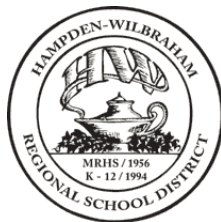


HAMPDEN-WILBRAHAM  
REGIONAL SCHOOL DISTRICT  
PROFESSIONAL DEVELOPMENT PLAN  
2009 – 2010



**AUGUST 2009**

Prepared by

DONNA M. SCANLON, ASSISTANT SUPERINTENDENT

***Our Vision***

*In pursuit of educational excellence, the Hampden-Wilbraham Regional School District envisions an interactive learning community of creative, passionate thinkers in a safe and healthy environment, embracing opportunities to contribute to and compete in a global society while valuing honesty, integrity, responsibility, and respect for each individual.*

# **Hampden-Wilbraham Regional School District**

## **Administration**

Mr. M. Martin O'Shea, Superintendent (as of August, 2009)  
Dr. Donna M. Scanlon, Assistant Superintendent for Curriculum and Instruction  
Ms. Beth Regulbuto, Assistant Superintendent for Business  
Dr. Debra Tobias, Director of Student Services

## **School Committee**

Peter T. Salerno, Chairperson  
D. John McCarthy, Vice Chairperson  
Lisa Morace  
William J. Bickley, Jr.  
Scott Chapman  
Marianne Desmond  
Gilles Turcotte

## **Professional Development Council**

### **2009-2010**

Pamela Pearson, Physical Education/Health Teacher, Mile Tree School  
Doug Cummings, Grade 6 Teacher, Memorial School  
Ila Smith, Special Educator, Green Meadows School  
Rebecca Hildreth, 10Special Educator, Green Meadows School  
Dr. Missy Taft, Science Specialist, Soule Road School  
Tim Connor, Assistant Principal for Curriculum & Instruction, Minnechaug Regional  
Deb Trudell, Science and Information Technology Specialist, HWRSD  
John Derosia, Minnechaug Regional High School  
Sara Martin, English Teacher, Minnechaug Regional High School  
Margaret Reidy, Band Director, Minnechaug Regional High School

# TABLE OF CONTENTS

<b>Professional Development Mission .....</b>	<b>4</b>
<b>Professional Development Program Administration and Governance ...</b>	<b>5</b>
<b>Types of Professional Development Activities .....</b>	<b>6</b>
<b>Professional Development Priorities.....</b>	<b>7</b>
<b>Professional Development Goals .....</b>	<b>7</b>
<b>Professional Development Initiatives .....</b>	<b>7</b>
<b>Relicensure and Individual Professional Development Planning .....</b>	<b>10</b>
<b>Appendix A: Individual Professional Development Plan Form .....</b>	<b>14</b>

*NOTE: ALL HWRSD PROFESSIONAL DEVELOPMENT FORMS  
MAY BE FOUND AT [WWW.HWRSD.ORG](http://WWW.HWRSD.ORG)*

# PROFESSIONAL DEVELOPMENT PLAN

## 2009-2010

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### PROFESSIONAL DEVELOPMENT MISSION

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The mission of the Hampden-Wilbraham Regional School District Professional Development Program is to improve student learning through providing professional development opportunities that address individual, district, and school improvement goals and assist educators in meeting relicensure requirements.

#### **Purpose**

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

Effective professional development results in new learning, evident in changed behavior, which is gained by opportunities to become aware, observe, practice, reflect, and refine. This requires careful planning, experimentation, and time.

#### **Characteristics of Professional Development in HWRSD**

- Focuses on individual, collegial, and organizational improvement.
- Respects and nurtures the intellectual and leadership capacities of teachers, principals, and others in the school community.
- Reflects best available practices in teaching, learning, assessment, and leadership.
- Enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
- Is evaluated ultimately on the basis of impact on teacher effectiveness and student learning.

