Melrose Public Schools

Professional Development Handbook

2014-2015

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Melrose Public Schools Mission Statement
We inspire, engage, support, prepare and challenge all students to achieve personal and academic excellence, to become life-long learners, and to be responsible, respectful and successful participants in our global community.

Core Values
The following core values of the Melrose Public Schools espouse the high expectations we have for all of the school community, directing how we conduct ourselves in fulfilling the school system's mission.

1. All students can learn.

2. All students can achieve personal learning success.

3. Quality and reflective teaching is essential in helping students reach academic and personal success.

4. Rigorous, relevant and research-based curricula promote quality learning for all.

5. Honesty and integrity guide our individual and group actions, interactions and decisions.

6. By working collaboratively and collegially, we will be better able to overcome obstacles, solve problems and achieve goals.

7. We honor and celebrate differences, respect individuality and take pride in and respect ourselves, each other, our schools, our work, and our environment.

8. Strong, respectful partnerships between educators and parents are critical to the successful education of children.

9. Ongoing and meaningful collaboration and communication between educators and community members promotes a dynamic school system.

PROFESSIONAL DEVELOPMENT MISSION STATEMENT

The mission of professional development in the Melrose Public Schools is to provide all staff with quality learning opportunities that support student learning and foster teaching excellence.

GUIDING BELIEFS FOR PROFESSIONAL DEVELOPMENT

We believe …

- Professional development has a direct impact on student performance.
- On-line learning is an effective way to deliver a variety of professional development opportunities and activities.
- Professional development addresses the individual and collective needs of a diverse staff.
- Professional development supports the accomplishment of curriculum goals.
- Collaborative approaches are effective in designing and implementing professional development.
- Staff can be excellent providers of professional development opportunities and activities.
- Partnerships with outside agencies can enhance district professional development.
- A balance among individual, school, and district needs is critical to a quality professional development program.

PROFESSIONAL DEVELOPMENT VISION STATEMENT

In order to have the greatest impact on student performance we provide all staff with numerous opportunities that promote educational excellence. These opportunities address the individual and collective needs of our diverse learning community. Professional development is a key connection to quality teaching and learning and we are committed to providing a quality professional development program.

INTRODUCTION

Professional development is a critical and essential component of developing an effective teaching force. Research shows it has a direct correlation to and positive impact on student achievement. This plan is based on district goals as well as analysis of district and state assessment data. The district also must align curriculum and instruction with the 2011 Massachusetts English Language Arts and Mathematics Curriculum Frameworks. It is developed collaboratively with input from the district leadership team.

The following professional development plan was created to:

- Implement research based instructional practices and support alignment of curriculum with the 2011 Massachusetts English Language Arts and Mathematics Curriculum Frameworks. Prepare for the implementation of the draft Massachusetts Science Curriculum Frameworks in 2016.
- Support staff in the development of Understanding by Design curriculum maps and where appropriate curriculum units.
- Promote student achievement for all students in areas of need as identified by district and state assessments.
- Ensure compliance with the Massachusetts Department of Elementary and Secondary Education (DESE) regarding professional development opportunities for staff.

FOCUS

The focus of the professional development centers on the district's strategic goals including:

- Continue alignment with the 2011 Massachusetts English Language Arts Curriculum Frameworks by implementing best practices, aligning curriculum, and providing teachers professional development opportunities in the instructional practices and curriculum.
- Ensure the successful implementation of core curriculum materials in all subject areas.
- Assist teachers in the use of district and state assessment data at the school and department level by making use of data meetings that follow Looking at Student Work protocols.
- Support the implementation of a Tiered System of Support in grades K-8 through the use of district data and building based data meetings.
- Implement professional development opportunities that support the District Curriculum Accommodation Plan.
- Support the integration of student data of the new state evaluation framework for all staff and administrators.
- Implement professional development to integrate best practices in mathematics instructions that align with the 2011 Massachusetts Mathematics Curriculum Framework.
- Begin implementation of the new curriculum framework for English Language Learners, World-Class Instructional Design and Assessment (WIDA) in accordance with the DESE's RETELL initiative.
- Support vertical alignment of best practices, instruction, and assessment across the grades spans, PreK-12, and across all content areas including non-core subjects.
- Develop the understanding of curriculum design principles for Understanding by Design among all staff.
- Implement professional development resources to support implementation of new state science standards.

IMPLEMENTATION

For the 2013-2014 school year, professional development centers on the following activities.

The following activities in grades PreK-5 support the implementation of the 2011 Massachusetts English Language Arts Curriculum Frameworks including a tiered system of supports in ELA:

- Support implementation of PreK-5 Literacy Academy to continue support in the development of best practices aligned with the new frameworks including close reading and critical thinking.
- Continue implementation of data meeting structures in each school building and across the district for teachers to analyze and discuss district and classroom data. Expand protocols and forms for the data meetings. Continue to develop staff's knowledge of Looking at Student Work protocols.

- Continue to strengthen professional learning communities in buildings but also across the district that analyze student data and discuss best practices.
- Support implementation of practices in the classroom within school and classroom based coaching teaching supports.

The following activities in grades 6-12 support the implementation of the 2011 Massachusetts English Language Arts Curriculum Frameworks:
- Continue to refine core instructional practices that will be consistently used across content areas and grade levels. Develop resources and materials to support teachers' implementation of these core instructional practices.
- Develop professional learning communities in departments that create common district assessments, analyze district and state assessments, and discuss implementation of core instructional practices.

The district will strengthen the implementation of the new teacher mentoring program as follows:
- Continue the implementation of the new teacher mentoring program by requiring an intensive institute of first year teachers focused on developing a common language of teacher and learning.
- Continue a year two mentoring program requiring ongoing meetings focused on deepening teacher's practice.
- Develop content to support new teachers in meeting the diverse needs of the student population.
- Continue expanded new teacher orientation during the summer of 2014.

The district will strengthen procedures for the implementation of professional development as follows:
- Implement and continue to revise a professional development handbook outlining procedures to insure alignment with recertification guidelines from the Massachusetts Department of Elementary and Secondary Education.
- Continue Professional Development Committee to monitor and evaluate implementation of the plan. Evaluate the effectiveness of current professional development offerings.
- Seek out opportunities to collaborate with other local district to offer further professional development opportunities for staff. Take advantage of grant opportunities that support further professional development.
- Support membership in professional development collaboratives such as Salem State Collaborative and the Middlesex Partnership for Youth. Evaluate the effectiveness of the professional development offered by these collaboratives.
- Explore opportunities and tools to provide professional development using technology such as webinars and video.
- Support the integration of technology within the curriculum and classroom instruction through continued professional development.
- Develop a yearlong teacher action research course to support teachers in developing their own inquiry projects about their classroom practices.

The following activities in grades K-12 support the implementation of the 2011 Massachusetts Mathematics Curriculum Frameworks:
- The Mathematics Department Head will support the understanding of the mathematical practices outlined in the frameworks through the math grade 6-12 department meetings. Develop resources and materials for teachers that support the implementation of the mathematical practices.
- Support implementation of mathematical practices and teachers' math content knowledge in the classroom within school and classroom based coaching teaching supports in grades K-5.
  Identify additional math workshops for the 2014-1015 school year to support the continued implementation of the Envision Math programs including math content knowledge, a focus on students with disabilities and those students who struggle with math.

The following activities will support the implementation of the new curriculum framework for English Language Learners, the World-Class Instructional Design and Assessment:
- Support the alignment of ELL curriculum to the WIDA standards.
- Begin second cohort of RETELL training as required by the Massachusetts Department of Education.
- Complete the RETELL training for any additional administrators.

- Develop professional development opportunities to support staff in meeting the needs of English Language Learners and to support understanding cultural diversity in their classroom.

The following activities will support the implementation of the curriculum development:
- Develop understanding of all staff and departments to develop curriculum maps using principles of Understanding by Design.

The following activities will support the needs of educators who work with students with disabilities:
- Develop and implement professional development for PreK-5 on how to support students with disabilities in mathematics.
- Develop professional development for general education teachers including specialists to support the needs of students with disabilities in their classroom.
- Support the continued professional development of paraprofessionals in the district.

The following activities in grades K-12 support the implementation of the draft Massachusetts Science Curriculum Frameworks:
- Implement a summer institute for grades K-5 on the science practices in the summer of 2014. Repeat portions of the institute during the 2014-2015 school year. Support teachers in implementation the science and engineering practices in their classroom.

