Dracut Public Schools

Professional Development
Handbook

Handbook

2019-2020

Office of Curriculum, Instruction and Assessment

2063 Lakeview Ave
Dracut Massachusetts, 01826
(978) 957-2617

www.dracutps.org

Dracut Public Schools
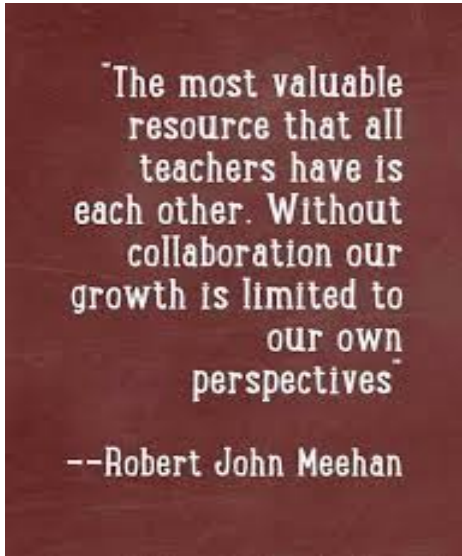
TABLE OF CONTENTS

_____

INTRODUCTION

This Professional Development Handbook for the Dracut Public Schools describes a vision for professional learning that is collaborative, continuous, embedded in daily practice and focused on student growth. This model builds on and strengthens the successes already evident in the district. We strive to strengthen this culture by providing a framework that affords every educator an opportunity to enrich his/her practice. Throughout this document, we reference the ultimate goal of high quality professional development, which is to enhance professional practice and improve student learning.

The scope of high quality professional development (HQPD) in Dracut Public Schools will not be limited to one-time events, such as attending a workshop or participating in a seminar with a visiting expert. High quality professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires continuous evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches and assessing results.

This work is best done in collaboration with colleagues given each of us is limited by our own perceptions and beliefs. Our Professional Learning Communities (PLC) structure continues to evolve within grades K-5 and we will work to sustain this structure as one of our HQPD structures, enabling educators to collaborate to share best practices with colleagues.

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives"

--Robert John Meehan

Our goal with professional development is to make certain that all educators have the most current skill set, content knowledge, and pedagogy for teaching. The needs of our students require in the twenty-first century demand innovative, progressive, and cutting-edge instruction.

Sincerely,
David S. Hill
Director of Curriculum, Instruction and Assessment

The Town of Dracut is an Equal Opportunity/Affirmative Action Employer

HQ PROFESSIONAL DEVELOPMENT Committee Members – 2018-2019

David S. Hill - *Chair*	Sheila Brisson - *CoFacilitator*	Julie Marie Brown - *CoFacilitator*
Ruth Allen	Karen Mercurio	Jill Butler
Jeanne Amaral-Silva	Mary Carney	Dawn Smith
Lisa Baker	Susan Desmond	Lisa Brouillette
Paula Hamel	Kathleen Colfer	Monique Verville

COMMITTEE RESPONSIBILITIES
- Support the development of HQPD Plan and Handbook
- Assess HQPD data to determine district's focus areas
- Plan strategies that support the dissemination of info regarding HQPD
- Monitor and assess the effectiveness of HQPD offerings via ongoing teacher and student data
- Explore opportunities to collaborate internally as well as externally with other local districts.
- Explore opportunities using technology, such as webinars and video, to provide HQPD

PROFESSIONAL DEVELOPMENT MISSION STATEMENT
The mission of high-quality professional development in the Dracut Public Schools is to provide all staff with quality learning opportunities that enhance student learning and increase the continuing capacity for teaching excellence.

PROFESSIONAL DEVELOPMENT GUIDING BELIEFS
We believe that High Quality Professional Development…

* Has a direct impact on student learning.
* Is collaborative, continuous, embedded in daily practice and focused on student growth.
* Supports the district / school and individual goals and needs of a diverse faculty.
* Can be effectively designed and facilitated by colleagues within the district.
* And enhanced through partnerships with independent agencies.

SEVEN KEY LEVERS for ENSURING HQPD

DESE findings from interviewing educators….

Lever 1:   **Instilling a "Growth Mindset" in all educators**
Lever 2:   **Collaborating for change using data to inform**
Lever 3:   **Leveraging time for learning**
Lever 4:   **Embedding professional learning in daily work**
Lever 5:   **Empowering teachers to choose their own path toward growth**
Lever 6:   **Using data (goals, evidence & standards) to plan HQPD**
Lever 7:   **Using data to assess HQPD**

(DESE, HQPD definition, 2015)

HIGH QUALITY PROFESSIONAL DEVELOPMENT (HQPD) STANDARDS

High Quality Professional Development (HQPD) is a *Set Of Coherent Learning Experiences* that is *Systematic, Purposeful, And Structured Over A Sustained Period Of Time* with the goal of *Improving Educator Practice And Student Outcomes*

Massachusetts Standards for High Quality Professional Development (HQPD)

Characteristics of High Quality PD:

1. Has SMART goals relevant to student outcomes
2. Aligned with goals and priorities
3. Designed based on the analysis of data
4. Assessed to ensure goals met
5. Promotes collaboration
6. Advances an educator's ability to apply learnings
7. Models good pedagogical practice
8. Makes use of relevant resources to meet goals
9. Facilitated by knowledgeable professionals
10. Is coherent and connected

(DESE, HQPD definition, 2015)

HQPD PLANNING PROCESS

Although professionals in DPS are continually improving their craft and honing their skills through their own self-improvement efforts, systemic change and growth requires collective and sustained efforts. Our HQPD plan promotes student growth by providing learning opportunities for staff that are aligned with district / school goals and are identified through regular needs assessments.

The DPS Professional Development plan was created based on the following:

o   Data collected from the evaluation of professional development.
o   Implement research based instructional practices and alignment of curriculum with the Massachusetts English Language Arts, Mathematics, Science and Engineering/Technology Curriculum Frameworks, and Digital Literacy and Computer Science Curriculum Frameworks.
o   Continuing desire to enhance the learning process with the use of technology as a tool for students, staff and families.
o   Desire to promote inclusive practices to support the growth of all children through a tiered system of support through a revised and rigorous DCAP.
o   Compliance with the Massachusetts Department of Elementary and Secondary Education (DESE) regarding in the topics of English Language Learners and students with disabilities.
o   A goal to strengthen the cultural awareness and responsiveness of every staff member.
o   The developing understanding of the staff to support the social emotional learning needs of all students.

The professional development planning process is:

1. **IDENTIFY District/School and Educational goals**
   • Analyze student & educator data
   • Diagnose areas of student need
   • Establish improvement with measurable goals

2. **Plan for Implementation**
   • Outline PD strategies and activities that address the needs
   • Identify expertise sources to assist with identified needs and goals
   • Select professional development conten and processes

3. **Implement Professional Development Strategies**
   • Integrate learning models that provide choice, differentiated learning, sustained collaboration and ongoing support
   • Incorporate best practices into teaching, learning and leadership
   • Identify critical factors for successful implementation

4. **Monitor Progress**
   • Identify success measures for professional development activities
   • Identify data sources and gathering method for each measure
   • Plan for articulation of findings
   • Keep records of PD implementation, participation and feedback.

(DESE, HQPD definition, 2015)

DEVELOPING MULTIPLE PATHS TO SUCCESS
1.1

To continually develop effective, engaging and varied teaching practices that are standards-based and data driven to promote high levels of learning for all students.

BUILDING AN INCLUSIVE CULTURE
1.2

To identify and implement evidence-based teaching strategies and inclusive practices to increase EL/IEP student growth.

DESIGNING INNOVATIVE LEARNING ENVIRONMENTS
1.3

To promote effective and purposeful use of technology to engage teaching and learning.

SUPPORTING THE WHOLE CHILD
1.4

To foster safe and supportive learning environments that enable students to develop positive relationships and physical, mental, emotional and social well-being.