The National Governors' Association Report, entitled "Transforming Professional Development for Teachers: A Guide for State Policymakers," identifies certain "critical tests" by which to measure all professional development activities. In particular:

- \* Are they intellectually challenging?
- \* Do they add to the participants' repertoire of skills and knowledge?
- \* Do they enhance educators' contributions to the school community?
- \* Do they lead to improvement in teaching practice? (Massachusetts 2001 State Plan for Professional Development)

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## **PROFESSIONAL DEVELOPMENT PROGRAM ADMINISTRATION AND GOVERNANCE**

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### **ADMINISTRATION**

Administration of professional development programs within the Hampden-Wilbraham Regional School District is the responsibility of the Assistant Superintendent of Schools in collaboration with building principals. A variety of activities will be offered to all faculty throughout the district. Activities may also be held in each building around specific topics identified as part of the School Improvement Plan. Information about building activities will be communicated and cross-school participation sought whenever possible.

### **GOVERNANCE**

The Hampden-Wilbraham Regional School District Professional Development Council (PDC) is an integral part of the district-wide professional development program. Comprised of teacher representatives from every school in the district, council members serve in an advisory role for the district-wide professional development program.

### **Responsibilities of the PDC**

- ◆ To build a culture of inquiry about student learning through communication, resource sharing, and program development.
- ◆ To foster strategies for effective inclusive schooling for children with disabilities, instruction of students with diverse learning styles, and classroom organization and management (Massachusetts General Laws, Chapter 71, Section 38G).
- ◆ To maintain an ongoing process of needs assessment, resource identification, comprehensive program development, and evaluation of professional development activities based on district-wide goals.
- ◆ To assist in the development of the annual District Professional Development Plan.

### **MEMBERSHIP**

The Assistant Superintendent chairs the HWRSD Professional Development Council. New members are selected by the building faculty and begin their terms in September. A two-year commitment is encouraged.

#### **One Representative:**

Paraprofessionals  
Student Services Department  
Principals and Administration  
Teachers' Association Representative

#### **Three Representatives:**

Minnechaug Regional High

#### **Two Representatives:**

Memorial Elementary School  
Mile Tree Elementary School  
Soule Road Elementary  
Thornton W. Burgess Middle School  
Wilbraham Middle School  
Green Meadows School  
Stony Hill Elementary School

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## TYPES OF PROFESSIONAL DEVELOPMENT ACTIVITIES

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### **Samplings (4-8 hours)**

"Samplings" are two or more workshop sessions or independent workshops that help participants increase awareness around a district-wide professional development topic or goal. As a follow-up activity, participation in more in-depth professional development activities is encouraged. Current state relicensure guidelines require a minimum of 10 professional development points per topic.

### **Workshop Series (8-12 hours)**

"Workshop Series" are designed to introduce a common knowledge base and help participants learn basic skills in a given area. In most instances, they will take place after-school (weekly or bi-weekly) for a limited time and will include work between sessions. Topics covered in introductory workshops may be offered at a later time in a different format (Support Groups or Intensive Study Sessions).

### **Intensive Institutes (24-36 hours)**

"Intensive Institutes" most directly reflect current research on effective professional development. Participation in these in-depth institutes is supported through incorporating one day of substitute time and one day of district professional development time into the schedule. Some intensive institutes will include classroom based observations and peer coaching and may include independent work between sessions.

### **Study Groups**

Professional study and collaborative inquiry results in solving problems at their source and establishes learning that is embedded in daily work. Inquiry projects, study sessions, and dialogue about professional readings are valued and are considered high quality professional activities that lead to curriculum and/or school improvement products.

### **Mentoring and Beginning Teacher Support**

The District provides an induction program that includes an orientation program for beginning teachers and those who are new to the District. It also assigns beginning teachers to a trained mentor. The District has formalized its program to provide a systematic structure of support to beginning teachers, those who have taught but are new to the District, and those who have changed content areas and/or grade levels. The program includes the assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers; and release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities.