The following activities will support the implementation of the new teacher evaluation system:
- Provide training to teachers as needed for the integration of data in to the implementation of District Determined Measures.
- Provide training to administrators in the implementation of the teacher evaluation system to incorporate the use of District Determined Measures.

The following activities will support the implementation of technology as a tool for the classroom and for data collection/analysis:
- Provide training to teachers as needed for the use of all features of Aspen.
- Provide training to teachers to support the use of Web 2.0 tools to support the integration of technology as a learning tool.
- Pilot the use of Edwin as a possible curriculum and assessment platform.

CONNECTIONS TO MELROSE PUBLIC SCHOOL'S STRATEGY OVERVIEW

This plan supports the following strategic priorities contained in the Melrose Public Schools Strategy Overview.

Strategic Objective:
Planning: Employ purposeful and deliberate planning that is designed to enable all students to achieve a high level of content mastery and skill development.
- Provide professional development in the use of Understanding by Design or similar planning methodology.
- Continue to provide Skillful Teacher training and mentoring support for all new teachers.

Strategic Objective:
- Content and Curriculum: Provide rich, high-quality, and current content that foster the use of higher-level thinking skills and help all students to attain college and career readiness. Continue to develop curriculum that reflects the new PreK-12 ELA and Math Frameworks and incorporates the common core standards.
- Plan for the implementation of the new Science Frameworks PreK-12.

Strategic Objective:
Instruction: Provide advanced learning that is student-centered and engaging through instruction that provides opportunities for enrichment and challenge and that is focused on student learning, growth, and achievement.
- Develop the district's capacity through participation in RETELL to improve instruction and outcomes for ESL students.

- Implement instructional supports for teachers such as Instructional Coaches model, demonstration or lab classrooms, and instructional rounds at all levels.
- Provide staff with options and opportunities for professional development that meets the needs of teachers, individual buildings, and the district.

Strategic Objective:
Assessment and Data: Create dynamic assessments that provide reliable and valid data that informs teaching and learning in order to advance student performance.

- Complete development and identification of common assessments (District Determined Measures) by grade and content area as required for Phase 2 of the Educator Evaluation System.
- Continue to train and develop data teams at every level and content areas in the use of data to improve student outcomes.

EVALUATION OF PROFESSIONAL DEVELOPMENT

All evaluation activities are evaluated using surveys to identify the best practices of the activities. Administrators can also observe and analyze the impact of professional development activities on teacher effectiveness and student achievement through both formal and informal walk-throughs as well as data analysis. This observation and analysis guides subsequent professional development efforts and individual professional development plan activities.

PROFESSIONAL DEVELOPMENT COMMITTEE

ORGANIZATION

The Professional Development Committee (PDC) shall consist of the Director of Curriculum, a school principal, and unit members from each level selected by the Association. The committee shall be co-chaired by a unit member and a member of the administration.

2013-2014 MEMBERS WHO UPDATED THE PLAN

- Director of Curriculum– Margaret Adams
- MEA President-Naomi Baline
- Department Chair-Angela Singer
- Principal-Jenny Corduck
- Elementary Representative-Carolyn Sheehy
- Specialist Representative- Amy Cesar
- Secondary Representative-Maureen Walsh

OVERVIEW

The Professional Development Committee (PDC) was established as part of the agreement between the Melrose Public Schools and the Melrose Education Association.

The responsibility of the PDC shall be to support the District Professional Development Plan guided by the needs of the unit members, the District and School Improvement Plans, and the Department of Education's regulations for licensure.

The PDC shall assist in the communication of various opportunities for professional growth and development to unit members throughout the year. These opportunities may include, but are not limited to, self-directed professional development, study groups, and curriculum projects.

MASSACHUSETTS GUIDELINES FOR RECERTIFICATION

Individuals with Massachusetts standard licenses must engage in sustained professional development that strengthens professional knowledge and skills in order to meet the state's new recertification requirements. The Massachusetts Department of Elementary and Secondary Education has designed a relicensure process that requires all educators to prepare an Individual Professional Development Plan for each five-year renewal cycle. The plan must be consistent with the educational needs of the school and/or district and enhance the ability of the educator to improve student learning. As spelled out by the regulations, educators are required to obtain initial approval and final endorsement of their professional development plans from their supervisor. This professional development plan can also be found on the DESE website at, http://www.doe.mass.edu/pd/ipdp.pdf.

Standard licenses may be renewed by the successful completion of the appropriate number of professional development points (PDPs) as set forth in 603 CMR 44.05 (2), 44.06 (1), or 44.07 (1) within a five year cycle. Educators may earn professional development points (PDPs) by engaging in a variety of professional development activities as part of an individual professional development plan which receives any approvals necessary under the provisions of 603 CMR 44.04. Educators will need 10 hours in a topic for relicensure. A topic is a single or tightly integrated area of study within an academic discipline or related to a particular method of teaching or administration. Examples of topics might include the American Revolution, Direct Instruction, Questioning Techniques, Alternative Grouping, Behavior Management, and Poetry.

Applying for Recertification

Does my supervisor need to endorse my completed professional development plan?

Educators who are employed in a Massachusetts public school must include their supervisor's endorsement of their completed professional development plan.

What does a supervisor's endorsement of a completed professional development plan indicate?

A supervisor's endorsement indicates that the supervisor has reviewed the record of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved professional development plan.

If my recertification application is selected for an audit, what type of documents will I need to submit?

Educators are required to maintain an Individual Professional Development Plan, reasonable documentation that validates the completion of an activity and the number of points accrued, and a record of complete recertification activities. The record of complete recertification activities must include the topic and type of professional activities completed, the dates of the activities, and the number of points completed.

How long should I keep my documentation?

Educators must maintain the documentation, record log, professional development plan, and application for five years from the date of recertification. This documentation is subject to review by the educator's supervisor and audit by the Department.

Who is responsible if the Department does not accept my professional development activities?

The applicant is responsible for compliance with Department regulations and guidelines. Supervisor approval and endorsement indicates only that the professional development activities identified in the Individual Professional Development Plan meet school and district improvement goals. If a supervisor requires an educator to follow a certain course that the educator believes is inconsistent with the regulations, the educator should contact the Department of Elementary and Secondary Education.

What happens if I am not employed by a Massachusetts public school district at the time I apply for recertification?

Educators not employed by a Massachusetts public school district at the time they apply for recertification should submit their plans directly to the Department, without a supervisor's endorsement.

New Recertification Regulations
How have the recertification regulations changed?

The new regulations, amended December 1, 1999 require educators to:

- Align their Individual Professional Development Plans with school and/or district improvement goals
- Obtain supervisor approval indicating that 80% of the Professional Development Points (PDPs) are consistent with the educational goals of the school and/or district
- Earn a minimum of 10 hours in a topic
- Seek their supervisor's endorsement of their completed professional development plan prior to applying for recertification

Individual Professional Development Plans
Who approves Individual Professional Development Plans?

The educator's direct supervisor or designee approves the Individual Professional Development Plan. In most instances this will mean that the principal will approve the plans of teachers and other educators who report to the principal. In some cases a principal may delegate this role to a department head. The superintendent will approve a principal's plan, and the chairperson of the school committee will approve a superintendent's plan. Educators may seek peer review prior to supervisor approval.

What does the approval mean?

Approval of the plan means that 80% of the PDPs in the plan are consistent with the educational goals of the school and/or district and that the plan is designed to enhance the ability of the educator to improve student learning.

Where are there copies of school and district improvement plans?

The Education Reform Law requires school councils to develop annual School Improvement Plans. Districts are also required annually to adopt and implement a professional development plan for all principals, teachers, other professionals employed by the district, and school council members. Educators should be able to obtain copies of these plans from building principals.

I am currently employed by an educational collaborative. Who approves my plan?

Educators employed by educational collaboratives must create a plan that is consistent with the educational needs of the collaborative. The educator's direct supervisor or designee will approve the Individual Professional Development Plan.

How often must my plan be reviewed?

Supervisors are required to review each individual plan at least every two years. A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved; however, any PDPs that were earned consistent with an approved plan will be counted toward recertification.

May I initiate a review of my plan, or amend my plan, to reflect professional development opportunities that may arise after my plan has been approved?

Yes, educators may initiate a review of their plan anytime during their recertification cycle to reflect new professional development opportunities. Plans may be amended with approval by the educator's supervisor.

What if my supervisor does not approve my plan?