SUPPORTING THE WHOLE CHILD
- Further develop the understanding and skills of school colleagues to support the social emotional learning needs of all students.
- Support the implementation of the Sandy Hook Initiative and RULER Approach to social emotional learning as comprehensive, district-wide programs to address the social, emotional, and behavioral needs of all students.
- Continue to develop and enhance the district wide Community of Caring initiative.

DESIGNING INOVATIVE LEARNING ENVIRONMENTS
- Support school staff in identifying and using tools/resources to support rigorous, standards-based instruction
- Increase staffs' abilities to use programs' online progress-monitoring tools to enhance the ability to differentiate and personalize learning
- Explore tools to increase students' collaboration, productivity, and creativity
- Continue researching and building flexible classroom seating design.

DEVELOPING MULTIPLE PATHS TO SUCCESS
- Build/strengthen meeting structures in all schools to support Professional Learning Communities (PLCs) with activities that may include: collaborative planning, analyzing student data, looking at student work protocols, learning walk-throughs, and lesson studies.
- Design and embed effective instructional coaching and mentoring structures to support best practices for teaching and learning.
- Continue alignment with the Massachusetts English Language Arts, Mathematics, History and Social Sciences, Science and Technology/Engineering, and Digital Literacy and Computer Science Curriculum Frameworks by implementing best practices, aligning curriculum, and providing teachers professional development opportunities in the instructional practices and curriculum.
- Support vertical alignment of best practices, instruction, and assessment across the PreK-12 grade spans and across all content areas, including non-core subjects that meet the needs of a variety of learners.

BUILDING AN INCLUSIVE CULTURE
- Continue to implement collaborative structures (ex. PLCs) within grades K-5 to ensure that teachers and specialists have the time and space to work together to support students.
- Begin to integrate a research based tiered system of support through the integration of a unified District Curriculum Accommodation Plan (DCAP).
- Enhance the instructional capacity of all classroom support staff through building based and targeted year long HQPD.

PROFESSIONAL DEVELOPMENT PROGRAM EVALUATION
Survey Data Summary

The Office of Curriculum, Instruction and Assessment created and shared a comprehensive survey on the current state of professional development within the district during the 2018-2019 school year. The chart below summarizes the results tabulated among the varied levels assessed, K-5, 6-8 and 9-12. Use of this data has informed areas of focus for HQPD.

High Quality Professional Development during the 2019-2020 school year, as evidenced within the list of available courses and workshops described within this Handbook. Additionally, Exit Ticket surveys have been constructed and will be completed by all staff at the completion of all HQPD.

What are you most interested in learning more about?		
GR K-5	**GR 6-8**	**GR 9-12**
• Social & Emotional Learning • Behavior Management Strategies with Challenging Students • Effective Strategies With Struggling Readers • Meeting the Goals of Special Education Students • Science & Next Generation Science Standards	• Behavior Management Strategies with Challenging Students • Social & Emotional Learning • Student Engagement • Technology As a Learning Tool • Effective Strategies With Struggling Readers • Meeting the Goals of Special Education Students	• Social & Emotional Learning • Behavior Management Strategies with Challenging Students • Student Engagement • Technology As a Learning Tool • 21st Century Learning / Essential Skills
What technology related topics are you most interested in learning about?		
• Highly Recommended Student Learning Sites • Google Classroom • Assessment Tech Tools • Google Advanced (Slides, Google +, Sites…) • Advanced Options With Interactive Projectors	• Highly Recommended Student Learning Sites • Online Student Portfolios & Project Based Learning • Google Advanced (Slides, Google +, Sites…) • Google Classroom • Assessment Tech Tools	• Highly Recommended Student Learning Sites • Google Advanced (Slides, Google +, Sites…) • Assessment Tech Tools • Online Student Portfolios & Project Based Learning • Basic Options With Interactive Projectors

HIGH QUALITY PROFESSIONAL DEVELOPMENT GUIDELINES

The Dracut Public Schools supports our educators in their efforts to continue their education and develop their knowledge of subject matter. Educator professional development directly impacts the students of the Dracut Public Schools and our efforts to provide them with a high quality education. The Dracut Public Schools expects that professional development taken by our educators adhere to the standards developed by the Department of Elementary and Secondary Education, in conjunction with the collective bargaining agreement between the Dracut School Committee and the Dracut Teachers' Association.

Most importantly, all educators should be mindful of their individual requirements with regard to advancement or maintenance of their educator's license(s) issued by the Massachusetts Department of Elementary and Secondary Education and those with a professional license should align their Individual Professional Development Plan (IPDP) and goals in accordance with those requirements along with the above guidelines. A copy of the district's IPDP is enclosed in this document. Such plan must be completed by educators and approved by principals/directors in accordance with the criteria outlined in the document. Educators with only a preliminary or interim license are not expected to complete an IPDP and will continue completing the required elements within the Educator Evaluation framework.

The Massachusetts standards for professional development defines High Quality Professional Development (HQPD) as: "A set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving teacher practice and student outcomes. It enables educators to facilitate the learning of students by acquiring and applying knowledge, skills, and abilities that address student needs and improvement goals of the district, school, and individual. HQPD conforms to best practices in research, relates to educators' assignments and professional responsibilities, and conforms to the ten Massachusetts Standards for Professional Development."

The ten standards that make up the Massachusetts Standards for Professional Development are:
1. HQPD has clear goals and objectives relevant to desired student outcomes.
2. HQPD aligns with state, district, school and/or educator goals or priorities.
3. HQPD is designed based on the analysis of data relevant to the identified goals, objectives and audience.
4. HQPD is assessed to ensure that it is meeting the targeted goals and objectives.
5. HQPD promotes collaboration among educators to encourage sharing of ideas and working together to achieve content and/or context.
6. HQPD advances an educator's ability to apply learning's for the professional development to his/her particular content and/or context.
7. HQPD models good pedagogical practice and applies knowledge of adult learning theory to engage educators.
8. HQPD makes use of relevant resources to ensure that the identified goals and objectives are met.
9. HQPD is taught or facilitated by a professional who is knowledgeable about the identified objectives.
10. HQPD sessions connect and build upon each other to provide a coherent and useful learning experience for educators.

Additionally, the collective bargaining agreement between the Dracut School Committee and the Dracut Teachers' Association, in Appendix A-4, advises the following with regard to professional development within the framework of *Advanced Degree Credits*:
   a. Semester hours of credit must be earned from institutions that are currently approved by the New England Association of Colleges and Secondary Schools or by a corresponding and

equivalent accrediting authority in another geographical region.

b. Subject to the approval of the Superintendent, the graduate credit hours beyond a Bachelor's Degree shall be earned in either (1) the teacher's undergraduate Major or Minor if the teacher is instructing in either of the aforesaid areas, or (2) the teacher's graduate program leading towards either a Master's Degree in a specific subject area or a Master's Degree in Education but only when a teacher has been duly and formally accepted by College or University officials for enrollment in such an advanced degree program as described herein, or (3) for compliance with Certification under the Requirements of General Laws Chapter 71, Section 38G.

c. Subject to the approval of the Superintendent, the graduate credit hours beyond a Master's Degree shall be earned in either (1) a subject area associated with any segment of the teacher's current instructional assignments in the Dracut Public Schools, (2) the teacher's graduate program leading towards either a Certificate of Advanced Graduate Study or a Doctorate Degree in a specific subject area or in Education, but only when the teacher has been duly and formally accepted by College or University officials for enrollment in such an advanced degree program as described herein, or (3) for compliance with Certification under the Requirements of General Laws Chapter 71, Section 38G.

The Dracut School Committee has established a professional development fund as described in Article IX of the collective bargaining agreement for reimbursement of approved professional development in support of our educators.

Enclosed within this guide and available on the district's website are the following forms for these purposes:

1. **Advanced Degree Credit Approval Form**
    For use in preapproval of university/college credits to be used for advancement on the salary schedule. Please be advised that as outlined in the Dracut Teachers' Association contract (Appendix A-4, Paragraph d): The determination of the number of graduate credit hours to be translated into the context of the Salary Schedule shall be effected as of **October 1st** of the applicable school year.

