self-selected groups is to deepen subject matter knowledge in areas of personal and/or content interest. The groups have remained one of the most popular options for PD because of the professional camaraderie that develops as a group of inquisitive teachers focus on an intellectual issue of genuine relevance. The popularity and success of the continuing format – individual reading and one group discussion – relies on the commitment of each participant. In order to share in the afternoon discussion, everyone must have read the book in its entirety prior to the meeting. In order to qualify for professional development, participants must produce a product of value to their classroom or the curriculum as a whole. Insightful conversation comes from the diverse perspectives of the participants. A group leader with expertise and/or interest in the topic facilitates the discussion.

Through the coordination of our District Math Coach, Ms. Pamela Walsh, teachers will gather to discuss *Building Mathematical Comprehension*, by Laney Sammons. Discussions will focus on the application of research-based reading comprehension strategies to the understanding of mathematics. Teachers will work to incorporate ideas for using familiar devices such as visualizing, making predictions, making connections, and vocabulary building to help students delve deeper into mathematical understanding to build their conceptual understanding. Participants will use hands-on, problem-solving experiences with small groups to encourage mathematical communication and discourse.

Additionally, Mrs. Linda Hackenson will facilitate discussion on *The Daily Five* by Gail Boushey and Joan Moser. The meetings will consist of discussions relating to a structure developed by the authors, based on literacy learning and motivation research, which has been practiced and refined in their own classrooms for ten years. The Daily Five is a series of literacy tasks (reading to self, reading with someone, writing, word work, and listening to reading) which students complete daily while the teacher meets with small groups or confers with individuals. Teachers will be able to practice the strategies contained in the book within their classrooms and provide firsthand evidence as to what worked, and how adjustments were made to increase the effectiveness of each task. Participants will journal responses to reflective questions regarding the book, along with logging hands-on practices they have attempted in their classrooms.

## **VI. STUDY GROUPS**

Teachers and/or administrators will have the opportunity to participate in study groups and select topics of educational interest. The purpose of a study group is to create learning communities of educators who set goals to guide their own learning while creating a final product. Once potential study group members have been identified, they need to meet and establish goals and priorities, as well as ways of achieving the goals. The proposal needs to be approved by the Superintendent. Educators may earn from 10-20 PDP's; a product must be produced in order to earn the PDP's.

- **Study Group Action Plan** (All PD forms are available on-line under the PD link on the main page).
- Activities designed to achieve goal(s) and create final product
- Final reflection about process and product
- Copy of product will be shared with faculty members

## **VII. EDUCATIONAL TECHNOLOGY WORKSHOPS**

The district recognizes that teachers need training and support in order to maximize the use of technology tools for curriculum, instruction and assessment. Specific workshops will be included in the professional development catalog.

In addition, *Custom Guide Software* offers an entire library of training software available to district staff at no cost. Thousands of tutorials are available at every level of difficulty from basic to advanced. Using your district username and password, staff interested in using the software can register at the following URL:

<http://login.customguide.com/DudleycharltonRsd>

## VIII. ONLINE COURSES AND WORKSHOPS

Online opportunities for professional development are abundant. You can participate in degree programs, graduate courses, workshops or forums. All have an associated cost. What criteria should you consider when you are thinking about participating in these opportunities?

### 1. Is distance learning for me?

You will need to consider your learning style, the skills and tools required to manage learning in a technology environment, the amount and type of teacher interaction you require, your scheduling needs, and your ability to manage learning in a home environment.

A self-assessment of these major questions can be conducted at

<http://www.petersons.com/dlwizard/code/default.asp>.

### 2. Will the credits apply toward my licensure program?

Determine if the course from the online provider is recognized in your professional field:

- Will the course meet the requirements?
- Can the credits be transferred or applied toward PDP's?
- How are transcripts or certificates of participation handled?

### 3. How well are the teachers prepared to be online instructors?

Not all great teachers are great online teachers, and not all teaching styles work online.

- What would be the level of interaction between the teacher and student?
- Will there be forum participation?
- How are electronic assignments organized, shared, and submitted?

For further exploration of how to check the quality of a program, check out the articles at

<http://www.petersons.com/>

### 4. What are the technical requirements for participating?

You will need to inquire about the technical support resources available to start up and complete the course. Do you have the appropriate connectivity, hardware and software and the technical competencies that are necessary to participate successfully?

### 5. Additional useful resources for online professional development:

<http://www.mascd.org>

The Massachusetts Association for Supervision and Curriculum Development supports instructional and curriculum leaders – school and college teachers, department heads, principals, curriculum directors, assistant superintendents and superintendents. Professional Development offerings include online courses, conferences and workshops, leadership licensure programs and online discussion groups.

<http://www.ascd.org>

ASCD online courses are Web-based multimedia courses on topics of interest to all levels of educators. Each course includes interactive lessons that have been specially designed for Web-based training, and each lesson is supplemented with extensive reading material and access to discussion groups.

Additional resources are listed on the following pages, but are neither comprehensive nor intended to limit staff options.

