

The Public Schools of Dover and Sherborn Professional Development Handbook 2016-2017



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The Public Schools of Dover and Sherborn do not discriminate on the basis of age, race, color, sex/gender, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

*Adopted by the Dover, Sherborn, and Dover-Sherborn Regional School Committees
June 2015*

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Guiding Principles for Professional Development

Individual learners will acknowledge that they learn best when learning is meaningful and when they have opportunities to interact with professional colleagues in an environment that fosters learning. When learners work to promote shared beliefs where trust, mutual respect, collaboration, openness, and sharing exist, then high quality professional development is often the result.

Today's research supports the belief that individuals in educational organizations need to work as professional learning communities in their efforts to enhance student achievement. As such, the individual who is a member of a professional learning community not only assumes responsibility for honing his/her knowledge and skills, but also for creating the synergy that is essential to fostering a collaborative culture with capacity for the organization's growth. Acting as a community of learners engaged in professional development, the organization is characterized by the following:

- ✚ a shared mission, vision, and values;
- ✚ collective inquiry;
- ✚ collaboration;
- ✚ a willingness to act and experiment;
- ✚ a commitment to continuous improvement; and
- ✚ a focus on results.

In this manner, an organization characterized by these traits values the need that teachers have to analyze, practice, and more importantly, to share what they have learned with their colleagues as a professional learning community.

“Unless you try something beyond what you have already mastered, you will never grow.”

Ralph Waldo Emerson

Goal Statements for Professional Development

Providing excellence in professional development opportunities for personnel involves ensuring the following goals are encompassed in any professional development plan:

- ✦ a high quality program grounded in current practices with the ultimate goal to improve student achievement;
- ✦ relevant professional development opportunities that meet the needs of individual staff members by offering options to enhance growth and self – improvement;
- ✦ opportunities for collaboration both within and among schools, especially sharing “best practice” classroom activities and new instructional methodologies;
- ✦ the opportunity for annual updating and evaluation so as to review the effectiveness of activities and programs as well as the overall effectiveness of the plan itself;
- ✦ the opportunity for a participatory approach to decision making;
- ✦ provide an induction year program for new staff; and
- ✦ support for specific programs and activities which will assist teachers as they complete license renewal requirements as outlined by the Massachusetts Department of Elementary and Secondary Education.

“Those who dare to teach must never cease to learn.”

Author Unknown

The Public Schools of Dover and Sherborn

Mission Statement

The Public Schools of Dover and Sherborn' Mission is: *To inspire, challenge and support all students as they discover and pursue their full potential.*

The Public Schools of Dover and Sherborn

Core Beliefs

We believe that...

Every student is capable of learning and achieving at high levels given proper supports.

Every student needs to be recognized as a unique, multi-faceted individual who deserves to be inspired, challenged, and supported in their learning and achievement.

Students, faculty, and staff thrive in a safe, nurturing environment of respect, high expectations, integrity, and compassion.

Great teachers are essential to students' pursuit of excellence

Student learning and achievement are the shared responsibility between students, teachers, families, and the wider community.

Dover-Sherborn Public Schools must be responsive to the changing world and how those changes influence the educational, social, cultural needs of our students.

Clear educational direction, priorities, and expectations are a key ingredient to fostering high levels of teaching and learning.

In partnership with our communities and parents we must help our students to develop the values and qualities that will enable them to become engaged and effective members of society.

Learning should be "fun"; we must stay attentive to the levels of stress and anxiety created in our pursuit of excellence.

The Public Schools of Dover and Sherborn

Vision

We will distinguish ourselves through innovative teaching and learning experiences that inspire all students to pursue their individual passion for learning and excellence while we continue to be a nationally recognized, high -performing school district.

Massachusetts DESE

Definition and Standards for Professional Development

Massachusetts 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:

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 the identified goals and objectives.
6. HQPD advances an educator's ability to apply learnings from 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.