    This means that any credits must be completed and submitted to the Office of the Superintendent of Schools on or before October 1st in order to be considered for a salary increment.

2. **Workshop/Conference Request Form**
    For use in preapproval of workshops/conferences to be taken to advance knowledge in appropriate subjects/areas related to an educators position or related assignment(s).

3. **Professional Development Reimbursement Form**
    For use in requesting reimbursement for university/college courses taken or attendance at workshops/conferences.

Also enclosed in this document can be found a list of the activities and/or programs generally available to educators in support of professional development. The list is not all-inclusive and is subject to change.

If you have further questions regarding this guide or the documents contained herein, please confer with your building principal, your mentor (if applicable), the Director of Curriculum, Instruction and Assessment, or the Superintendent's Administrative Assistant for Personnel.

ACTIVITIES / TRAININGS /ASSESSMENTS that can still earn PDPs….

- o **Educator Evaluation Implementation Trainings:** Professional Development (e.g. training) related to implementation of the educator evaluation process: These trainings can be accepted for license renewal as content PDPs and is not subject to the required minimum of 10 hours on a topic.

- o **Passing the General Curriculum Math subtest:** Educators who hold the following licenses can earn 15 PDPs by passing the General Curriculum Math subtest, assuming they have not previously passed that exam: Elementary, Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Visually Impaired and Teacher of the Deaf and Hard-of-Hearing. These PDPs are only available the first time the educator obtains a passing score on the test.

- o **Passing the Sheltered English Immersion (SEI) MTEL:** Educators with a Professional level license who pass the SEI MTEL to obtain the SEI Endorsement are eligible for 15 PDPs.

- o **Performance Assessment for Leaders (PAL):** Principals/Assistant Principals who have not previously completed the PAL for the purposes of earning their Initial license can obtain 15 PDPs for each task that is successfully completed.

ACTIVITIES / TRAININGS not considered HQPD….
The following are definitions of activities not considered professional development per DESE guidelines.

- **Training:** Informational sessions focused on learning discrete skills and/or performing individual tasks. An example of training is a session on how to access a report in a database. Training is brief and has a beginning and an end.

- **Technical Assistance (TA):** The provision of brief, targeted support with the goal of aiding the recipient in knowledge application.

HQPD "Frequently Asked Questions"
http://www.doe.mass.edu/pd/faq.html

What are the types of PD activities that are eligible for PDPs?	A wide range of PD activities can qualify for PDPs, including but not limited to: • Ongoing participation in job-embedded activities (e.g. mentoring/coaching, professional learning communities. • Participation in a series of short-term activities in a given topic that equal 10 hours (e.g., workshops, seminars)

	• Long-term activities (e.g., university courses).
What are the minimum requirements for professional development activities that are eligible for PDPs?	PDPs may only be awarded under the following conditions: • The MA Department of Elementary and Secondary Education (ESE), a school district, an educational collaborative, or a provider that is registered with DESE offers the professional development. • The professional development must be at least 10 hours per topic. • The professional development must include an assessment of learning (this may be an end-of-course assessment or an observable demonstration of learning). • The professional development participant has met the provider's criteria for mastery.
I was told that I might be able to convert certificates of attendance for less than 10 hours of PD into PDP's. How do I do that?	Educators may "bundle" several activities together when reporting their PDPs, provided they can demonstrate that these activities are related/similar in topic. To use PDPs for license renewal, an educator must accrue at least 10 hours of professional development about that topic. The easiest way is to do this is to select PD offerings that are at least 10 hours in length. (Note: You cannot receive PDPs via bundling unless you complete an additional follow-up activity demonstrating proficiency.
Can I earn PDPs for attendance at a professional conference?	PDPs are no longer awarded for attendance at a professional conference. However, an educator could receive PDPs if (1) the conference spans two or more days, and allows for attendance at a series of sessions/workshops on the same or similar topic totaling 10 hours or more and (2) if attendance results in a final product that would serve as an assessment of learning, such as developing a school-based activity or curriculum, or publishing written material. Educators who attend a professional conference for less than 10 hours in a given topic may extend their learning to reach the required 10 hour minimum by developing a final product, such as the examples listed above. They may also "bundle" conferences on the same topic, but must still develop a final product.
Can I earn PDPs for professional development that I design myself?	Educators may earn PDPs through an educator-designed professional development activity that results in a professional product that is related to the academic discipline of the educator's license, including published written materials such as a book, journal article, book chapter, dissertation, or thesis. Educators may also earn PDPs for developing and implementing an activity for students, parents or teachers that incorporates the learning standards of the curriculum frameworks.

HIGH QUALITY PROFESSIONAL DEVELOPMENT
In District HQPD Courses / Workshops /Seminars
2019-2020

The Dracut Public Schools has continued to provide access to a number of important online educational resources and established collaboratives to support our faculty in continuing to enhance their pedagogical and instructional capacity through HQPD. They include the following:

- **Eduplanet21:** an online HQPD professional learning resource for personalized learning with pre-designed and customized learning pathways. The district has provided customized courses on SEI endorsement, Readers and Writers Workshop and English language newcomers in the past. This year we will be providing access to the following pre-designed courses:

  - Understanding by Design Series
  - Habits of Mind Series
  - Cultural and Linguistic Diversity Series
  - Personalized Learning Series
  - 7 Habits of Highly Effective People
  - A Growth Mindset for Teachers, Students and Parents

  Specifics regarding registration information for these courses will be provided to all schools and faculty at a later time. If you have any questions, please call the Office of Curriculum at (978) 957-2617. Here is the website: https://www.eduplanet21.com/

- **Salem State Collaborative Project for Professional Development:** a collaborative providing high quality, low cost professional development to member districts. We are a premium member, which entitles our faculty to participate in many of the PD free of charge or at a significantly reduced rate. Here is the website: https://sites.google.com/salemcollaborativeproject.com/ssc/home

- **Marshall Memo:** A weekly roundup of important educational research and ideas in K-12 education. We are a subscriber providing this online service to our entire faculty at no cost. All members are registered upon hiring and receive the memo weekly. For additional information, please visit the website: https://marshallmemo.com/

- **Northeast Professional Educators Network:** The NPEN provides high quality, inter district professional development fostering a culture of inquiry in order to improve student learning. The largest PD event is held on Election Day every November. During this time non-core academic fields such as art, music, physical education, wellness and health, world languages, special education, paraprofessionals and nurses participate in a day of HQPD workshops. For additional information, please visit the NPEN website: http://northeastpen.com/

- **New Educator / Effective Mentor Academy:** This blended learning course is provided every year for all new educators and their mentors and is modeled after Danielson's Framework for Effective Teaching. It combines face-to-face meetings with independent study completed through modules created within the Eduplanet21 personalized learning platform.

- **DESE / Sponsored PD Offerings:** Several offices within the Department of Education offer professional development, training, and/or technical assistance opportunities for educators. See the link for more information.   http://www.doe.mass.edu/pd/offerings.html

Based on the data provided through the district wide HQPD survey, the following PD workshops and courses are being offered to DPS educators.

Course Title: English Language Learners – 15 Hour
Course Facilitator: Peggy Biedron – EL Teacher at DHS and ELL Coordinator
Target Audience: Educators requiring the 15 hour EL PDPs for license recertification
Strategic District Initiative: 1.2
General Description of Course: This course will focus on an overview of the English Language Learner and the challenges they face every day in the mainstream classroom setting. Participants will learn strategies to enhance and increase the experience of EL students and will be expected to integrate learned strategies within their classroom and provide a professional reflection.
Minimum Enrollment: 10
Maximum Enrollment: 25
Total PDP's or CEU's given to teachers on completion of course: 15
Proposed Contact Hours (Instructional): 0
Estimated Outside Hours: 15
Proposed Timeline (class time and dates): November 1st - 30th / March 1st – 31st (2 sessions)
Location: Eduplanet 21 /personalized learning platform
Evaluation or Documentation Component: Participants will be required to successfully complete all modules and integrate identified strategies into their daily practice within the classroom as evidence of evaluation and an end of course survey.