### **Graduate Courses**

The Hampden-Wilbraham Regional School District promotes ongoing learning among staff through salary advancement opportunities based on advanced studies and a user-friendly system of tuition reimbursements of up to 6 credits per fiscal year.

### **Out-of-district Conferences and Workshops**

Out-of-district Conferences and Workshops that address specific content areas and issues that are not addressed in the District plan are supported and sponsored with supervisor approval.

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## PROFESSIONAL DEVELOPMENT PRIORITIES 2009 - 2010

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Professional development in differentiated instruction within the least restrictive environment will continue as a priority area for the next year. It has been identified as a key element of the process of assisting school communities to effectively work together to provide a continuum of supportive services to respond to individual children's learning needs. Professional development in the district supports educators as they develop strategies for using standards and MCAS results to improve learning for all students. Elementary teachers are entering their second year of implementing the Macmillan/McGraw-Hill Treasures reading program and Triumphs reading intervention.

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## PROFESSIONAL DEVELOPMENT GOALS 2009 - 2010

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1. Increase tools and strategies to maximize each learner's growth through training in differentiated instruction, specific math and literacy interventions, and responsive learning environments.
2. Foster collegial networking, leadership, and attitudes for a culture focused on continuous improvement through a shared emphasis on differentiated instruction.
3. Increase the capacity of the District to use technology for improving teaching, learning, and communication.

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## PROFESSIONAL DEVELOPMENT INITIATIVES 2009 - 2010

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- 1. Increase tools and strategies to maximize each learner's growth through training in differentiated instruction, specific math and literacy interventions, and responsive learning environments.**

ACTIVITY	PARTICIPANTS	HOURS
S/TAT Follow-up Training (Governor's Partnership)	S/TAT Teams	10 hours
S/TAT training of trainers	Identified Staff	3 hours
Safe Schools & Bullying Prevention	All Staff	2 hours
Seeing Stars	Special Educators (K-12)	12 hours
Story Grammar Marker	Identified Staff	6 hours
Keys to Literacy: Key Three Routine	Identified Staff	12 hours
Keys to Literacy: Vocabulary	Identified Staff	12 hours
Behavioral Interventions	Mental Health Staff	20 hours
Trauma Response	Mental Health Staff	12 hours
Responsive Classroom	Identified teachers in grades K-6	30 hours
Developmental Designs for Learning	Staff of Grades 6-8	6 hours
Sheltered English Immersion	Identified Staff	24 hours
District Curriculum Accommodation Plan	All Staff	1 hours

Treasures/Triumphs	PreK-5 teachers	3 hours
Writing to Learn (Collins)	New teachers who have not had training in grades PreK-8	6 hours
Effective Teaching for All	Beginning teachers	24 hours
Mentor Teacher Training	Eligible experienced teachers	12 hours +
Grade Level Curriculum Development	K-8 Staff	7 hours
Department Curriculum Committees	MRHS faculty	10 hours
Curriculum Planning Council	Identified teachers	10 hours
Early Childhood Curriculum Committee	Identified teachers (NAEYC)	10 hours
FasttMath	Identified teachers	10 hours
Miscellaneous out-of-district workshops and courses to meet building and department specialized needs	Interested teachers	2-40 hours
NEASC	K and MRHS Staff	20 hours
In-depth Physical Restraint Training	Identified staff from each building	12 hours
Physical Restraint Training Refresher	Those trained in 2001	6 hours
Assistive Technology Training	Identified staff from each building	10 hours
Understanding Autism	Identified staff from each building	10 hours
Section 504/IEP (Legal issues)	Administrators and teachers	6 hours
IDEA and Discipline (Legal Issues)		
Section 504 (Instructional issues)	Administrators and teachers	2 hours
Verbal Intervention and De-escalation, Evacuation/emergency policies and procedures, Student Record policies and confidentiality issues, Mandatory Reporting, Section 504, Curriculum Accommodation Plan, Title IX, CIPA, Internet Use Policy	All staff – school based	3 hour +