**The Public Schools of Dover and Sherborn
Professional Development Committee**

**Professional Development Committee's
Mission Statement**

*“Our mission for professional development is to enhance the learning of all students by
providing staff with high-quality learning opportunities that
improve instructional practice and leadership capacity.*

(Adopted by K-12 Professional Development Committee, February 8, 2006)

2016-2017 Professional Development Committee Members

Chickering School

Ellen Brannelly

Deb Reinemann

Kathy Gillis

Pine Hill

Barbara Brown

Pam Ritchie

Information Technology

Dianne Pappafotopolus

DS Middle School

Scott Kellett

Maria Laskaris

Brett McCoy

DS High School

John Smith

Deirdre Clancy

Lori Aligheri

Central Office

Karen LeDuc

The Public Schools of Dover and Sherborn

Professional Development Goals

The professional development goals for The Public Schools of Dover and Sherborn are developed to provide opportunities for all personnel to enhance their knowledge and skills through engaging in activities that embrace the following goals:

- Goal #1: To become a professional learning community through developing and supporting more collaboration focused on student learning.
- Goal #2: To expand understanding of diverse learning styles and best practices in order to support high levels of achievement by all students.
- Goal #3: To adopt and refine effective technology strategies that will improve instructional practice.
- Goal #4: To increase knowledge and skills in assessment that will improve instructional practice.
- Goal #5: To raise student achievement for all students K-12 to proficient/advanced levels, as measured on school-based and state/national assessments.
- Goal #6: To identify strategies and/or tools enabling one's job responsibilities to be done with greater accuracy and efficiency.

Summary:

The Public Schools of Dover and Sherborn's professional development goals reflect an allegiance to the broader system-wide goals defined above and embedded in the District Goals. Individual School Improvement Plans and other goal setting documents speak to and are aligned with the District Goals. All six goals reflect a continued emphasis on curriculum, instruction, assessment, the integration of technology in classrooms, and workplace efficiency. Finally, all six goals reflect the belief that a collaborative approach to cultivating staff members' knowledge and skills is an essential element of a high-performing school system.

The Public Schools of Dover and Sherborn
Full Professional Development Days
August 29 and 30 and November 28, 2016 8:00 A.M.-3:45 P.M.

August 29, 2016

AM Superintendent's Welcome Workshop

PM Building-based Meetings

August 30, 2016

School-Based Meetings

November 28, 2016

Sessions as determined by school/department

The Public Schools of Dover and Sherborn
Professional Development Early Release Days 2016-2017

| <i>Chickering</i> | <i>Pine Hill</i> | <i>Region</i> |
|---|---|---|
| September 28, 2016 | September 28, 2016 | September 28, 2016 |
| October 5, 2016 October 19, 2016 October 26, 2016 | October 5, 2016 October 19, 2016 October 26, 2016 | October 21, 2016 |
| November 16, 2016 November 23, 2016 * | November 16, 2016 November 23, 2016 * | November 23, 2016 * |
| December 7, 2016 December 14, 2016 | December 7, 2016 December 14, 2016 | |
| January 11, 2017 January 25, 2017 | January 11, 2017 January 25, 2017 | |
| February 8, 2017 February 15, 2017 | February 8, 2017 February 15, 2017 | February 8, 2017 |
| March 8, 2017 March 15, 2017 | March 8, 2017 March 15, 2017 | March 15, 2017 |
| April 12, 2017 | April 12, 2017 | April 6, 2016 Late start Middle and High School only |
| May 3, 2017 May 17, 2017 | May 3, 2017 May 17, 2017 | May 19, 2017 |
| June 7, 2017 June 14, 2017 | June 7, 2017 June 14, 2017 | |

* Early release, Thanksgiving Break
 Unless otherwise noted, all days follow each school's early release schedule.

The Public Schools of Dover and Sherborn

Professional Development Plan Responsibilities

The Public Schools of Dover and Sherborn are responsible:

- ✚ To provide a professional development program aligned with system-wide district and school goals addressing the needs of the professional staff;
- ✚ To provide, to the extent possible, the fiscal resources to support the program;
- ✚ To work with staff on developing individual professional development plans (IPDPs) or Educator Plan;
- ✚ To distribute the system's Professional Development Handbook;
- ✚ To verify that personnel are apprised of license renewal requirements.
(The system is not responsible for ensuring one's license renewal, however, or for the record-keeping required for one's IPDP or Educator Plan.)