Approval of an individual plan cannot be unreasonably withheld. If a plan is not approved, the supervisor should clearly state the reason for disapproval, so the plan can be amended and approved. In the event that a plan is not approved by a supervisor there are options: teachers and other educators who report to the principal may seek review of the denial from the superintendent of schools; principals may seek review from the school committee chairperson; and a superintendent may seek review from the Department. An educator may then seek additional review from the Department.

What if my plan is not approved by the deadline?

Except for educators certified prior to 10/01/94, PDPs that are earned prior to the initial approval of a plan may be subject to disapproval if, in the opinion of the educator's supervisor, the PDPs are not consistent with the educational improvement goals of the school and/or district.

I am an educator who has been employed by a Massachusetts school district and have recently accepted a position in another district. Do I have to realign my plan to coincide with my current district's goals? Do I need approval from my new supervisor? Will the PDPs that I have already earned still count?

Educators in this situation will need to realign their plans to coincide with their new district's goals. Educators will need approval from their new supervisors within three months of employment. The PDPs previously earned will still count toward recertification.

I am not currently employed and my certificate is inactive. I plan to become employed by a Massachusetts school district in the near future. How long do I have to complete the professional development requirements for my certificate?

Educators who are not currently employed in a position requiring certification and who hold an inactive certificate have two years from the start of employment to complete the professional development requirements for the certificate.

If I plan to retire before my current license expires, am I still expected to have an Individual Professional Development Plan?

Yes. The development of an Individual Plan designed to improve teaching and student learning is sound professional practice and a legal requirement. For example, a teacher who plans to teach for only one more year should remain engaged in well-planned professional development to benefit students' and the teacher's continuing educational growth.

Some educators have also asked if their Individual Plans need to be approved by their supervisor if the educator intends to leave the profession by the time his current license expires. In these cases, Individual Plan approval is strongly recommended but not required.

Professional Development Options
How do I earn Professional Development Points?

Educators may earn Professional Development Points (PDPs) by participating in the professional development programs and activities outlined in their Individual Professional Development Plan. All eligible professional development options are described in the *Recertification Guidelines*.

In the last cycle of recertification I was able to participate in self-directed activities. Is this still an option?

Yes, some self-directed activities that result in a professional product are eligible for PDPs. For example, educators may author a new curriculum unit or develop and implement an activity for students, parents, or teachers that incorporates the learning standards of the curriculum frameworks. Districts may also sponsor educator study groups. All eligible activities are listed in the *Recertification Guidelines*.

Previously, educators could count 4 hours in a topic for recertification. Has this changed?

Yes. The new regulations require a minimum of 10 hours in a topic for recertification.

Can a variety of professional development activities in one topic be used to satisfy the ten-hour topic minimum requirement?

Yes. Districts will need to maintain reasonable documentation and award PDPs after an observable demonstration of learning. For example, a middle school mathematics teacher could participate in a six-hour, district-based professional development program focused on algebraic structures, then attend a four-hour session on teaching algebraic structures at a statewide conference, and subsequently develop a new curriculum unit on algebraic structures for use as a district guide. The new curriculum unit would also serve as a demonstration of learning. In this example, the district may award the educator twenty-five PDPs in content (six PDPs for the district-based professional development program, four PDPs for the statewide conference, and fifteen for the new curriculum unit.)

What would be considered a topic?

A topic is a single or tightly integrated area of study within an academic discipline or related to a particular method of teaching or administration. Examples of topics might include the American Revolution, Greek Literature, Organic Chemistry, Algebra, Questioning Techniques, Behavior Management, and Direct Instruction.

How do educators determine which topics are in the content area?

Topics listed under subject matter knowledge for the license are considered content. This information is available in the *Regulations for Educator Licensure and Preparation Program Approval* in section 7.06 Subject Matter Knowledge Requirements for Teachers.
http://www.doe.mass.edu/lawsregs/603cmr7.html?section=06

Can I use the same PDPs to meet the content requirements to renew more than one license?

Yes, if you have earned PDPs for activities that relate to the content of more than one license (whether Primary or Additional areas), you may use the activity to cover the content requirement for renewing more than one license. Even in this case, however, the same total number of PDPs are required to renew the licenses. (You will still need the 150 PDPs for the Primary and the 30 PDPs for each Additional Area), but may consider the content required as covered.

For example:

Type of License:(Primary or Additional)		PD activity	PDP Status
Primary Area: History (Expires 6/17/10) # of PDPs to Renew: 150. • At least 120 PDPs in content and/or pedagogy, with at least 90 of the 120 in content. • Of the 150, 30 may be in an educational elective (or Other)	**Additional Area:** Social Studies (Expires 6/17/10 # of PDPs to Renew: **30 in content**	3 credit Graduate course: "The American Revolution" = 67.5 PDPs	**History:** 67.5 content PDPs met. Need an additional 82.5 PDPs to renew History as the Primary Area. Of the remaining 82.5 PDPs at least 22.5 PDPs must be in the content area of History, with an additional 30 PDPs in content and/or pedagogy, with the remaining PDPs in "Other/Elective". **Social Studies:** The content/professional skill requirement has been met (still need 30 PDPs - does not have to be in Social Studies content matter). Will need 82.5 more PDPs to renew the Primary license and 30 for the Additional license.
Primary Area: Elementary (Expires 1/15/10) # of PDPs to Renew: **150** • At least 120 PDPs in content and/or pedagogy, with	**Additional Area:** Special Needs (Expires 1/15/10) # of PDPs to Renew: **30 in content**	24 hour series: "Phonemic Awareness and Phonics"	**Elementary:** 24 content PDPs. Need at least another 66 in content of Elementary and a minimum of 30 PDPs in pedagogy, with the remaining PDPs in "Other/Elective." **Reading:** 24 content PDPs. Need 6 more in content (because of overlapping content, need an additional 24 PDPs that do not have to be in Reading content). Will need 156 more PDPs to renew both licenses.

at least 90 of the 120 in content. • Of the 150, 30 may be in an educational elective (or Other).			
Additional Area: Special Needs (Expires 6/17/10) # of PDPs to Renew Minimum of 30 in content	**Additional Area:** Middle School Teacher (Expires 6/17/10) # of PDPs to Renew: **30 in content**	1 credit graduate course covering reading theory and practice.	**Special Needs:** 22.5 content PDPs. Need another 7.5 in content. **Middle School:** 22.5 PDPs earned in Special Needs as indicated above-need 7.5 more in content (because of overlapping content, need an additional 22.5 PDPs that do not have to be in Middle School content). Need 37.5 more PDPs to renew both licenses.

The Recertification Guidelines list content-specific tests and performance assessment as options for PDPs. Are these options available?

Content tests for recertification are not available at this time. The Department is currently developing performance assessment options for Board of Education review. Educators should not include these options in their Individual Professional Development Plans. When these options become available, educators may choose to amend their plans, with necessary supervisor approval, to include a content test or performance assessment.

PROFESSIONAL DEVELOPMENT POINTS

Is the ratio of 1 PDP per clock hour still in effect?

Yes. Educators are able to earn 1 PDP per clock hour for professional development activities and programs. Advanced Academic Studies and some programs sponsored by the Department are eligible for 1.5 PDPs per clock hour. The Department has also established caps on the number of points for certain activities eligible for recertification.

The recertification regulations state that I must demonstrate proficiency in a relevant subject area or skill through an "appropriate end-of-course assessment" in order to receive PDPs from a registered provider. What is an appropriate end-of-course assessment? Who sees the results?

In most instances, registered providers who offer courses, seminars, or institutes that strengthen content knowledge will provide a written exam. Courses, seminars, or institutes related to classroom work or school and district administrative issues will include an observable demonstration of learning that could include a written product or other documentable product.

The results of the end-of-course assessment are given only to the educator. Registered providers are not authorized to share or publish individual participants' assessment results.

What is Advanced Academic Study? How do I receive points for Advanced Academic Study?

A graduate-level course or its approved equivalent in the content area, or an upper-level undergraduate course or its approved equivalent when the content is substantially new to the educator, will be considered Advanced Academic Study and will be awarded 1.5 PDPs per clock hour (1 semester hour = 22.5 PDPs). The Department will grant PDPs for course credit from accredited colleges and universities at the time of recertification application.

Who determines if the content in an upper-level undergraduate course or approved equivalent is substantially new to the educator?

The educator determines if the content is substantially new. However, during a Department audit, the educator will need to explain why the content was substantially new.

What points are considered "elective?"

In most cases, the PDPs not subject to supervisor approval are considered "elective." The elective PDPs may be earned in content or pedagogy.