**2. Foster collegial networking, leadership, and attitudes for a culture focused on continuous improvement through a shared emphasis on differentiated instruction.**

<b>ACTIVITY</b>	<b>PARTICIPANTS</b>	<b>HOURS</b>
Curriculum Planning (Grade Level)	All Elementary Teachers	30 hours
School Based PD Meetings on Writing Across the Curriculum and Technology Integration	PreK-8 Teachers	7 hours
MCAS Analysis	School Based,	6 hours
Mentor Teacher Training	Identified Staff	12-24 hours
Miscellaneous in-and-out-of-district workshops and courses to meet building and department specialized needs	Interested or identified teachers	2-40 hours
Classroom/School Visitation	Identified Staff	3 hours
Beginning Teacher Induction Program: Orientation, Effective Teaching for All	Beginning Teachers	50 hours

Seminar, Mentoring Program		
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**3. Increase the capacity of the District to use technology for improving teaching, learning, and communication.**

<b>ACTIVITY</b>	<b>PARTICIPANTS</b>	<b>Hours (Avg)</b>
Ed-line Planning Team	Representative Teachers from each school and program (7-12)	20 hours
Ed-line Training	Identified Staff (7-12)	10 hours
SmartBoard and Other Training/Modeling by Information Specialists in Response to School Needs	All Staff	2-40 hours
FasttMath	Identified Staff	10 hours
Renzulli Learning	Identified Staff	6 hours
Zimbra	All Staff	2 hours
Tips for Using HWRSD Technology	All Staff	3 hours

## **Information for Relicensure and Individual Professional Development Planning**

Relicensure is achieved through the completion of eligible professional development programs and activities designed to support and increase student learning. The goal is for educators within a school and district to work together so that the relicensure process supports the attainment of educational goals for the individual, the school, and the district. It should be noted that provision of an educator's relicensure is "...that they shall have training in strategies for effective inclusive schooling for children with disabilities, instruction of students with diverse learning styles, and classroom organization and management (Massachusetts General Laws, Chapter 71, Section 38G)."

**Only a "Professional" level license may be relicensed. For this reason, the relicensure process, which involves the accumulation professional development points (pdps), is different from the process of moving from one level of licensure to another.**

The amended relicensure regulations require educators to align their Individual Professional Development Plan (IPDP) with school and district improvement goals. Additionally, educators are required to obtain supervisor approval and endorsement indicating that 80% of the professional development points are consistent with the educational needs of the school and/or district.

In November 2004, all professional staff received the Individual Professional Development Planning Information and Resources to be inserted into a three ring binder. This notebook contains *Relicensure Guidelines for Massachusetts Educators*, *HWRSD Strategic Plan*, teacher evaluation templates, and the HWRSD Individual Professional Development Plan form. Each educator added his or her School Improvement Plan to this notebook. This dissemination process is replicated with newly hired staff at the new teacher orientation session each year.

**Each educator is responsible for developing the IPDP, seeking supervisor review and approval, implementing the plan according to guidelines, seeking periodic reviews with the supervisor, complying with Department of Education regulations and guidelines, and applying for relicensure or for moving from one level of licensure to another. Educators may need to modify the plan based on evolving school improvement goals. The expectation is that educators will fulfill their responsibilities in a thoughtful, effective, and prompt manner.**

The Massachusetts Department of Education ([www.doe.mass.edu](http://www.doe.mass.edu)) has developed the Educator Licensing and Recruitment (ELAR) System to allow Massachusetts educators to complete most licensure related transactions on the Internet. Within ELAR, individuals may apply for new licenses, renew Professional licenses, check licensure status, edit personal information, post resumes, locate job openings, and more. ([http://www.doe.mass.edu/Educators/e\\_license.html?section=k12#](http://www.doe.mass.edu/Educators/e_license.html?section=k12#))

## TYPES OF LICENSES

### YOU MAY START HERE...

#### Preliminary License

- Valid for 5 years of employment
- For people who have not completed Approved Educator Preparation Program