Staff members are responsible:

- ✚ To know system-wide and school professional development goals;
- ✚ To complete an Individual Professional Development Plan (IPDP) or Educator Plan, consulting with one's immediate supervisor, as needed;
- ✚ To maintain a log of professional development activities;
- ✚ To file the appropriate professional development paper work (see appendix) and to verify the accuracy of professional development certificates issued for each activity undertaken.

Professional Development: License Renewal Procedures

Professional development provides educators with opportunities to sharpen and enhance their knowledge and skills in a manner that benefits teaching and learning. Staff members who hold professional licensure also engage in sustained professional development opportunities to meet Massachusetts Department of Elementary and Secondary Education's license renewal requirements. In addition, staff members who teach "core academic subjects" may use professional development activities to meet "highly qualified" federal mandates. The procedure and processes outlined on the following pages and the forms found in the Appendix are intended to satisfy the needs of both the individual and the school system to meet the requirements of the Massachusetts Department of Education and the Education Reform Act of 1993, updated January 2017.

License renewal is an individual educator's responsibility as part of his/her "contract" with the state, with the school system acting as a verifier of professional development activities in the educator's plan. Educators need to consider four components in the professional development and/or license renewal process:

1. the school system's professional development program;
2. the Individual Professional Development Plan (IPDP) or Educator Plan;
3. the individual's professional development log; and
4. certificates corroborating one's professional development points (PDPs).

The process of professional development is one of the linchpins in an educator's growth and improvement. Developing an awareness of how these four components interface can only serve to assist educators in developing an Individual Professional Development Plan (IPDP) or Educator Plan that is not only consistent with the educational needs of the system and school(s), but also meets individual professional development plans and state regulations.

Source:

Executive Office of Education website: <http://www.mass.gov/edu/licensure/>

DESE Licensure Renewal Guidelines: <http://www.mass.gov/edu/docs/ese/educator-effectiveness/licensing/guidelines-recertification-for-ma-educators.pdf>

Individual Professional Development Plans (IPDP) and Educator Plans Defined

Individual Professional Development Plan (IPDP)

The **IPDP** should focus on the educator's goals for strengthening his or her content and professional skills in his or her license area(s) and for remaining current with other educational developments. It should identify the expected goals for improvement in teaching and learning to be achieved over a five-year period. In addition to the educator's goals, the Plan must address the goals of the school and/or district. *At least 80% of the proposed PLDs in the educator's plan must be consistent with the educational needs indentified by the school and/or district plan.* As outlined in 603 CMR 44.04, educators working in a Massachusetts public school must obtain initial approval and final endorsement of their professional development plans from their supervisor.

Educator Plan

Each educator must have an **Educator Plan** according to the regulations (603 CMR 35.06(3)). An Educator Plan outlines a course of action that an educator will take to pursue goals. Educator Plans include a minimum of one individual or team goal to improve the educator's professional practice tied to one or more Performance Standards and a minimum of one individual or team goal to improve the learning, growth, and achievement of the students under the educator's responsibility. The Educator Plan outlines actions that educators will take in order to attain these goals, including but not limited to: professional development activities, self-study, and coursework, as well as other resources for completing these actions.

NOTE: Professional development undertaking pursuant to an Educator Plan, under 603 CMR 35.00 (Evaluation of Educators), may or may not meet the requirements of 603 CMR 44.00 (Educator License Renewal). The timing of the plans for educator evaluation and educator license renewal will not always coincide since Educator Plans can be in place for up to two years, whereas license renewal operates on a five year cycle. In many instances, the educator's professional activities will meet the goals of the Educator Plan and contribute to meeting the requirements for license renewal.