Course Title: Effective Classroom Management Strategies with Challenging Students
Course Facilitator Kim Lawrence – Director of Student Services
Target Audience: Faculty K-12
Strategic District Initiative: 1.2, 1.4
General Description of Course: Participating faculty will learn why students challenge authority and what specific strategies can be used successfully to engage and motivate these students. Relevant reading will be purchased and or provided to educators and embedded within the course sessions for discussion.
Minimum Enrollment: 8
Maximum Enrollment: 20
Total PDP's or CEU's given to teachers on completion of course: 12
Proposed Contact Hours (Instructional): 6
Estimated Outside Hours: 6
Proposed Timeline (class time and dates): 3:30-5:00 - 11/13, 2/5 and 4/8
Location: Central Office Conference Room
Evaluation or Documentation Component: Participating faculty will demonstrate understanding through embedding strategies learned into their professional practice and reflecting through an end of course survey.

Course Title: Successfully Educating the Student with Disabilities
Course Facilitator: Kim Lawrence – Director of Student Services
Target Audience: General Education Faculty - K-12
Strategic District Initiative: 1.2, 1.4
General Description of Course: Participating general education faculty will demonstrate the capacity to successfully implement key components/strategies of the students IEP in their classroom. Additionally, learning will encompass general knowledge of eligibility criteria and delivery of the students IEP.
Minimum Enrollment: 8
Maximum Enrollment: 20
Total PDP's or CEU's given to teachers on completion of course: 12
Proposed Contact Hours (Instructional): 4.5
Estimated Outside Hours: 7.5
Proposed Timeline (class time and dates): 3:30-5:00 - 10/23, 1/8 and 3/25 and Google Classroom resources
Location: Central Office Conference Room
Evaluation or Documentation Component: All participating general education faculty will be expected to integrate strategies learned and provide a reflection journal to document success and areas for improvement along with an end of course survey.

Course Title: Effective Strategies with Struggling Readers
Course Facilitator: Mary Ellen McCarthy – Brookside ES Reading Interventionist and trained Reading Recovery teacher
Target Audience: Faculty K-12
Strategic District Initiative: 1.2,1.4
General Description of Course: Participating faculty will learn the foundation behind how the skill of reading is learned, the research to support it, specific assessment strategies to reliably gather data and specific, research based strategies that are effective in meeting the identified needs of students who struggle to read.
Minimum Enrollment: 8
Maximum Enrollment: 20
Total PDP's or CEU's given to teachers on completion of course: 12
Proposed Contact Hours (Instructional): 6
Estimated Outside Hours: 6
Proposed Timeline (class time and dates): 3:30-4:30 – 11/6, 12/4, 1/8, 2/5, 3/4 and 4/8
Location: Brookside ES Library
Evaluation or Documentation Component: Participating educators will be expected to experiment with learned strategies and provide a on-going reflection on its success as evidence of assessment along with an end of course survey.

Course Title: Mystery Science - Basics and Beyond
Course Facilitator: Annette Romano – Lead Teacher and 3rd grade teacher at Campbell ES
Target Audience: General Education Teachers - K-5
Strategic District Initiative: 1.2,1.4
General Description of Course: All participating teachers will have integrated the Mystery Science K-5 program of studies beginning in September. This course will focus on the integration of the core components of the program and discuss successful strategies and support educators with ongoing concerns.
Minimum Enrollment: 10
Maximum Enrollment: 20
Total PDP's or CEU's given to teachers on completion of course: 10
Proposed Contact Hours (Instructional): 6
Estimated Outside Hours: 4
Proposed Timeline (class time and dates): 3:30-4:30 – 11/6, 12/4, 1/8, 2/5, 3/4 and 4/8
Location: Campbell ES / Classroom TBD
Evaluation or Documentation Component: Faculty participating will have demonstrated successful initial integration of the program within their grade level. Evaluation of the success of strategies learned will be done using a reflective journal and student survey.

Course Title: Google Suite Marketplace
Course Facilitator: Mary Bowie – Technology Integration Specialist
Target Audience: Novice Users (Slides, Sites, Classroom etc..)
Strategic District Initiative: 1.3
General Description of Course: All participating faculty will learn in depth about the Google Suite platform focused on the major components including Slides, Sheets, Sites and Classroom. Participants will be expected to integrate new ideas into their classroom and provide a monthly reflection to discuss during the face-to-face meetings.
Minimum Enrollment: 8
Maximum Enrollment: 20
Total PDP's or CEU's given to teachers on completion of course: 10
Proposed Contact Hours (Instructional): 6
Estimated Outside Hours: 4
Proposed Timeline (class time and dates): 3:30-4:30 – 12/4, 1/8, 2/5, 3/4, 4/8 and 5/6
Location: Central Office Conference Room
Evaluation or Documentation Component: All participants will provide evidence of integration through professional reflection completed within a weekly journal and an end of course survey.

Course Title: Understanding Applied Behavioral Analysis
Course Facilitator: Debra DelSolia – District BCBA
Target Audience: PreK-5 Paraprofessionals
Strategic District Initiative: 1.2,1.4
General Description of Course: All participating paraprofessionals will develop a basic understanding of the principles of ABA, service delivery and data collection.
Minimum Enrollment: 8
Maximum Enrollment: 20
Total PDP's or CEU's given to teachers on completion of course: 10
Proposed Contact Hours (Instructional):   10
Estimated Outside Hours: 0
Proposed Timeline (class time and dates):   Four Modules through Eduplanet 21 – 10/16, 12/11, 1/15, 2/12 and 3/18 (Professional Half Days)
Location: Campbell ES – Room TBD
Evaluation or Documentation Component: Participating paraprofessionals will demonstrate success through active participation and completion of modules within Eduplanet21 and an end of course survey.

Course Title: The Adolescent Math Mind – *Strategies to Engage and Motivate*
Course Facilitator: Jill Butler – Richardson MS Instructional Math Coach
Target Audience: Grades 5-9 / Mathematics Teachers
Strategic District Initiative: 1.2,1.4
General Description of Course: All participating educators will learn initially about the developmental milestones of an adolescent brain and how this translates into learning mathematics. Successful strategies around engagement and motivation will be shared and explored. A review of the mathematics curriculum frameworks will also be explored along with additional readings on successful strategies with middle school students.
Minimum Enrollment: 6
Maximum Enrollment: 12
Total PDP's or CEU's given to teachers on completion of course: 10
Proposed Contact Hours (Instructional):   6
Estimated Outside Hours: 4
Proposed Timeline (class time and dates):   2:30-4:00 – 11/6, 12/4, 1/8, 2/5, 3/4 and 4/8
Location: Richardson MS Conference Room or Classroom TBD
Evaluation or Documentation Component: Participating educators will be expected to contribute to discussions and attempt to integrate strategies learned around increasing engagement and motivation and an end of course survey.

Course Title: In Search of Deeper Meaning – *The Quest to Remake the American High School* – Book Study

Course Facilitator: David S. Hill – Director of Curriculum, Instruction and Assessment and Adam Johnson – Vice Principal at Dracut HS

Target Audience: Dracut HS Faculty

Strategic District Initiative: 1.2,1.4

General Description of Course: A book study using the critically acclaimed book by Jal Mehta and Sarah Fine entitled; In Search of Deeper Meaning – *The Quest to Remake the American High School*. Each participant will receive a copy of the book and be expected to participate in a monthly 1.5 hour book club beginning in November and running through April. Participants will actively explore the concept of deep learning through engaged experience.

Minimum Enrollment: 6

Maximum Enrollment: 12

Total PDP's or CEU's given to teachers on completion of course: 14

Proposed Contact Hours (Instructional): 9

Estimated Outside Hours: 5

Proposed Timeline (class time and dates): 2:30-4:00 – 11/6, 12/4, 1/8, 2/5, 3/4 and 4/8

Location: Dracut HS – Room TBD

Evaluation or Documentation Component: Participating educators will be expected to evaluate potential ideas/strategies to be explored within the larger school setting as evidence of evaluation and documentation and an end of course survey.