## **IX. RESOURCES**

The following is a partial list of organizations that offer professional development throughout the year. Please visit their websites or contact them directly for additional offerings that might not be listed here. Check often, as courses are added and updated frequently.

### **Massachusetts Association for Supervision and Curriculum Development (MASCD)**

<http://www.mascd.org>

### **Association for Supervision and Curriculum Development (ASCD)**

<http://www.ascd.org>

### **Massachusetts Department of Education**

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

<http://www.doe.mass.edu/educators/> (licensure)

<http://www.doe.mass.edu/lawsregs/603cmr7.html> (licensure regulations)

### **New England School Development Education Council (NESDEC)**

28 Lord Road

Marlborough, MA 01752

508-481-9444

<http://www.nesdec.org>

### **Teachers21**

34 Washington Street, Suite 220

Wellesley, MA 02481

<http://www.teachers21.org>

### **Atomic Learning**

[www.atomiclearning.com](http://www.atomiclearning.com)

### **Merrimack Education Center**

[www.mec.edu](http://www.mec.edu)

### **Knowledge Delivery Systems**

[www.kdsi.org/Mass](http://www.kdsi.org/Mass)

### **French River Education Center (FREC)**

[www.frec.org](http://www.frec.org)

### **Canter Online**

[www.webed.com](http://www.webed.com)

### **South County Alliance for Middle Schools**

[www.scamssite.com](http://www.scamssite.com)

### Elementary

#### **Massachusetts Elementary School Principals' Association (MESPA)**

28 Lord Road, Suite 125  
Marlborough, MA 01752  
508-624-0500

<http://www.mespa.org/index2.html>

### Middle School

#### **New England League of Middle Schools (NELMS)**

460 Boston Street, Suite 4  
Topsfield, MA 01983-1223  
978-887-6263

<http://www.nelms.org/>

### High School

#### **Massachusetts Secondary School Administrators' Association, Inc.**

33 Forge Parkway  
Franklin, MA 02038  
508-541-7997

<http://www.mssaa.org>

#### **Counselors Massachusetts School Counselors Association**

<http://www.masca.org/>

## **X. ONGOING PD INITIATIVES**

The district will offer professional development opportunities with a variety of structures and funding sources. The varying structures will allow the district to focus on its identified goals and meet the specific needs of individual teachers.

Opportunities/activities planned for SY11-12 include:

- Mandated training required by the Massachusetts Department of Education  
The Department of Education requires annual training in the following areas: confidentiality, civil rights, harassment, restraint, ELL, acceptable use of technology, and sex education parent notification
- Structured professional development built into the school year calendar
  - Focused curriculum discussions across the district
  - Curriculum mapping teams
- New Teacher Institute  
The district holds New Teacher Orientation in August. Training for new teachers continues throughout the year with the mentor program. Each teacher will be assigned a mentor. Mentors and protégés will meet weekly and keep a log of their meetings/topics. Time is made available for mentors and protégés to observe each other in a peer coaching model.

- CPR
  - Refresher
  - Initial training
- Crisis Prevention and Intervention Training (CPI)
  - Refresher
  - Initial training
- Project Read
  - Report Form and Written Expression
  - Story Form and Phonology
- Standards-Based Report Cards
  - The district will continue to pilot a Standards-Based report card in Grades K-1. The use of a standards-based system of reporting will provide parents/guardians with more detailed information regarding students' strengths and weaknesses.
- Literacy
  - Literacy Teams
  - Keys to Literacy Comprehension and Vocabulary strategies
- Funding/support for educator designed activities (Study Groups) proposed by staff
- Book Clubs
  - *Building Mathematical Comprehension* by Laney Sammons
  - *The Daily Five* by Gail Boushey and Joan Moser
- Course reimbursement for study at area colleges and universities (per contract)
- District sponsored seminars and workshops held outside of the scheduled school day
  - Mentor Training
  - ELL Category Trainings
  - Peer Mentoring Training
  - Smart Board technology
  - Technology Workshops
  - Professional Learning Communities
- Outside workshops and seminars
  - Content information
  - Department of Education training
  - Skills and Strategies for the classroom
  - Updates information regarding DOE/Federal regulations and implementation

## XI. CONCLUSION

This plan describes our vision of PD in the Dudley-Charlton Regional School District. The purpose of PD is to address educators' continuing need to grow professionally in order to meet the needs of all of students. The goal of this plan is to provide educators with the strategies to support them as they strive to improve student achievement.

PD holds the potential for all stakeholders to improve. A legitimate by-product of this work will be relicensure for Dudley-Charlton educators. As educators take advantage of these opportunities and design appropriate PD to meet their needs, the entire community will benefit.

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Sparks, D., & Hirsh, S. (1999). *A national plan for improving professional development.* National Staff Development Council.

Massachusetts Department of Education, [www.doe.mass.edu](http://www.doe.mass.edu)



## Record of Additional Professional Development Activities for Primary Area

Professional Development Activity	Professional Growth Goal (Goal Number)	Content PDPs	Other PDPs (pedagogy or professional skills)	*Date Approved & Supervisor's Initials <b>OPTIONAL</b>	Date Completed

\*The Supervisor's initials indicate that the professional development activity is consistent with the educational needs of the school and/or district and is designed to enhance the ability of the educator to improve student learning.