I currently hold an Initial license (formerly Provisional with Advanced Standing stage) in one area and a Professional level license (formerly Standard Stage) in another area. When should I begin earning points towards recertification?

Recertification applies only to the renewal of a Professional (Standard) level license. Educators may start earning points immediately after the date of issue of a Professional level license, in preparation for renewal of that license, or immediately after the date of your Professional license's last renewal. Educators who hold either a Provisional or an Initial level license are not required to earn PDP's, but rather would apply for a

new license once they are ready to move up to the next level (i.e. from provisional to initial or from initial to professional).

Can I earn PDPs for participating in a professional development course as a trainer, presenter, or instructor?

Educators who develop and present professional development sessions or courses that are given at the graduate level, which focus on strengthening content knowledge and skills are eligible to receive PDPs. Registered professional development providers, school districts and collaboratives, and institutions of higher education may grant trainers, presenters and instructors twice the number of PDPs granted to participants. An educator may apply these points only one time, the first time, he or she provides the training in a five-year recertification cycle.

The Recertification Guidelines state, "PDPs will not be awarded for attendance at a professional conference." Are there any instances where conference participants can earn PDPs?

Yes, educators may receive PDPs for attendance at a professional conference only in the following instances:

- Registered professional development providers may award PDPs for conference attendance when educators participate in a conference for 10 hours or more on a topic with an observable demonstration of learning that could include a written product or other product that can be documented. Registered providers should issue Certificates of Attendance when educators participate in a conference that is less than 10 hours in a topic.
- Districts may award PDPs to educators for conference attendance after the successful completion of a professional conference (as evidenced by a Certificate of Attendance) with follow-up activities at the district level that combined with conference attendance total 10 hours or more. Follow-up activities at the district level must include an observable demonstration of learning that could include a written product or other product that can be documented.
- Educators are eligible to receive 30 PDPs from the conference provider or district the first time they make a presentation at a professional conference in a five-year renewal cycle.

RECERTIFICATION OPTIONS

Previous Regulations	New Regulations (Effective December 1, 1999)
Minimum 4 hours per topic	Minimum 10 hours per topic
Course for credit 1 semester hour = 15 PDPs	• Upper-level (except where otherwise noted) or approved equivalent or lower-level undergraduate course 1 semester hour = 15 PDPs • Upper-level undergraduate course or approved equivalent (only when substantially new to the educator) 1 semester hour = 22.5 PDPs • Graduate-level course or approved equivalent 1 semester hour = 22.5 PDPs • Audit Courses 1 semester hour = 7.5 PDPs
Department of Elementary and Secondary Education Conference, Institute, Seminar, Workshop, Educational Improvement Activity 1 PDP per clock hour	The Department will offer 1.5 PDPs per clock hour for professional development activities that: a. total at least 10 hours; b. include a product or pre- and post-content assessment; and c. include a follow-up component. *For those Department-sponsored activities that do not have a pre- and post- content assessment, only 30 PDPs can be counted toward recertification in a five-year cycle.* The Department will not offer PDPs for one-day workshops or conferences, informational sessions or meetings.
Professional Development Provider Conference, Institute, Seminar, Study Group, Educational Improvement Activity, Visiting Team, Distance	PDPs may be awarded by registered providers to educators who complete a professional development activity and demonstrate proficiency in the relevant subject area or skill through an appropriate end-of-course assessment that satisfies Department guidelines. All end-of-course assessments must assess at least 10 hours of professional development on a given topic. 1 PDP per clock hour 1.5 PDPs per clock hour for approved Advanced Academic Study

Learning, Workshop/Series 1 PDP per clock hour Attendance at a professional conference 1 PDP per clock hour	No PDPs for attendance at a professional conference. *30 PDPs for the presenter, for first time a presentation is given at a professional conference in a five-year renewal cycle.*
School/District Activity School Improvement Activity, Workshop, Seminar, Institute, Study Group, Educational Project, Distance Learning, Mentoring, Cooperating Teacher, Peer Coaching 1 PDP per clock hour	Educators who participate in school- and district-based inservice programs that focus on strengthening professional knowledge and skills in content may receive PDPs after the successful completion of a professional development program (minimum of 10 hours on a topic) with an observable demonstration of learning that could include a written product or other documentable product. 1 PDP per clock hour Educators who participate in the following professional development programs within a five-year renewal cycle are eligible to receive 1 PDP per contact hour, but may not apply more than the identified maximum number of points per year toward recertification. *Educators may apply the earned PDPs toward either the content-based pedagogy/professional skill area or the elective points or both depending upon whether or not the pedagogical activities are content-based.* Mentoring - 15 PDPs per year from districts that have submitted a mentoring plan to the Department of Elementary and Secondary Education. Peer Coaching, Cooperating Teacher and Peer Assistance and Review – 15 PDPs per year National Board of Professional Teaching Standards – 120 PDPs for successful completion (30 PDPs in content, 60 PDPs in pedagogy and 30 PDPs in elective)
Self-Directed Education Professional Product/Project Book, Journal Article, Software, Research, Innovative Curriculum Unit 90 PDPs maximum and variable, depending on product Related Work	Educators may earn PDPs through an educator designed professional development activity that results in a professional product.
	Published Written Materials
	Doctoral dissertation 90 PDPs in five years
	Master's or CAGS thesis 45 PDPs in five years
	Book(s) 90 PDPs per book
	Chapters or professional journal articles in a professional book or journal 30 PDPs per chapter or article
	Published results of action Research

Experience	30 PDPs in five years
1 PDP per clock hour 60 PDPs maximum Community/Business Educational Improvement Activity 1 PDP per clock hour 60 PDPs maximum	*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 can earn 15 PDPs per curriculum unit and may accrue up to 60 PDPs in five years. *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 state Curriculum Frameworks. *Educators may earn 1 PDP per clock hour with a maximum of 30 points in a five-year cycle when the school-based activity is distributed or implemented by a local school, district or university. Educators may count PDPs from school-based activities toward the recertification content requirement when the activity is directly related to the content area of the certificate.*
Continuing Education Units 1 CEU = 10 PDPs	Courses provided by professional development providers that meet specific standards are often measured in Continuing Education Units (CEUs) as defined by the International Association for Continuing Education.
Presenters 3 PDPs per clock hour for new presentations	Presenters are no longer eligible for 3 PDPs per clock hour for new presentations. However, an instructor for a graduate-level course or approved equivalent for educators is eligible to receive 45 PDPs per semester hour for the first time the course is taught in a five-year renewal cycle. Also, educators who develop and present a minimum of 3 separate sessions in a professional development series are eligible to receive twice the amount of PDPs given to participants, with the presenter receiving a minimum of 10 PDPs and a maximum of 24 PDPs.
Program Approval Team 60 PDPs maximum	Visiting team for accreditation or inspection Team member or school faculty member preparing for visit 30 PDPs in five years

"We help children learn."

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN
FOR MASSACHUSETTS EDUCATORS

Name: Last   First   Middle   Renewal Year

Home Address   City   State   Zip Code

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):

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.doe.mass.edu/recert.

_____

Educator's Name   Certificate Number

Initial Review and Approval   *Date*   _____

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

_____   _____   _____
Supervisor's Name (print)   Title   Signature

First Two Year Review   *Date*   _____

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

Please check one.

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

_____   The Plan was reviewed and amended.

_____   _____   _____
Supervisor's Name (print)   Title   Signature

Second Two Year Review   *Date*   _____

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

Please check one.

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

_____   The Plan was reviewed and amended.

_____   _____   _____
Supervisor's Name (print)   Title   Signature

Final Endorsement   *Date*   _____

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

_____   _____   _____
Supervisor's Name (print)   Title   Signature

EXAMPLES OF SELF-DIRECTED PROFESSIONAL DEVELOPMENT

The Melrose Public Schools encourages groups of teachers to engage in self-directed professional development to include study groups of various kinds.

Study Group
A study group brings a collegial group of faculty together working on behalf of students. The goal of the study group is to improve instructional practices and/or student learning.

Criteria for a Study Group:
- A minimum of 10 meeting hours or more (to earn 10 or more PDP's)
- A clear definition of the anticipated product to be produced to benefit students
- A group facilitator and a minimum of 2 participants (including the group
- facilitator)
- A self-directed professional development proposal form submitted and approved
- Record of study group attendance and hours

Each study group will be lead by a group facilitator who will submit a study group proposal, plan each study group session, have a plan of action for the intended study group product as well as keep track of study group member attendance and hours (to be turned in with a description of the study group product and evaluation forms at the conclusion of the study group).