Source: MA DESE License Renewal Guidelines for Massachusetts Educators January 2017
<http://www.mass.gov/edu/docs/ese/educator-effectiveness/licensing/guidelines-recertification-for-ma-educators.pdf>

Massachusetts Department of Elementary and Secondary Education's Professional Development Options Toward License Renewal

In accordance with Massachusetts Executive Office of Education, the following professional development activities count toward license renewal. Also included are the maximum number of PDPs that may be earned for each activity.

<http://www.mass.gov/edu/docs/ese/educator-effectiveness/licensing/guidelines-recertification-for-ma-educators.pdf>

*Refer to Executive Office of Education <http://www.mass.gov/edu/licensure/>

Professional License Renewal for All Educators (updated January 2017)

Professional Development Point (PDP) requirements

- 150 Total PDPs
 - Minimum 60 PDPs in content
 - Maximum 30 PDPs in pedagogy or content
 - Minimum 15 PDPs in ESL/SEI (free through TEC, <http://tec.registration.etlo.org/register/tec>)
 - Minimum 15 PDPs in SPED (free through TEC, <http://tec.registration.etlo.org/register/tec>)
 - Maximum 30 Elective PDPs
- Sheltered English Immersion (SEI) Endorsement for license renewal is required for all core academic educators who have/had an English Language Learner (ELL) in their classroom. Educators may enroll in RETELL <http://www.doe.mass.edu/retell/> or pass the SEI MTEL <http://www.mtel.nesinc.com/Home.aspx> to meet this requirement.
 - PDPs earned from the DESE SEI Endorsement courses or trainings (RETELL):
 - May be counted as "content," SEI or elective PDPs.
 - May roll over into the next license renewal cycle if you already hold the 150 PDPS outlined above.
 - Note: The **SEI MTEL does not count for PDPs.**

Undergraduate and Graduate Course, Seminar or Institutes

Upper-level undergraduate course or approved equivalent

(Only when substantially new to the educator)

1 semester hour = 22.5 PDPs

Graduate – level or approved equivalent

1 semester hour = 22.5 PDPs

Audited Courses

1 semester hour = 7.5 PDPs

Graduate – level Course Instructor

45 PDPs per semester hour*

Department of Elementary and Secondary Education-Sponsored Initiatives

For MA DESE sponsored professional development programs, see link

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

- Must total 10 hours, include a product or pre- and post- assessment,
and include a follow-up component 1.5 PDPs per clock hour

- Note: No PDPs will be awarded for one-day workshops or conferences, informational sessions, or meetings.
- Performance Assessment for Leaders (PAL tasks)
 - Content tasks for leaders 15 PDPs per task
- MA Test for Educator Licensure (MTEL)
 - MTEL SEI 15 PDPs

Initiatives Sponsored by Districts, Collaboratives or Registered Providers

Educators who participate in the following professional development programs within a 5-year renewal cycle are eligible to receive one (1) PDP per contact hour, but may not apply more than the identified number of points per year toward license renewal. PDPs may be applied toward either content-based pedagogy professional skill area or the elective points or both depending on whether or not the pedagogical activities are content-based.

- Maximum Number of Points Per year
 - Mentoring 15 PDPs
 - Peer Coaching 15 PDPs
 - Peer Assistance and Review Programs 15 PDPs
 - Cooperating Teacher up to 20 PDPs
 - National Board of Professional Teaching Standards 120 PDPs
- Team for Accreditation
 - Team member 30 PDPs (5 yr. cycle)
 - School faculty member preparing for visit 30 PDPs (5 yr. cycle)

Educator-Designed Activities

Educators may earn PDPs through an educator designed professional development activity resulting in a professional product.