Individual Professional Development Plan (IPDP) for Massachusetts Educators

GENERAL INFORMATION:

_____   _____   _____
Last   First   Middle

_____
Home Address

_____   _____   _____
City   State   Zip Code

_____   _____   _____
Renewal Year   Primary Area   Certificate Number

_____   _____
District   School

_____   _____
Grade Level(s)   Subject(s)

Professional Development Points Required for Renewal of Primary Area **150 PDPs**

Total number of PDPs required in content [   ]

My professional growth goals (please number):

1.

2.

My professional growth goals are consistent with the following district and/or school goals:

Record of Approved 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 **OPTIONAL**	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.mass.gov/ese/licensure/renew

_____   _____
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

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, and Massachusetts 02148-4906 Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

> ## Verification of the Educator Plan and/or the Individual Professional Development Plan (IPDP)
> *(Please complete all areas of this form)*

_____

Last Name   First Name   MI

_____

Address   City/Town   State   Zip Code   Telephone Number

_____

License Number   or MEPID (Massachusetts Education Personnel ID) or Social Security Number

_____

School District (at the time of renewal)   School

All educators must complete professional development activities and obtain Professional Development Points (PDPs) no more than 5 years from the date of application.

Academic Professional License Renewal Requirements-Professional Development Points (PDPs)

Primary Area: A minimum of 150 PDPs, of which a minimum of 90 points must be in content/pedagogy, with no less than 60 PDPs in or related to the content area; a minimum of 15 PDPs related to Sheltered English Immersion (SEI); or English as a Second Language (ESL); a minimum of 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles. The remaining 30 points from the 150 may be in general educational elective(s).

Each Additional Area: (Field or Grade Level) A minimum of 30 PDPs must be in content. To renew an Additional Area that is in an invalid status requires 150 PDPs.

Please indicate the Professional license(s) you have renewed within the last 5 years.

_____   _____
Primary License Field   Date of Renewal

_____   _____
Additional License(s)   Date of Renewal

_____   _____

_____   _____

Supervisor's Approval and Final Endorsement of the IPDP

_____   _____
Supervisor Signature   Date

23

Evaluator's Approval of the Educator Plan

IPDP: The supervisor's approval verifies that the educator's IPDP has been reviewed and approved and the record of professional development activities has been successfully completed within the educator's five-year renewal cycle. The supervisor's approval and final endorsement ensures that the reported activities have been consistent with the educator's approved IPDP.

Educator Plan: The evaluator's signature verifies approval of the educator's goals of the Educator Plan. The Educator Plan is "designed to provide educators with feedback for improvement, professional growth, and leadership," is "aligned to statewide Standards and Indicators in 603 CMR 35.00 and local Performance Standards," and "is consistent with district and school goals." (For more information, see 603 CMR 35.06 (3)(d) and 603 CMR 35.06 (3)(f)).

NOTE: You do not need to obtain the signature requested below if you are enclosing a document previously obtained from your supervisor, which confirms approval and/or Final Endorsement.

__Please check here if you are submitting a different version of the supervisor endorsement.

Supervisor's Final Endorsement
The signature below indicates the supervisor (or supervisor's designee) has received my record of Professional Development activities and the reported activities are consistent with the approved Professional Development Plan.

Signature of Supervisor		Date:	

If applicable, please explain (on separate sheet) why you did not obtain approval and signature of your Plan from your supervisor. (see: **603 CMR 44.04 (5).)**

Evaluator's Approval
The Educator Plan is "designed to provide educators with feedback for improvement, professional growth, and leadership," is "aligned to statewide Standards and Indicators in 603 CMR 35.00 and local Performance Standards," and "is consistent with district and school goals." (see: **603 CMR 35.06 (3)(d) and 603 CMR 35.06(3)(f).)**

Signature of Evaluator		Date:	

If applicable, please explain (on separate sheet) why you did not obtain approval and signature of your Plan from your supervisor.

PROFESSIONAL DEVELOPMENT ACTIVITY LOG
For __Primary Area__ License Renewal

Please use this Activity Log Sheet to document your earned Professional Development Points (PDPs) for your Primary Area license. The grand total should reflect a minimum of 150 PDPs.

- At least 15 PDPs in content (subject matter knowledge)
- At least 15 PDPs in pedagogy (professional skill and knowledge)
- At least 15 PDPS related to SEI or ESL
- At least 15 PDPs related to strategies for effective schooling for students with diverse learning styles.
- The remaining required 90 PDPs may be earned through; elective activities that address other educational issues and topics that improve student learning, or additional content, pedagogy, etc.

License: Field/Grade Level_____

POINT VALUE EARNED
If an activity covered both Content & Pedagogy, you may wish to apply all points to either – OR- apply a portion of the total points to each category.

Record of __Eligible__ Professional Development.

DISTRIBUTE YOUR POINTS BELOW:

Name of Approved PD Provider (Name of College or University, Public or Charter, School/District, Educational Collaborative, etc.)	Activity Title (Course Name and #, In-service workshop, Training, Seminar, etc.)	Date of Completion (MM/DD/YY)	Content (Subject Matter)	Pedagogy (Professional Skill)	SEI/ESL	Strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles	Elective
Example: Boston University/Official Transcript	#EDU 304 The Teaching of the American Revolution.	10/15/2014	67.5				

25

License: Field/Grade Level_____

Record of <u>Eligible</u> Professional Development.

Name of Approved PD Provider (Name of College or University, Public or Charter, School/District, Educational Collaborative, etc.)	**Activity Title** (Course Name and #, In-service workshop, Training, Seminar, etc.)	**Date of Completion (MM/DD/YY)**	**Content** (Subject Matter)	**Pedagogy** (Professional Skill)	**SEI/ESL**	**Strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles**	**Elective**
			Grand Total	**Grand Total**	**Grand Total**	**Grand Total**	**Grand Total**

PROFESSIONAL DEVELOPMENT ACTIVITY LOG
For <u>Additional Area(s)</u> License Renewal

Please use this Activity Log Sheet to document your earned Professional Development Points (PDPs) for each of your <u>Additional Area</u> licenses. A minimum of 30 PDPs is required for each Additional area, of which 15 out of the 30 must be content related. Activities by license field and/or grade level must be separated accordingly. For instance, we used History 8-12 as an example for the Primary Area. If you were also to renew a History 5-8 as the Additional license, you would list its activities separately in the Additional Area Activity Log.

RECORD OF ELIGIBLE PROFESSIONAL DEVELOPMENT ACTIVITIES - ADDITIONAL AREAS

	Name of Approved PD Provider/ Documentation (Name of College or University, Public or Charter, School/District, Educational Collaborative, etc.).	**Activity Title** (Course Name and #, In-service workshop, Training, Seminar, etc.	**Date of Completion** (MM/DD/YY)	**POINT VALUE EARNED** 30 PDPs in Content (or Content-based Pedagogy) must be considered as "covered" for each Additional Area listed. **DISTRIBUTE YOUR POINTS EARNED BELOW:**		
				Content	**Pedagogy (Professional Skill)**	**Electives**
Example: **History/5-8**	**Boston University/ Official Transcript**	****#EDU 304/ The Teaching of the American Revolution.**	10/15/2014	**3 Graduate Credits (= 67.5 PDPs)** **30 out of 67.5 will be applied.**	****This course example was already used for the History 8-12 Primary Area. However, since it is in "History" content, 30 PDPs from the earned 67.5 PDPs has been applied to cover the content requirement. However, you will need 30 PDPs in other activities to meet the PDP requirement in order to avoid double-dipping.**	
License: Field/Grade Level / _____						
	Total of 30 PDPs in Content are needed.				**Grand Total:** _____	