Each faculty member will earn 10 or more PDP's based on the number of hours the study group is held. (For example: 10 hours earns 10 PDP's). The group facilitator receives a double PDP's.

Examples:
- Study group of teachers to include reading discussion of professional materials and develop a product as a result.
- Book study on the same professional book, discussion, and reflection paper
- Using a looking at student work protocol to review student work and then develop a lesson or rubric based upon analysis of student work

Product:
Products should show application of new content or pedagogy gained from the professional development.

Examples of Products:
- Lesson plan
- Unit of study to be used with students
- Reflection paper
- Rubrics or student materials created
- Presentation at faculty or department
- Student work as a result of new strategies implemented

REQUEST FOR APPROVAL
SELF-DIRECTED PROFESSIONAL DEVELOPMENT ACTIVITY

Submitted by: _____ **Date**: _____

Participants:_____

School:_____**Title/Position**:_____

Title of Activity:_____

Provider:_____

Date(s) of Activity:_____ **Time**:_____**Location**:_____

Directions: Form to be used for study groups, book clubs, school/grade/team professional development.

Description of PD Activity: _____

_____

_____

_____

_____

_____

_____

_____

_____

*Description of which District/School Goals PD Activity will meet:*_____

_____

_____

Description of Product Participants will Produce: _____

_____

Supervisor's Signature: _____ **Date**: _____

This form must be submitted to the Office of Curriculum at least a month before the sponsored activity is to begin. Attach supporting documentation as needed.

Director of Curriculum's Signature:_____ **Date**:_____

Please complete this section for a workshop/conference to be sponsored by Melrose Public Schools

Number of PDPs for Participants (if appropriate)   **PDPs for Presenter (if appropriate)**

Please check one   **First time presentation:**   **Repeat presentation**

APPLICATION FOR EXTENSION OF LEARNING
PRIOR TO ATTENDANCE AT A CONFERENCE

♦ Educators who attend a professional conference may extend their learning by developing a documentable product/project.

♦ A minimum of 10 hours per topic is required for approval.

♦ For recertification, Massachusetts D.O.E. regulations require educators to keep documentation of products/projects for the five-year cycle.

♦ In order to receive PDPs, all extensions of learning must have prior approval by the Office of Curriculum and Instruction.

Name _____

School _____ Title/Position _____

Title of Conference _____

Date: _____ Location _____

Number of Hours in Attendance _____

Evidence of Attendance @ a Workshop/Conference (PDPs or Certificate of Attendance) _____

Topic/Title: Follow-up Activity _____

Notification of Approval: Follow-up Activity _____

Number of PDPs for Product/Project _____

Total number of PDPs Requested _____

_____   _____
Supervisor's Signature   Date

_____   _____
Director of Curriculum's Signature   Date

DOCUMENTATION FOR GROUPING MULTIPLE
PROFESSIONAL DEVELOPMENT ACTIVITIES

Name _____ Date: _____

School _____ Title/Position _____

- ◆ A minimum of 10 hours per topic is required for approval.

- ◆ For recertification, Massachusetts D.O.E. regulations require educators to keep documentation of products/projects for the five-year cycle.

- ◆ Please attach notification of approval for these activities and/or copies of PDP certificates, as applicable.

- ◆ Attach completed product documenting application of professional development.

Topic/Title _____

Date: _____ Location: _____ Hours Attended _____

Topic/Title _____

Date: _____ Location: _____ Hours Attended _____

Topic/Title _____

Date: _____ Location: _____ Hours Attended _____

Topic/Title _____

Date: _____ Location: _____ Hours Attended _____

Total # of PDPs Requested _____

_____   _____
Supervisor's Signature   Date

INDIVIDUAL EVALUATION OF A
PROFESSIONAL DEVELOPMENT ACTIVITY

To be completed by participants

Title of Professional Development Activity _____

Date of the Activity _____

1. The objectives of the workshop were clearly stated by the presenter.

   Strongly Agree _____ *Agree* _____ *Disagree* _____ *Strongly Disagree* _____

2. The presenter was interesting, enthusiastic and motivating.

   Strongly Agree _____ *Agree* _____ *Disagree* _____ *Strongly Disagree* _____

3. The presenter communicated clearly and was easily understood.

   Strongly Agree _____ *Agree* _____ *Disagree* _____ *Strongly Disagree* _____

4. Materials were appropriate and covered the topic content.

   Strongly Agree _____ *Agree* _____ *Disagree* _____ *Strongly Disagree* _____

5. The material presented was adequate for the time allocated.

   Strongly Agree _____ *Agree* _____ *Disagree* _____ *Strongly Disagree* _____

6. The activities and materials presented were relevant to my professional development.

   Strongly Agree _____ *Agree* _____ *Disagree* _____ *Strongly Disagree* _____

7. The stated objectives of the workshop were met.

   Strongly Agree _____ *Agree* _____ *Disagree* _____ *Strongly Disagree* _____

8. I would recommend this workshop to someone else.

   Strongly Agree _____ *Agree* _____ *Disagree* _____ *Strongly Disagree* _____

9. List the strengths of the workshop.

   _____

   _____

10. List recommendations for improving the workshop.

   _____

   _____

   _____

SUMMARY OF EVALUATIONS

Please tabulate the responses and submit the compilation to the Office of Curriculum and Instruction with attendance sheets in order for PDP requests to be processed.

Title of the Professional Development Activity _____

Sponsoring School or Department _____

Presenter _____ **Date of Activity** _____

Submitted by _____ **Today's Date** _____

1. The objectives of the workshop were clearly stated by the presenter.

   Strongly Agree _____ *Agree* _____ *Disagree* _____ *Strongly Disagree* _____

2. The presenter was interesting, enthusiastic and motivating.

   Strongly Agree _____ *Agree* _____ *Disagree* _____ *Strongly Disagree* _____

3. The presenter communicated clearly and was easily understood.

   Strongly Agree _____ *Agree* _____ *Disagree* _____ *Strongly Disagree* _____

4. Materials were appropriate and covered the topic content.

   Strongly Agree _____ *Agree* _____ *Disagree* _____ *Strongly Disagree* _____

5. The material presented was adequate for the time allocated.

   Strongly Agree _____ *Agree* _____ *Disagree* _____ *Strongly Disagree* _____

6. The activities and materials presented were relevant to my professional development.

   Strongly Agree _____ *Agree* _____ *Disagree* _____ *Strongly Disagree* _____

7. The stated objectives of the workshop were met.

   Strongly Agree _____ *Agree* _____ *Disagree* _____ *Strongly Disagree* _____

8. I would recommend this workshop to someone else.

   Strongly Agree _____ *Agree* _____ *Disagree* _____ *Strongly Disagree* _____

9. List the strengths of the workshop.

   _____

   _____

   _____

10. List recommendations for improving the workshop.

   _____

   _____

ATTENDANCE

Title of Activity _____

Sponsoring School or Department: _____

Submitted by: _____ **Date:** _____

Date of the Activity _____ **Location of Activity** _____
Presenter(s):
_____
_____

Description: _____

Number of PDPs for Participants _____ **Number of PDPs for Presenter** _____

(If number of PDPs varies for each participant, please list separately beside each name.)

Participant	Participant Location

GUIDELINES FOR CURRICULUM PROJECT

Administrators, curriculum leaders, and teachers can propose projects which enhance curriculum and instruction. The focus is on revision, design and implementation of curriculum and instructional material. Specific guidelines for outcomes will be developed. All curriculum and instructional development projects must be approved through the Director of Curriculum prior to the start of the projects. Application must be submitted by a Principal or Department Chair.

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 can earn 15 PDPs per curriculum unit and may accrue up to 60 PDPs in five years.

Final product must be submitted both in print and electronically in order to provide final PDP certificates.

Examples of Curriculum Projects:
- Unit with several lesson plans and student materials
- Interdisciplinary project on an essential question to include reading and writing that address state standards
- Take an existing unit and develop differentiated tasks

CURRICULUM PROJECT APPLICATION

Project Name:

Submitted by:

Participants' Names:

Subject(s)/Grade Level(s) to be Addressed:

Goals of the Project:

Project Description

Curriculum Standards to be Addressed:

Benefit to Student Learning:

Description of Final Product (must be a written product):

Number of PDPs Requested Per Person:

Projected Date of Completion:

Please attach any additional documentation that you feel will support your proposal.