- **Professional Conference**
 - While PDPs are no longer awarded for attendance at a professional conference, educators are eligible to receive thirty (30) PDPs the first time they make a presentation at a professional conference in a 5-year renewal cycle. In addition, educators who attend a professional conference may extend their learning by developing and documenting a school-based activity or curriculum, or by publishing written material as described below. These activities will assist educators in earning PDPs for license renewal.
- **School-Based Activity**
 - Educators may earn PDPs for developing and implementing an activity for students, parents/guardians or teachers that incorporates the learning standards of

the curriculum frameworks. Educators may earn one (1) PDP per clock hour with a maximum of thirty (30) PDPs in all in a five-year cycle when the school-based activity is distributed or implemented within a local school, district, or university. *Educators may count PDPs from school-based activities toward the license renewal content requirement when the activity is directly related to the content area of the certificate.*

- Examples:

- Design and coordinate a series of Family Mathematics Nights within a school.
- Design and coordinate extended learning activities for students.
- Design and implement a series of seminars for teachers and/or parents.
 - Training topics might include:
 - Developing and implementing standards-based units
 - Designing instructional practices that support learning in a standards-based classroom
 - Supporting special needs students within a standards-based classroom
 - Supporting gifted and talented students within a standards-based classroom

- **Presenters/Trainers**

- Educators who develop and present a minimum of three (3) separate sessions in a professional development series are eligible to receive twice the number of PDPs given to participants, with the presenter receiving a minimum of ten (10) PDPs and a maximum of twenty-four (24) PDPs. These points may be counted the first time the training is provided in a 5-year cycle.

- **Curriculum Development**

- Educators who author a new curriculum unit that is published in a school or district guide or formally shared in other ways, including software, student text book or professional resource may earn fifteen (15) PDPs per curriculum unit and may accrue up to sixty (60) points in five (5) years.

- **Published Written Materials**

- | | |
|---|-----------------------------|
| ○ Doctoral dissertation | 90 PDPs in five books |
| ○ Master's or CAGS thesis | 45 PDPs in five years |
| ○ Book(s) | 90 PDPs per book |
| ○ Professional journal article or chapters in a professional book/journal | 30 PDPs per chapter/article |
| ○ Published results of action research | 30 PDPs in five years |

APPENDIX

Forms & Procedures

| |
|---|
| THE PUBLIC SCHOOLS DOVER SHERBORN PROFESSIONAL DEVELOPMENT ACTIVITY LOG FOR PDPs |
|---|

| | |
|-----------------------------------|-------------------------------------|
| Title: | Date(s): |
| Facilitator(s): | Time(s): |
| Location: | # of Contact Hours: |
| Building Administrator (Printed): | Building Administrator (Signature): |

Activity Description

Should the facilitator seek PDPs for him/herself and session participants, he/she needs to provide a written description of the activity using the space provided below prior to submitting this and other documents (i.e., agenda) to his/her building administrator.

Upon completion of the session, submit this sign-in sheet, together with a meeting agenda and/or work product, to the Assistant Superintendent's office. Participants will then be awarded PDPs as per the Department of Elementary and Secondary Education's regulations (see CMR 44.04) concerning contact hours related to educator-designed activities.* (See next page for definition.)

Educator-Designed Activities

Educators may earn PDPs through an educator designed professional development activity resulting in a professional product.

Professional Conference

While PDPs are no longer awarded for attendance at a professional conference, educators are eligible to receive 30 PDPs the first time they make a presentation at a professional conference in a five-year renewal cycle. In addition, educators who attend a professional conference may extend their learning by developing and documenting a school-based activity or curriculum, or by publishing written material as described below. These activities will assist educators in earning PDPs for license renewal.

School-Based Activity

Educators may earn PDPs for developing and implementing an activity for students, parents or teachers that incorporates the learning standards of the curriculum frameworks. Educators may earn 1 PDP per clock hour with a maximum of 30 points in all in a five-year cycle when the school-based activity is distributed or implemented within a local school, district, or university. Educators may count PDPs from school-based activities toward the license renewal content requirement when the activity is directly related to the content area of their license(s).

Examples:

Design and coordinate a series of Family Mathematics Nights within a school.

Design and coordinate extended learning activities for students.

Design and implement a series of seminars for teachers and/or parents.

Training topics might include:

- Developing and implementing standards-based units
- Designing instructional practices that support learning in a standards-based classroom
- Supporting special needs students within a standards-based classroom
- Supporting gifted and talented students within a standards-based classroom

Presenters/Trainers

Educators who develop and present a minimum of 3 separate sessions in a professional development series are eligible to receive twice the number of PDPs given to participants, with the presenter receiving a minimum of 10 PDPs and a maximum of 24 PDPs. These points may be counted the first time the training is provided in a five-year cycle.