	Name of Approved PD Provider/ Documentation (Name of College or University, Public or Charter, School/District, Educational Collab., etc.), and Type of Documentation (i.e. Official Transcript, PD Certificate, Letter, etc.)	**Activity Title** (Course Name and #, In-service workshop, Training, Seminar, etc.	**Date of Completion** (MM/DD/YY)	**POINT VALUE EARNED** 30 PDPs in Content (or Content-based Pedagogy) must be considered as "covered" for each Additional Area listed.		
				DISTRIBUTE YOUR POINTS EARNED BELOW:		
				Content	**Pedagogy** (Professional Skill)	**Electives**
License: Field/Grade Level _____ / _____						
Total of 30 PDPs in Content/Pedagogy are needed.				**Grand Total:** _____		
License: Field/Grade Level _____ / _____						
Total of 30 PDPs in Content are needed.				**Grand Total:** _____		

Dracut Public Schools
Advanced Degree Credit Approval Form

Please complete all information requested within the Advance Degree Credit Approval Form along with a specific course description. If seeking the $100.00 reimbursement, it is required that you complete a Tuition Reimbursement Form and submit this with your Graduate Credit Approval Form to your Principal, Director of Curriculum and /or Director of Student Services and Superintendent for their review and anticipated approval. **It is expected that the request for approval will be submitted at least TWO WEEKS prior to the start date of the course.**

All courses that are taken for credit with the expectation that graduate credits earned will be translated into the context of the salary schedule must be pre-approved. Please refer to Appendix A-4 of the DTA contract to review the requirements. Proof of successful completion of all pre-approved courses must be submitted, in person, to the Office of the Superintendent by **September 1st** in order to be counted towards any salary increment. You must provide a transcript with a passing grade and complete the appropriate section of your advanced degree credit packet.

Name:_____Date:_____

School_____ Grade or Subject(s):_____

Total Graduate Credits to Date (not including this course)_____

Course Title:_____

Course Catalogue Number_____ # of Graduate Credits_____

College or University_____

Period of Course From:_____To_____

Is this an online course? □ Yes   □ No

Is this course part of a… □ Master's Degree   Doctorate   □ CAGS Program

---

Administrator ONLY

Principal_____Date_____
  Approved   Not Approved   Reason_____

Director of Curriculum, Instruction and Assessment _____Date_____
Director of Student Services_____Date_____
  Approved   Not Approved   Reason_____

Superintendent of Schools_____Date_____
  Approved   Not Approved   Reason_____

REVISED 9/2019

Dracut Public Schools
Workshop/Conference Request Form

The Dracut Public Schools supports faculty continually increasing their capacity to grow as learners through requests to participate in High Quality Professional Development. All requests to attend HQPD Workshops and Conferences must be pre-approved through submission and approval of this form and supporting documentation PRIOR to completing registration. Please make sure to attach a conference/workshop description when submitting a request to attend and allow a reasonable amount of time for processing, being mindful of registration dates. Faculty are encouraged to reference the Professional Development Handbook for information about what constitutes High Quality Professional Development.

Follow these steps:
1. Fill out form completely and attach workshop/conference description
2. Submit to your building Principal in a timely manner.
3. You may begin registration only after you have received an approved copy signed by all administrators.
4. If you paid for the workshop/conference and wish to receive reimbursement, please submit a Professional Development Reimbursement Form.
5. It is critical to call the absentee line indicating that you will be absent and the reason for your absence on the day of the workshop or conference.

Name: _____ Date: _____

School: _____Assignment (Gr/Subject): _____

Title of Conference/Workshop:_____

Dates of Conference/Workshop:_____Time:_____

Location:_____

Cost of registration: _____ Est. cost of meals (if applicable): _____Est. mileage (to & from):_____

Parking cost (if applicable):_____ Lodging (if applicable):_____ Total estimated cost:_____

Funding Source (Budget Line, Grant, N/A, Etc.): _____ Is a Substitute Teacher needed?_____

Administration ONLY

Principal_____ Date_____

  Approved   Not Approved   Reason_____

Director of Curriculum, Instruction and Assessment _____ Date_____
Director of Student Services_____Date_____

  Approved   Not Approved   Reason_____

Superintendent of Schools_____ Date_____

  Approved   Not Approved   Reason_____

REVISED 9/2019

30

Dracut Public Schools
Professional Development Reimbursement Form

Educators, with approval, are able to seek reimbursement for graduate courses taken and for approved workshops/conferences attended. Educators shall be eligible for up to $500 per school year for graduate credit courses and up to $200 per school year for workshops/conferences. This reimbursement is on a first-come, first serve basis. Please follow these steps to request reimbursement:

FOR TUITION REIMBURSEMENT:
1. Fill out form completely
2. Provide a copy of the approved graduate credit approval form for the course with a course description
3. Provide a copy of the transcript indicating that a grade of a "B" or better was received
4. Provide a copy of the proof of payment for the course
5. Submit all of the above to the Office of Curriculum, Instruction and Assessment

FOR WORKSHOP/CONFERENCE REIMBURSEMENT:
1. Fill out form completely
2. Provide a copy of the approved workshop/conference request form with the workshop/conference description
3. Provide a copy of the proof of payment for the workshop/conference
4. Submit all of the above to the Office of Curriculum, Instruction and Assessment

Name_____ Date _____

School_____Assignment:_____

Title of Graduate Course or Workshop/Conference_____

Date of Course Completion/Attendance at Workshop/Conference_____

Cost of Course_____Signature_____ Date_____

Administration ONLY

Director of Curriculum, Instruction and Assessment: _____Date_____

    Approved   Denied   Reason_____

Superintendent of Schools_____Date_____

    Approved   Denied   Reason_____

FOR OFFICE USE ONLY

Date Request Received: _____ Approval Date: _____

Req.#:_____ Date issued: _____ Amount: _____

REVISED 9/2019

HOW TO REGISTER FOR A PD COURSE VIA ASPEN

There are two ways to register for a course via ASPEN:

1) Initiating a **PD Activity Request Workflow** in the Tasks window

2) Submitting an **Activity Request** from the Offerings side-tab

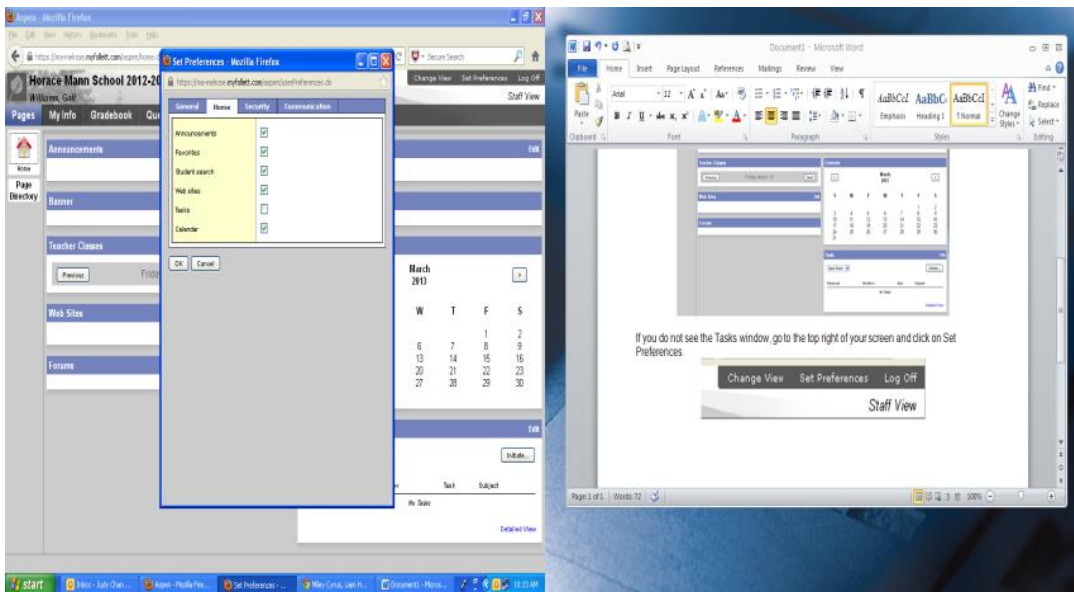Initiating a **PD Activity Request Workflow** in the Tasks window:

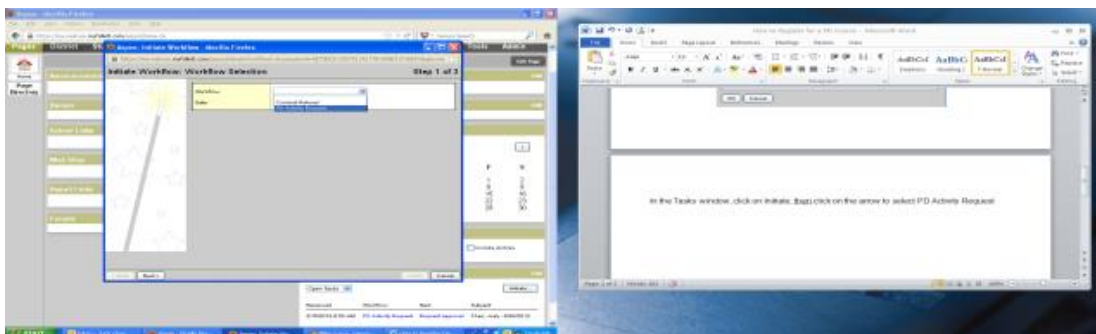(1)   On your home screen (Pages) you will see the Tasks window.
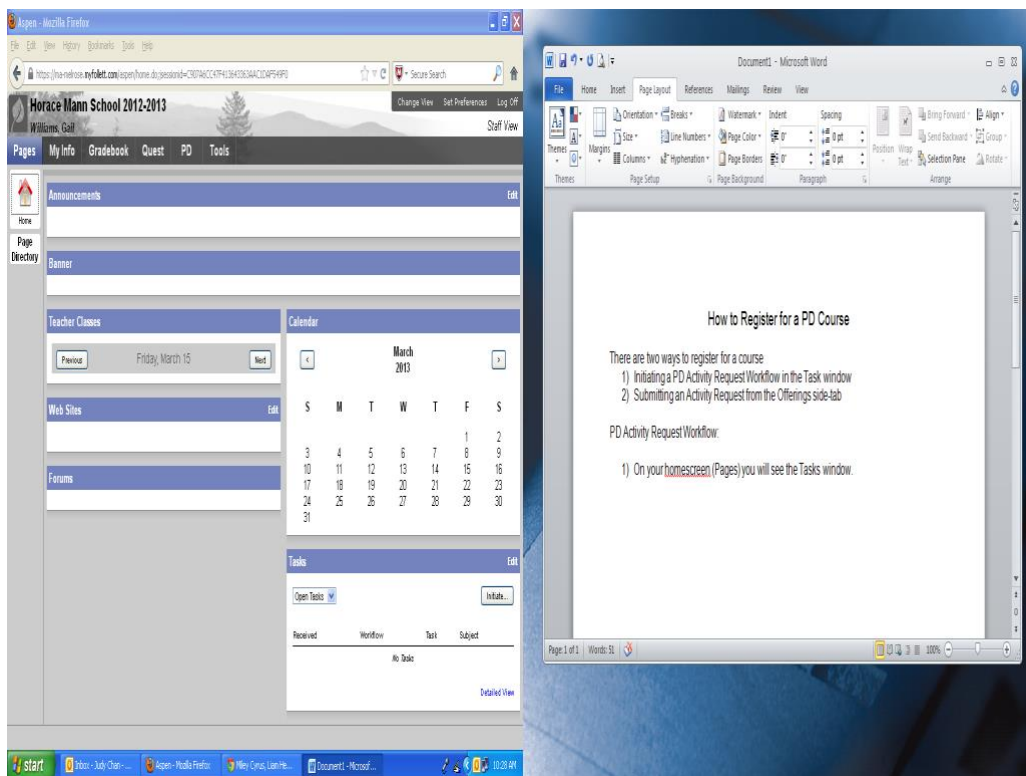
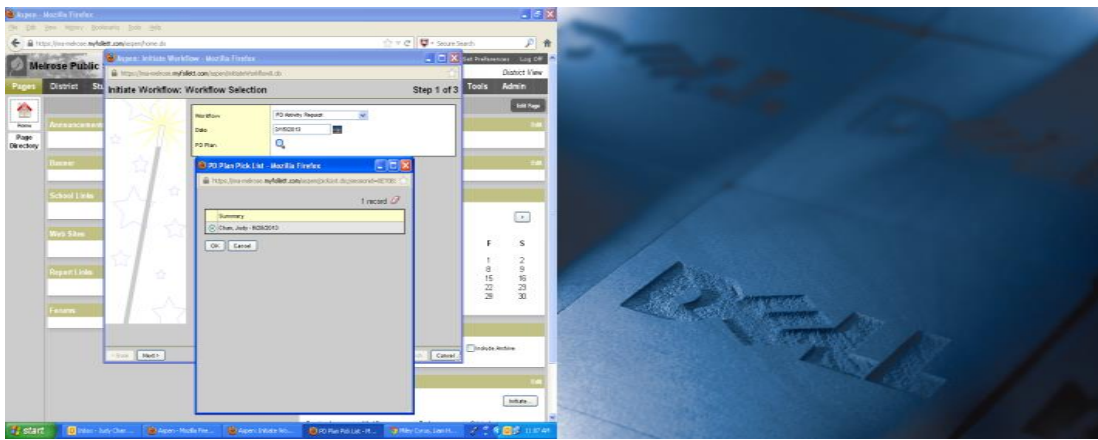(2)   If you do not see the Tasks window, go to the top right of your screen and click on Set Preferences.
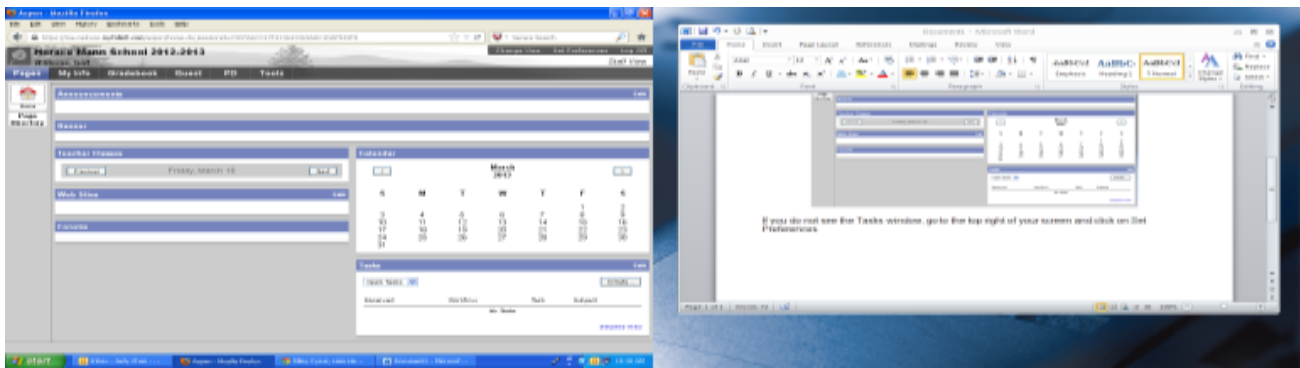
(3)   Then click on the Home tab, check off Tasks and click OK.

(4)   In the Tasks window, click on Initiate, then click on the arrow to select PD Activity Request.


(5)   Click on the magnifying glass next to PD Plan, select your name, then OK. Then click Next.

(6)   Click on the magnifying glass to show the list of courses that are being offered.

(7)   Click on the course then click OK.