_____ _____

Signature of Supervisor/Department Chair   Date

_____ _____

Director of Curriculum   Date

PROFESSIONAL DEVELOPMENT IN DISTRICT COURSE PROPOSAL

As part of the overall professional development program effort, the Melrose Public Schools will support professional development activities offered by individual faculty. Staff members are encouraged to offer in-service workshops to their peers on topics of individual expertise. Proposals for workshops should be forwarded to the Director of Curriculum.

Name:

School:

Course Title:

Target Audience:

General Description of Course:

Maximum Enrollment: _____

Total PDP's or CEU's given to teachers on completion of course:_____
    Proposed Contact Hours (Instructional): _____
    Estimated Outside Hours: _____

Proposed Timeline (class time and dates): _____

Evaluation or Documentation Component
(Will each member produce a product to implement in the classroom? A reflection paper? A lesson plan? etc.)

Relevance of Course:
How does the course address Recertification, Massachusetts Frameworks, District Goals and/or School Goals?

Please attach any additional documentation that you feel will support your proposal.

GUIDELINES FOR COURSE APPROVAL AND TUITION REIMBURSEMENT FORM

1. The Melrose Public Schools and the Melrose Education Association agree that continued learning is important to advance teaching and learning in the district. To that end through the contract and district policy outlines a number of options by which professional development may be achieved and in service credit earned.

2. All professional development must adhere not only to district policy and contractual requirements but also be consistent with the *Recertification Guidelines for Massachusetts Educators* promulgated by the Massachusetts Department of Elementary and Secondary Education.

3. When choosing professional development and requesting approval and/or reimbursement of such activities, please be cognizant of the following criteria and requirements outlined in the above referenced resources:
   a. It is in the "best interests of the students, teacher performance, and education in general for teachers to continue their studies in **their subject field, or in a specifically related field."** (Policy 4207)
   b. The Superintendent will grant permission for professional development activities **"when the best interests of the school will be advanced."** (Policy 4217)
   c. Following a professional development activity, the Superintendent will request from participants **"a report of their observations in order that other personnel of the city schools may profit from them."** (Policy 4217)
   d. "Educators may earn PDPs through an educator designed professional development activity that result in **a professional product."** (*Recertification Guidelines for Massachusetts Educators*) DESE defines a professional product as a written product or other documentable product.
   e. "Teachers who participate in district-approved or district-sponsored professional development activities shall accrue one (1) in-service credit for every fifteen (15) hours of participation…**consistent with the *Recertification Guidelines for Massachusetts Educators…"***
   f. Under the Guidelines, district-sponsored professional development is defined an "inservice programs that focus on strengthening professional knowledge and skills in content areas…"
   g. DESE registered providers may provide PDPs (1=1 hour) for activities that "strengthen educators' content and/or professional knowledge and skills when the educator has demonstrated proficiency **through an end-of-course assessment."** DESE defines end-of-course assessment as a written exam, a written product, or other documentable product. (*Recertification Guidelines for Massachusetts Educators*)
   h. **"Advance written approval** by the Superintendent is needed in order for a teacher to take a course for salary credit. Failure to obtain such approval shall be cause to reject course credits." (Policy 4207) Course also includes any professional development offerings not provided by the Melrose Schools. Without prior approval, the professional development offering will be rejected for salary credit.
   i. The School Committee allocates the sum of $30,000 …to reimburse bargaining unit members for the cost of up to two (2) courses at an accredited institute, provided that **"the course is within a roster of disciplines identified by the School Committee and is**

consistent with the school district's goals;… [and] the member receives a grade of B or better…" (Contract Between the School Committee of the City of Melrose and the Melrose Education Association)

j. The member obtains approval "no later than March 15th in the year in which the funds are to be reimbursed…" (Contract Between the School Committee of the City of Melrose and the Melrose Education Association)

k. Course reimbursement will be distributed once per school year by June 1. The sum of $30,000 is divided by the number or approved requests. The maximum amount cannot exceed $600 per member total. (Contract Between the School Committee of the City of Melrose and the Melrose Education Association)

l. For recertification purposes, DESE requires a minimum of ten (10) hours on a topic. They will NOT allow PDPs for attendance at a professional conference or participation in self-directed study group that is less than 10 hours and does not result in a product. Also, some activities may only be claimed once in a five year cycle or limited to the maximum number of points per year. Examples of this are serving on the NEASC team (30 PDPs in five years) or being a Cooperating Teacher (15 PDPs per year). (*Recertification Guidelines for Massachusetts Educators*)

<div align="center">

MELROSE PUBLIC SCHOOLS
COURSE APPROVAL AND TUITION REIMBURSEMENT FORM

ONE FORM PER COURSE

</div>

THIS FORM MUST BE SUBMITTED PRIOR TO ENROLLMENT IN ORDER TO BE ELIGIBLE FOR REIMBURSEMENT AND FOR APPROVAL OF PDPs BY OUTSIDE PROVIDE FOR SALARY CREDIT

*Submit **COMPLETED** 3 part form (including the approval of your principal/supervisor) to the Superintendent for approval. Upon approval, **2 copies** will be returned to you. **White copy**: for **Reimbursement** - forward copy to the Business Manager with a copy of your official transcript and proof of payment. **Yellow copy**: please retain and submit as part of your **Professional Upgrade** packet. Incomplete forms will be returned to you and will delay the process.*

SECTION 1

Name:_____

Signature:_____Date:_____

Mailing Address: _____

School Assignment:_____ Grade/Subject:_____

SECTION 2

Course Name (attach a copy of course description):_____

College/University/Provider:_____

Course Dates:_____

Description of how course relates to School/District goals:

SECTION 3 Course Approval: ***Written approval by the Superintendent is needed in order to take a course or other professional development not offered by Melrose Public Schools for salary credit.*** *In accordance with district policy (4217) – Visiting Days, Educational Conferences and Professional Workshops – "The Superintendent may grant permission to school personnel to visit schools or attend educational conferences when the best interests of the school will be advanced. The Superintendent shall request from personnel, after such visits, a report of their observations in order that other personnel of the city schools may profit from them."*

Principal/Supervisor Approval:_____ **Date:**_____

Superintendent Approval:_____ **Date:**_____

SECTION 4 **Course Reimbursement Request** *(You must receive a grade of B or better in order to receive reimbursement and salary credit)***:**
One box must be checked at the time of your initial submission.

☐ I am requesting reimbursement per Article XL Section 2 of the Teachers' Contract. Requested Amount **$____**

☐ I am not requesting reimbursement but am requesting approval of professional development not offered by Melrose Public Schools for salary credit.

BUSINESS OFFICE USE ONLY   **Reimbursement Approval:**   Amount Approved for Reimbursement: $_____   Business Manager Approval:_____   Date:_____

NEW TEACHER INDUCTION PROGRAM

INTRODUCTION
The Melrose Public Schools is committed to providing high quality instruction and a positive school climate for all students. To that end, Melrose Public Schools will provide the structure to support and meet the needs of teachers new to teaching and new to the district through a comprehensive New Teacher Induction Program. The program is an integral part of a teacher's first year of teaching and is the beginning of a teacher's professional development activities. The induction program is a fundamental part of the district's Professional Development Plan as well as the District and School Improvement Plan. [603 CMR 7.12 (1)]

Mentoring is at the core of any teacher induction program. The district hopes and expects that the professional interaction and collegiality inherent in one-to-one mentoring relationships will result in the retention of quality educators and a heightened job satisfaction for all participants while promoting a culture of collegiality and collaboration within our schools.

While acknowledging the special contribution an effective mentor makes to the acclimation of a beginning teacher, the Melrose Public Schools also recognizes that successful new teacher induction is a collective responsibility.

BEGINNING TEACHERS AND NEW TEACHERS
The Melrose Public Schools recognizes that the needs of beginning teachers differ somewhat from the needs of experienced teachers new to the district. A beginning teacher is anyone who has been a teacher for less than three years. Experienced teachers new to the district are teachers who have three or more years of successful teaching experience at the professional level.

OVERVIEW
Although mentoring is at the heart of any comprehensive teacher induction program, the challenge of hiring, training and retaining a quality staff requires a comprehensive approach. Therefore, the Melrose Public Schools sees new teacher induction as a multiyear program encompassing the following components:

- New Teacher Orientation
- Beginning Teacher Seminars
- Mentoring, including opportunities to observe teaching
- District Supported Courses/Workshops

GOALS
- To facilitate and accelerate the adjustment of teachers new to the district
- To improve teaching performance, thus improving student learning and achievement
- To increase the retention of good teachers
- To promote personal and professional well being through professional development and one-to-one support
- To integrate new teachers into the culture of the school and district (core values, beliefs, procedures, teacher's role)
- To recognize accomplished teachers and provide them an opportunity to reflect upon and share their experience and expertise.