Curriculum Development

Educators who author a new curriculum unit that is published in a school or district guide or formally shared in other ways, including software, student text book, or professional resource may earn 15 points per curriculum unit and may accrue up to 60 points in five years.

Published Written Materials

Doctoral dissertation: 90 PDPs in five books

Book(s): 90 PDPs per book

Master's or CAGS thesis: 45 PDPs in five years

Published results of research 30 PDPs in five years

Professional journal article or chapters in a professional book: 30 PDPs per chapter or article

THE PUBLIC SCHOOLS OF DOVER AND SHERBORN
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Name: _____ **Date:** _____
Position: _____ **District:** _____
Certificate Number: _____ **School:** _____
Primary Certificate: _____ **Code:** _____

Which type of certificate do you hold (check appropriate box)?

- () Professional () Preliminary
() Initial () Temporary

PDPs required _____ Content _____ Pedagogy (*Refer to MA DESE website on license renewal)

STEPS TO FOLLOW IN CREATING AN INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

1. Review certificate(s).
2. Determine number required in content & pedagogy.
3. Review district goals.
4. Review school goals.
5. Select school goals appropriate to your grade level/subject area/needs.
6. Review district PD opportunities, both contractually required and other options.
7. Select appropriate district activities.
8. Select any other PD activities which may or may not be subsidized by the district.

The district goals that my plan addresses are the following: **

- A. _____
B. _____
C. _____
D. _____
E. _____

The school goals that my plan addresses are the following: **

- F. _____
G. _____
H. _____
I. _____
J. _____

My individual goals are the following:

(these should be related to curriculum, instruction, assessment, student management, etc.):

- K. _____
L. _____
M. _____
N. _____
O. _____

**** The principal or immediate supervisor must provide each teacher with a copy of the district goals and school goals. The educator selects the goals s/he will address in the IPDP. Please submit to your supervisor for approval**

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.

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

Educator Plan Form (MA DESE)

Also refer to Self Assessment and Goal Setting/Review Form, Appendix A, Dover Sherborn Professional Growth and Evaluation System

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation:

School(s): _____

Educator Plan: Self-Directed Growth Plan Directed Growth Plan
 Developing Educator Plan Improvement Plan*

Plan Duration: Two-Year One-Year Less than a year _____

Start Date: _____ End Date: _____

Goal Setting Form with final goals is attached to the Educator Plan.

Some activities may apply to the pursuit of multiple goals or types of goals (student learning or professional practice). Attach additional pages as necessary.

| Student Learning Goal(s): Planned Activities <i>Describe actions the educator will take to attain the student learning goal(s). Activities may apply to individual and/or team. Attach additional pages as needed.</i> | | |
|---|--|-----------------------|
| Action | Supports/Resources from School/District ¹ | Timeline or Frequency |
| | | |

*Additional detail may be attached if needed.

Educator Plan Form



Educator—Name/Title: _____

| Professional Practice Goal(s): Planned Activities <i>Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team. Attach additional pages as needed.</i> | | |
|---|--|-----------------------|
| Action | Supports/Resources from School/District ¹ | Timeline or Frequency |
| | | |

This 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: _____

Signature of Educator* _____ Date: _____

* As the evaluator retains final authority over goals to be included in an educator’s plan (see [603 CMR 35.06\(3\)\(c\)](#)), the signature of the educator indicates that he or she has received the Goal Setting Form with the “Final Goal” box checked, indicating the evaluator’s approval of the goals. The educator’s signature does not necessarily denote agreement with the goals. Regardless of agreement with the final goals, signature indicates recognition that “It is the educator’s responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.” (see [603 CMR 35.06\(4\)](#))

¹ Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#).