## Record of Additional Professional Development Activities for Elective PDPs

Professional Development Activity	Professional Growth Goal (Goal Number)	Content PDPs	Other PDPs	Date Completed

Use additional copies of this form if necessary.

*This document and other Department of Education documents and publications are available on our website at [www.doe.mass.edu/recert](http://www.doe.mass.edu/recert).*

\_\_\_\_\_  
Educator's Name

\_\_\_\_\_  
Certificate Number

**Initial Review and Approval**

\_\_\_\_\_  
**Date**

The signature below indicates that 80% of this educator's Individual Professional Development Plan is consistent with the educational needs of the school and/or district and is designed to enhance the ability of the educator to improve student learning.

\_\_\_\_\_  
Supervisor's Name (print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

**First Two Year Review**

\_\_\_\_\_  
**Date**

The signature below indicates that this educator's Individual Professional Development Plan was reviewed.

*Please check one.*

\_\_\_\_\_ The Plan remains consistent with the educational needs of the school and/or district.

\_\_\_\_\_ The Plan was reviewed and amended.

\_\_\_\_\_  
Supervisor's Name (print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

**Second Two Year Review**

\_\_\_\_\_  
**Date**

The signature below indicates that this educator's Individual Professional Development Plan was reviewed.

*Please check one.*

\_\_\_\_\_ The Plan remains consistent with the educational needs of the school and/or district.

\_\_\_\_\_ The Plan was reviewed and amended.

\_\_\_\_\_  
Supervisor's Name (print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

**Final Endorsement**

\_\_\_\_\_  
**Date**

The signature below indicates the supervisor has reviewed this educator's Record of Professional Development Activities and the reported activities are consistent with the approved professional development plan.

\_\_\_\_\_  
Supervisor's Name (print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

# APPENDIX B: SAMPLE HOUSSE LOG

*- Sample -*

## HOUSSE\* Supplemental Log for Generalist Teachers

(\*High Objective Uniform State Standard of Evaluation)

Generalist teachers (individuals who are licensed in a specific area such as Elementary, Special Education, and ESL who teach multiple core academic subjects) will most likely find that their current license renewal Individual Professional Development Plan (IPDP) (also known as a recertification IPDP) does not meet the HOUSSE requirements for "highly qualified". These educators will not be required to modify their current license renewal IPDP, unless they choose to do so. They should proceed and complete their current approved license renewal IPDP. If these teachers would like to demonstrate that they are highly qualified through an IPDP, they will need to:

- Complete this supplemental log that documents how the HOUSSE requirements and PDP distribution (96 PDPs in content/content pedagogy related to the core academic subjects that the teacher teaches with at least 10 PDPs in each core academic subject) are being met.
- The HOUSSE log for highly qualified may include PDPs gained through multiple rounds of renewals (recertification) dating back to June 1999. The "log" must demonstrate that 96 PDPs are completed by the end of 2006 in the core academic subjects that the teacher teaches.
- *The teacher should complete the sections of the chart below that correspond with the core academic subjects that they teach. If a teacher does not teach one of the core subjects listed in the chart, that section of the chart does not need to be completed. Additionally, if a teacher teaches a core academic subject that is not listed in the chart, he/she should create a new section for that subject(s).*

Additional guidance about highly qualified and HOUSSE including a Frequently Asked Question document and Highly Qualified Teacher presentation can be found at: [www.doe.mass.edu/nclb/hq](http://www.doe.mass.edu/nclb/hq)

Teacher's Name: \_\_\_\_\_

Please list the core academic subjects that the teacher teaches:

CORE ACADEMIC SUBJECT	Name/Type of Professional Development Activity	Content or Content Pedagogy (Please Indicate)	COMPLETION DATE	# of PDPs
<i>Reading</i>	<i>Example: Graduate Course at Framingham State/Research and Practice in Reading Instruction</i>	<i>Content Pedagogy</i>	<i>5/00</i>	<i>67.5</i>
<b>Total Reading PDPs (Minimum of 10 Required)</b>				

<b>English</b>				
<b>Total English PDPs (Minimum of 10 Required)</b>				
<b>Math</b>				
<b>Total Math PDPs (Minimum of 10 Required)</b>				
<b>Social Studies</b>				
<b>Total Social Studies PDPs (Minimum of 10 Required)</b>				
<b>Science</b>				
<b>Total Science PDPs (Minimum of 10 Required)</b>				
<b>Other Core Academic Subject</b>				
<b>TOTAL NUMBER OF PDPS IN LOG (MUST EQUAL A MINIMUM OF 96 PDP's)</b>				

Teacher's Signature Upon Completion: \_\_\_\_\_

Date: \_\_\_\_\_

Principal's Signature Upon Review: \_\_\_\_\_

Date: \_\_\_\_\_