PROFESSIONAL DEVELOPMENT TO SUPPORT INDUCTION PROGRAM
Year 1:

Orientation – The new teacher orientation during the summer begins the comprehensive induction program for beginning teachers and experienced teachers new to the district. The orientation provides teachers with an opportunity to learn important information about the school and district while allowing the district to promote its vision and culture and will consist of activities such as:

- Introduction of key staff/community members and their roles
- District and school policies and procedures
- District and school goals
- Expectations for beginning teachers including overview of induction program
- Professional development opportunities available through the district
- Overview of evaluation system
- Overview of first days of schools
- Technology requirements and procedures

Mentoring – This is a formal year-long program which includes the opportunity to observe classrooms.

New Teacher Seminars – The Melrose Public Schools believes that beginning teachers will benefit from coming together to share experiences and learn about topics that have a direct bearing on the success of a new teacher. Topics will include preparation for the first day/week of school, classroom management, standards and assessment, and meeting the needs of diverse learners. The basis for these new teacher seminar is the The Skillful Teacher.

Years 2:

Year 2 Supported Courses/Workshops - During year 2, beginning teachers and teachers new to the district are required to complete training to deepen their understanding of planning, curriculum, and assessment.

Mentoring – This is a formal year-long program which includes the opportunity to observe classrooms.

Mentor Training

The mentor training will take place at the district level in order to ensure the same quality of training for all mentors in the Melrose Public Schools. Mentor training will occur as needed and address topics such as:
- Role of a Mentor
- Needs of Beginning Teachers
- Characteristics of Effective Mentoring
- Collegiality
- Observation Skills
- Strategies for Conferencing and Feedback
- Confidentiality

EVALUATION

The New Teacher Induction Program will be evaluated and results used to make specific recommendations based on the feedback collected. It is important to collect data on the effectiveness of the teacher induction program. Information to be collected will include:

- Evaluation of mentor training program
- Record of program activities (number of participants, time spent, log, etc.)
- Survey/interviews with participants in induction program (to include mentors, mentees, principals) to gauge the level of satisfaction with the program and its strengths and weaknesses
- Recommendations for the future

ROLES AND RESPONSIBILITIES
The role of a beginning teacher in the induction program:

- Play an active role in the mentoring relationship. A beginning teacher can do this by offering critical reflections on his (her) own practice and identifying areas in which assistance is needed.
- Seek out help. The beginning teacher must understand that he or she must seek out support team members, be forthright in communicating classroom issues, and remain open to feedback in order to develop as a professional.
- Observe experienced teachers at work. The beginning teacher should adhere to a schedule of observations of various experienced teachers. The beginning teacher could keep a log to record and reflect on the diversity of their styles.

- Participate regularly in programs organized for beginning teachers. These include peer support groups, professional development seminars and beginning teacher workshops.

The role of your mentor:
- Ensure a strong start to the year. Mentors can help beginning teachers launch into a productive year by making sure they know where to obtain all needed materials and are familiar with routines and schedules.
- Provide instructional support. This includes, but is not limited to:
  o Regular observation of and conferencing with the beginning teacher;
  o Support in teaching and learning standards of the state curriculum frameworks;
  o Refining various teaching strategies;
  o Addressing issues such as classroom management and communicating effectively with parents;
  o Recognizing and addressing multiple learning styles and individual student needs.
- Provide professional support. Beginning teachers need to be informed of school policies and procedures, particularly regarding standards and procedures for teacher evaluation. Mentors should be a resource for information on evaluation and professional practice.
- Provide personal support. Mentors can help relieve the stress on first time teachers by introducing them to other faculty members and helping the beginning teacher to put problems in perspective with support and encouragement.
- Maintain a confidential relationship with the beginning teacher. It is important that the beginning teacher be able to discuss problems openly with the mentor, so that they may be addressed in a timely and informed manner.
- Serve as a liaison. The mentor should have the knowledge and skills to refer the beginning teacher to other teachers and educational resources, so that the beginning teacher is exposed to a variety of perspectives and instructional practices.
- Serve as a resource. Inform the beginning teacher of opportunities and supports provided by various professional associations.

The role of the school principal:

The roles and responsibilities of the principal may vary by setting. In an elementary school, the principal would assume all of responsibilities listed below. However, in a secondary school the principal may choose to share the following responsibilities with the assistant principal or department chair:

- Establish a school culture that is built on collegiality and supports professional collaboration among new and veteran teachers.
- Ensure reasonable working conditions for the beginning teacher.
- Facilitate the relationship between the mentor and beginning teacher. The principal should make sure that the mentor and beginning teacher meet regularly and that they are satisfied with each other's participation in the program.
- Conduct an orientation program for beginning teachers and mentors.
- Conduct the formal evaluation of the beginning teacher. The principal should ensure that the beginning teacher is informed early in the year about the district's evaluation standards and procedures and is evaluated on schedule.
- Oversee the selection of mentors. The matching of mentors and beginning teachers should take place at the building level using selection criteria developed at the district level.

Induction/Mentoring Verification Form: Year 1

Teacher Name:_____ School Year:_____
School:_____Position:_____

Date	Description of Professional Development	Initials

Use additional sheets as needed.

_____   _____
Signature of Teacher   Signature of Principal or Department Chair

Induction/Mentoring Verification Form: Year 2

Teacher Name:_____ School Year:_____
School:_____Position:_____

Date	Description of Professional Development	Initials

Use additional sheets as needed.

_____   _____
Signature of Teacher   Signature of Principal or Department Chair

MENTOR PROGRAM ASSESSMENT
MENTEE **QUESTIONNAIRE**

These questions pertain to the structure of the mentoring program, and NOT to your particular mentor.

1. Describe how this mentoring experience has impacted your:

- classroom management

- knowledge of subject

- understanding of the school culture

2. What specific advice from your mentor has been most helpful to you?

3. Comment on what you perceive to be the strengths and weaknesses of the program.

4. What recommendations do you have for the future?

5. Other comments:

MENTOR PROGRAM ASSESSMENT
MENTOR QUESTIONNAIRE

1) What **two** topics did you spend the most time addressing with your protégé?

2) Were there any problems you encountered during the year that you feel could be addressed by the organization or format of the program?

3) Did you observe your protégé's classroom? If yes, how many times? What was the focus of the observations?

4) Did he/she observe yours? If yes, how many times? What was the focus of the observations?

5) Do you have any recommendations for next year's program?

MELROSE PUBLIC SCHOOLS POSTING

Applications are invited for the following position during the 2013-2014 school year:
JOB TITLE: Mentor Teacher
DUTIES AND JOB RESPONSIBILITIES

The mentor will serve his/her mentees by assuming the following four roles:
1) **Advisor**
   a) Provide information pertaining to the school, system, and community.
   b) Meet **weekly** to listen to the needs and concerns of the mentees and provide helpful feedback. (Documentation of weekly meetings and topics is required.)
   c) Provide access to curriculum resources.
   d) Guide the professional and personal growth of the mentees.
2) **Coach**
   a) Provide opportunities for mentees to observe lessons modeled by the mentor.
   b) Provide opportunities for the mentees to be observed and to analyze his/her own teaching with the goals of effective instruction and self-confidence in mind.
   c) Offer a range of data collection techniques and approaches for self-assessment.
   d) Plan collaboratively with the mentee lessons using district core instructional practices.
3) **Consultant**
   a) Work with mentees to reflect on aspects of teaching through inquiry.
   b) Assist the mentees in clarifying goals, objectives, and methods of implementation by responding to questions and providing options.
   c) Suggest areas for professional growth and facilitate progress toward achieving the goal.
   d) Maintain and submit final log of mentoring.
   e) Attend mandatory mentoring training if not previously trained.
4) **Sponsor/Advocate**
   a) Encourage mentees to actively participate in a network of formal and informal collegial groups.

Qualifications:
1) Teacher certification with a minimum of three (3) full years of experience and is required to have professional status
2) Ability to establish and maintain confidentiality and trusting professional relationships
3) Knowledge and use of best educational practices
4) Excellent interpersonal and communication skills
5) Excellent knowledge of pedagogy and subject matter
6) Belief that mentoring can improve instructional practice
7) Recent Math, English/Language Arts, or content area professional development especially knowledge of the new ELA/Math Curriculum Frameworks
8) Belief that setting high standards for all students is important
9) Ability to model core instructional practices and support teacher planning.