HOUSSE* Supplemental Log
(*High Objective Uniform State Standard Evaluation)

Since July 1, 2007 only special education and ESL teachers may use HOUSSE to renew their current license. Elementary and middle school teachers, who are often considered generalist teachers, may no longer use HOUSSE to recertify. Special education teachers and ESL teachers who teach multiple core academic subjects may use their (IPDP) (also known as a license renewal IPDP) to meet the requirements for “**Highly Qualified.**” Special education and ESL teachers can use the HOUSSE option so long as they are highly qualified in language arts, mathematics, or science at the time of hire and complete the following:

- ✚ 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 (license renewal) **dating back to June 1999**. The “log” must demonstrate that **96 PDPs are completed by the end of June 2006** in the core academic subjects that the teacher teaches.

As a method to document completed requirements, an ESL or Special Education teacher may wish to complete the sections of the chart below that correspond with the core academic subjects they teach. If a teacher does not teach one of the core subjects listed in the chart, then 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 “Frequently Asked Questions” document and “Highly Qualified” Teacher presentation can be found at the following website: http://www.doe.mass.edu/educators/title-ia/hq/hq_faq.html?section=HOUSSE



Teacher’s name: _____
Please list the core* academic subjects that you teach:

(*English, reading or language arts, math, science, foreign languages, civics and government, economics, arts, history, geography)

| CORE ACADEMIC SUBJECT | Name/Type of PD Activity | Content or Content Pedagogy (Indicate) | Completion Date | Number of PDPs |
|--|---------------------------------|---|------------------------|-----------------------|
| Reading | | | | |
| | | | | |
| <i>Total Reading PDPs (Minimum 10 required) _____</i> | | | | |
| English | | | | |
| | | | | |
| <i>Total English PDPs (Minimum 10 required) _____</i> | | | | |
| Math | | | | |
| | | | | |
| <i>Total Math PDPs (Minimum 10 required) _____</i> | | | | |
| Social Studies | | | | |
| | | | | |
| <i>Total Social Studies PDPs (Minimum 10 required) _____</i> | | | | |
| Science | | | | |
| | | | | |
| <i>Total Science PDPs (Minimum 10 required) _____</i> | | | | |
| Other Core Academic Subjects | | | | |
| | | | | |
| TOTAL NUMBER OF PDPS IN LOG (must equal a minimum of 96 PDPs) _____ | | | | |

Teacher's Signature Upon Completion: _____

Date: _____

Headmaster's/Principal's Signature Upon Review: _____

Date: _____

CC: Teacher, Headmaster/Principal, Personnel File

**THE PUBLIC SCHOOLS OF DOVER AND SHERBORN
PROFESSIONAL DEVELOPMENT AND EDUCATION IMPROVEMENT
APPROVAL AND REIMBURSEMENT FORM**

**The Public Schools of Dover and Sherborn
Professional Development and Education Improvement
Approval and Reimbursement Form**

Directions: 1. Please read Article 29 in the Teacher's Agreement before completing this form.
2. Please complete Parts I and II or Parts I and III before submitting this form.

*******PART I*******

Name: _____

School: _____

Home/Mailing Address:

Street: _____

City: _____, State: _____, Zip Code: _____

Present Degree Level: ___ Bachelor's ___ Bachelor's +15 ___ Master's
 ___ Master's +15 ___ Master's +30 ___ Master's +45
 ___ Master's +60 ___ CAGS ___ Doctorate

Course Title: _____

Institution: _____

of Graduate Credits*: _____

Start Date of Course/Conference: _____

Tuition Amount: \$ _____

Is the course accepted by the sponsoring institution as part of one of its graduate programs?

Yes _____ No _____

* *Graduate Credits*: Teachers should carefully review the graduate credit(s) granted for satisfactory completion of the course, making sure that the number of credits, as advertised, will appear on a final transcript (as opposed to a grade report). Be sure to submit any conversion or correlation table(s) pertaining to the credits that the sponsoring institution provides.

*******PART II*******

Complete Part II (and Part I) if you are taking the course for graduate credit or PDPs and reimbursement*, but not for possible lane change/salary adjustment consideration. See Part III for directions pertaining to lane change/salary adjustment consideration.