(8)   Then select Next.
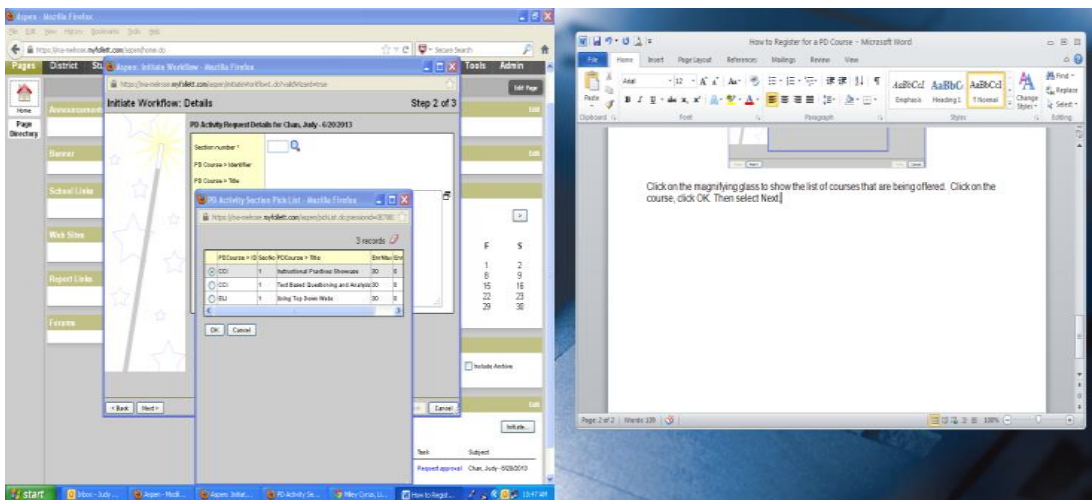
(9)   On the Confirmation page, click Finish. Your request will be sent to the Curriculum Office for approval. Once it's approved an email will be sent to you.
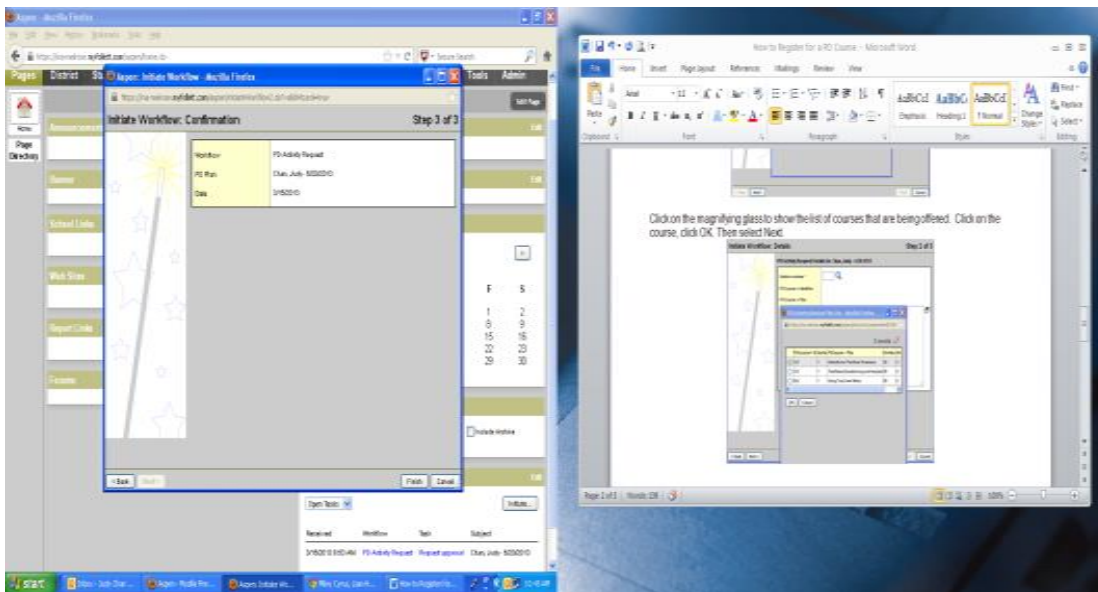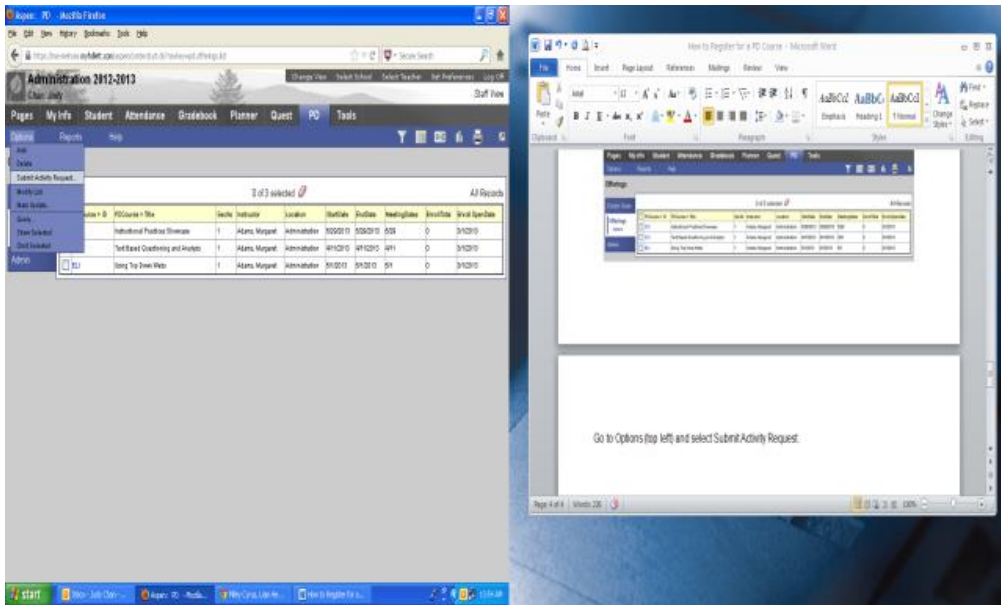
Submitting an **Activity Request** from the Offerings side-tab:

(1)   Go to the PD tab (on the top), then Offerings (on the side) and you will see the list of courses that are being offered.
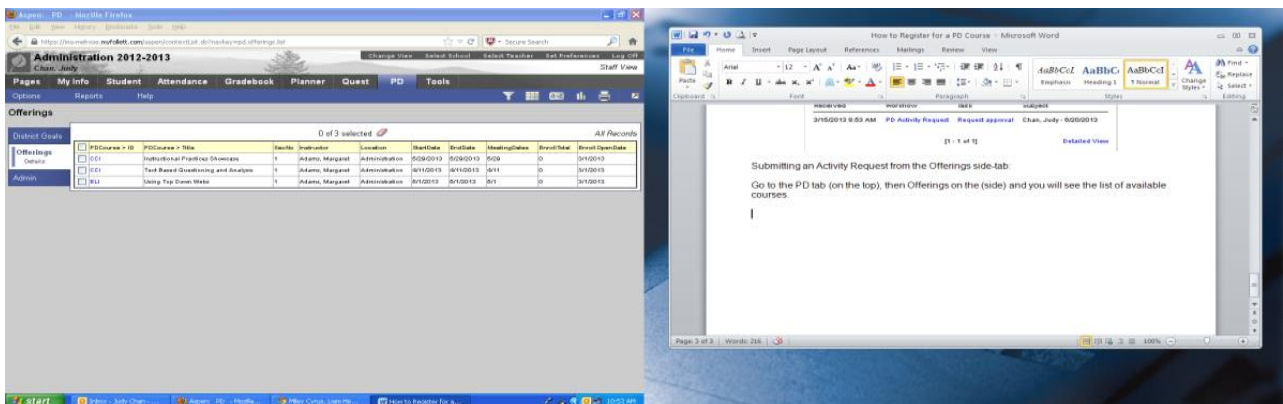
(2)   Go to Options (top left) and select Submit Activity Request.

(3)   Then follow the steps above for initiating the PD Activity Request Workflow.

(4)   To check the status of a PD Activity Request go back Pages (on the top) and take a look at the Tasks Window.