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:

On your home screen (Pages) you will see the Tasks window.
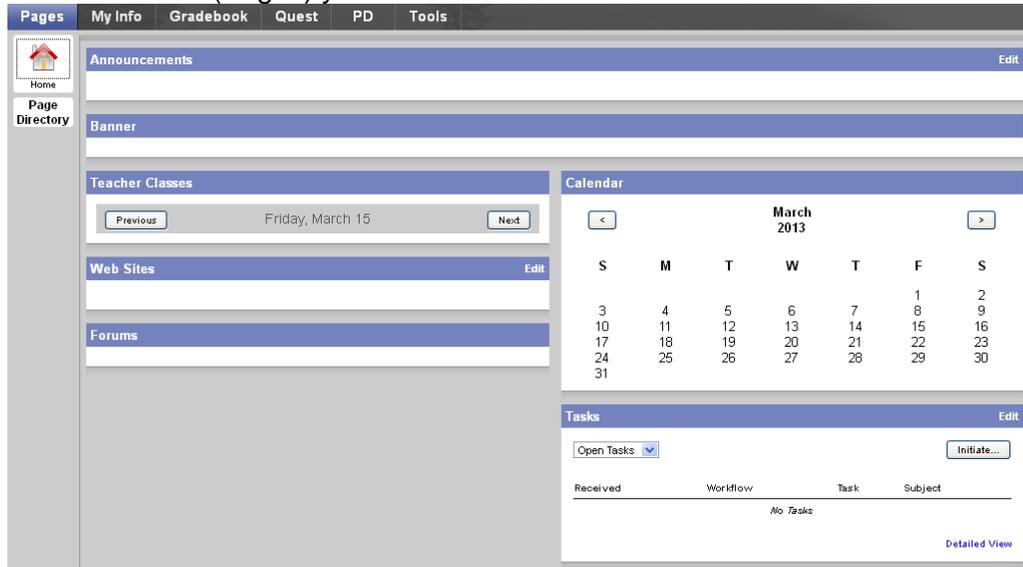
If you do not see the Tasks window, go to the top right of your screen and click on Set Preferences.

Then click on the Home tab, check off Tasks and click OK.
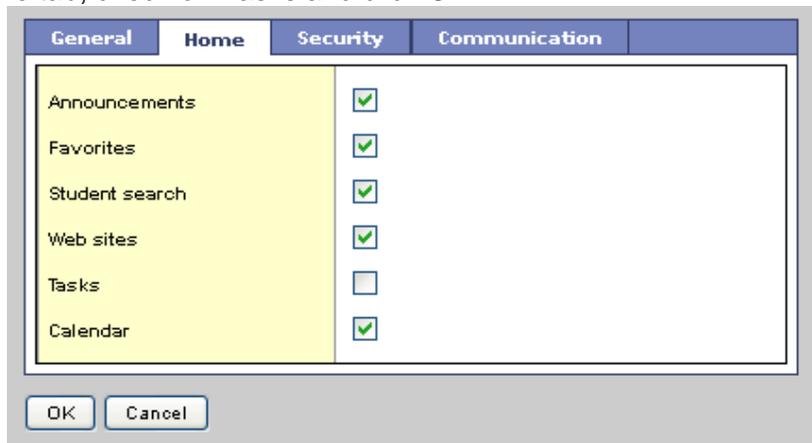
In the Tasks window, click on Initiate, then click on the arrow to select PD Activity Request.
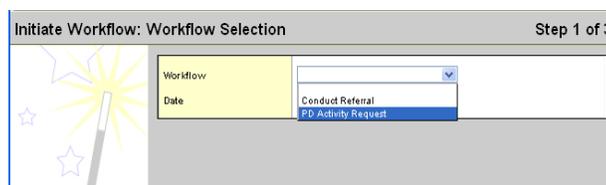
Click on the magnifying class next to PD Plan, select your name, then OK. Then click Next.
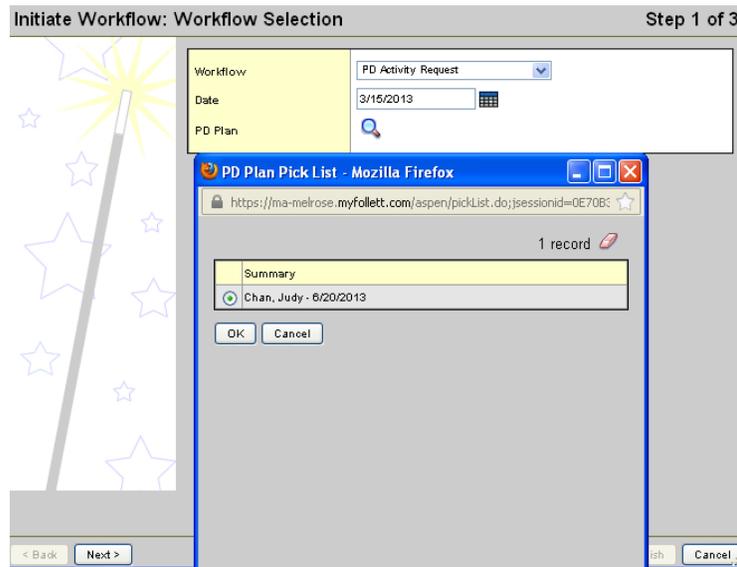
Click on the magnifying glass to show the list of courses that are being offered. Click on the course, click OK. Then select Next.
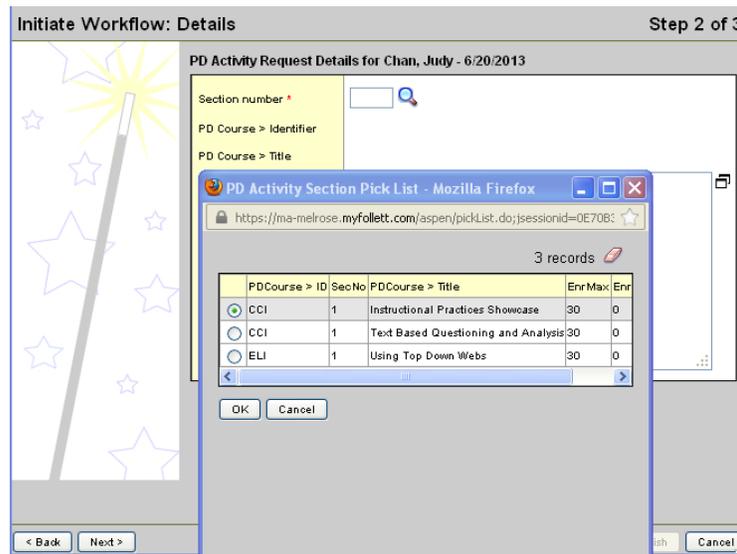
On the Confirmation page, click Finish. Your request will be sent to the Curriculum Office for approval. Once it's approved an email will be sent to you.
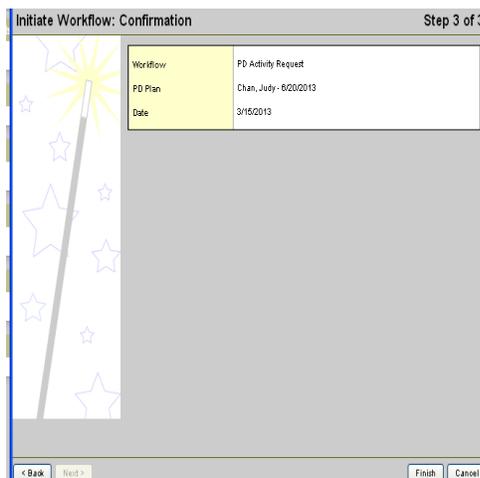
Submitting an Activity Request from the Offerings side-tab:

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.

Go to Options (top left) and select Submit Activity Request.

Then follow the steps above for Initiating the PD Activity Request Workflow.

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

VIEWING PROFESSIONAL DEVELOPMENT PLAN VIA ASPEN

ASPEN has the capability to help teachers record their professional development plans. Staff can also view their "transcript" of the professional development points awarded by the Melrose Public Schools via Aspen. See directions below.

1) Select My Info on the top
2) Select PD Plans on the left hand side
3) Click on Details
4) Fill in the information and press Save
5) To fill out the Plan Summary information you have to either complete the information for Action Plans or Activities (courses or workshops that you have completed)
6) To view/print out a copy of your Individual PD Plan, go to Reports, Individual PD Plan.