Are you taking this course for:

- Graduate Credit(s) and reimbursement, but not for possible lane change. _____
- PDPs and reimbursement, but not for possible lane change. _____

Write a brief statement giving your reasons for taking this course:

Reimbursement process

Note: In order to be reimbursed for this course/conference, please submit the following documents to the Office of the Superintendent before June 1st of the current fiscal year:

- One (1) copy of this signed form;
- One (1) copy of a cancelled check or a copy of the credit card statement on which the course charge appears; and
- One (1) copy of a grade report from the sponsoring institution.

* *Reimbursement.* Teachers are only guaranteed \$400 per year for course reimbursement.

Submit this form to your DSEA representative, Principal/Headmaster, and to the Superintendent/Assistant Superintendent.

_____ A or D _____
 DSEA representative Date

_____ A or D _____
 Principal/Headmaster Date

_____ A or D _____
 Superintendent/Assistant Superintendent Date

Requests denied at first level should be forwarded to Superintendent and DSEA President.

_____ A or D _____
 President DSEA Date

_____ A or D _____
 Superintendent Date

*******PART III*******

Complete Part III (and Part I) if you are taking the course for graduate credit, reimbursement*, and lane change/salary adjustment consideration.

As Part III is being completed for possible salary adjustment, this form needs to be pre-approved by your DESA representative and Principal/Headmaster before seeking the Superintendent/Assistant Superintendent endorsement. Submit this form to the DSEA representative and Principal Headmaster, together with a course description and syllabus, for pre-approval, and then forward to the Superintendent/Assistant Superintendent. Upon completion of this course, an original transcript from the sponsoring institution confirming the number of graduate credits awarded must be submitted.

Write a brief statement giving your reasons for taking this course:

Reimbursement process

Note: In order to be reimbursed for this course/conference, please submit the following documents to the Office of the Superintendent before June 1st of the current fiscal year:

- One (1) copy of this signed form;
- One (1) copy of a cancelled check or a copy of the credit card statement on which the course charge appears; and
- One (1) copy of a grade report from the sponsoring institution.

* *Reimbursement.* Teachers are only guaranteed \$400 per year for course reimbursement.

Submit this form to your DSEA representative, Principal/Headmaster and to the Superintendent/Assistant Superintendent.

| | | |
|---|--------|------|
| | A or D | |
| DSEA representative | | Date |
| | A or D | |
| Principal/Headmaster | | Date |
| | A or D | |
| Superintendent/Assistant Superintendent | | Date |

KEY
 "A" denotes approval
 "D" denotes denial

For Office Use Only:
 _____ C. Ingersoll
 _____ T. Schmitt

Qualified Peer Observer (QPO)

Information for Educators

QPOs are:

- confidential
- peers in any grade or department
- learners
- listeners
- supportive
- inquisitive
- teammates

QPOs are not:

- evaluative
- supervisors
- experts
- tellers
- judgmental
- inquisitors
- captains

Process (choose your own adventure)

1. You choose to work with a QPO or a one-year self-directed plan with supervisor evaluations;
2. You identify QPOs with whom you are interested in working based on your potential area of focus;
3. You choose what your area(s) of focus is/are or you discuss with your QPO what to choose;
4. You choose how to focus on the area you have selected.

Options for areas of focus include:

- analyze student work
- plan a unit
- analyze data
- reflect on instructional practice
- read and discuss educational article or book
- reflect on assessment/assessment design
- strategize about classroom or student challenges
- co-teach lessons
- videotape or observe part of a lesson

Logistics:

1. Choose a mutually agreed upon time to meet at least once a month.
2. Remember to record in a log that you met (the template will be in Google Drive).
3. You will choose what to share about your growth—related to your area of focus—in your end of year goal reflection.

**Qualified Peer Observer
Form for Educator**

QPO name:

Educator name:

| Date/Time | Area of Focus Addressed | Reflection |
|------------------|--------------------------------|-------------------|
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Qualified Peer Observer

Form for QPO

QPO name:

Educator name:

| Date | Time |
|-------------|-------------|
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