#### Requires

- A Bachelor's Degree
- Passing Score(s) on [MTEL](#)
- Additional Coursework for Some Licenses

#### Temporary License

- Valid for 1 calendar year
- For experienced teachers from another state

#### Requires

- 3 Years teaching under Valid Out-of-State License
- Possession of a valid educator license/certificate from another state/jurisdiction that is comparable to at least an Initial license in Massachusetts
- Met the terms of our [interstate agreements](#)



...OR, YOU MAY START HERE



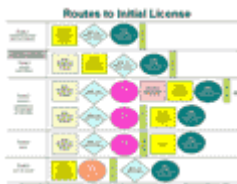
#### Initial License



- Valid for 5 years of employment
- (May be extended one time for 5 additional years of employment)

#### Requires

- A Bachelor's Degree
- Passing score(s) on [MTEL](#)
- Completion of an [Approved Educator Preparation Program](#)

#### Routes to Initial License



View/Download a chart:  



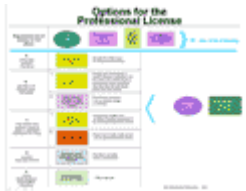
## Professional License

- Valid for 5 calendar years

### Requires

- 3 Years of Employment Under an Initial License
- Completion of a [Teacher Induction Program](#)
- One of the Options for the Professional License

### Routes to Professional License



View/Download a chart:



## Relicensure

- Continuing Professional Development required to renew Professional licenses every 5 calendar years



Recertification Guidelines



Recertification FAQ



Application for Renewal of Professional License

[http://www.doe.mass.edu/Educators/e\\_license.html?section=k12#](http://www.doe.mass.edu/Educators/e_license.html?section=k12#)

HWRSD

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

DISTRIBUTED IN OCTOBER 2004

And Disseminated Annually at the New Faculty Orientation  
Session

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## HWRSD INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

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*ONCE THIS PLAN IS COMPLETED BY THE EDUCATOR AND SIGNED BY THE SUPERVISOR INDICATING INITIAL APPROVAL, A COPY SHOULD BE KEPT ON FILE IN THE SCHOOL OFFICE. A COPY SHOULD ALSO BE SENT TO THE SUPERINTENDENT'S OFFICE FOR INSERTION INTO THE PERSONNEL FILE.*

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

Position: \_\_\_\_\_ District: \_\_\_\_\_

License Number: \_\_\_\_\_ School: \_\_\_\_\_

**Primary License:** \_\_\_\_\_ **Code:** \_\_\_\_\_

Which type of license do you hold? *(Check appropriate box)*

Professional                       Initial                       Other \_\_\_\_\_

**Additional License(s):** \_\_\_\_\_ **Code(s):** \_\_\_\_\_

Which type of license do you hold? *(Check appropriate box)*

Professional                       Initial                       Other \_\_\_\_\_

### **Steps to Follow in Creating an Individual Professional Development Plan**

1. The principal or immediate supervisor must provide each teacher with a copy of the district goals and school goals.
  2. Review license(s). In the case of Standard/Professional licenses, which require relicensure, determine number of content PDP's required.
  3. Review district goals and select those to be addressed in this plan.
  4. Review school goals and select school goals appropriate to your grade level/subject area needs.
  5. Review district professional development opportunities, both contractually required (*ex. in-service*) and other offerings.
  6. Select appropriate district activities when they become available.
  7. Select any other professional development activities (*seminars, conferences, and courses*), which may or may not be subsidized by the district.
- *Provisional and Advanced Provisional certificates are good for five years of employment. To move from Advanced Provisional to Standard certification requires the completion of a master's degree.*
  - *An Initial license is valid for five years of employment. To move to a Professional license requires completion of an induction program, three full years of employment in the role of license, completion of a master's degree or, in the case of a candidate who already possesses a master's, an approved 18 credit program in which at least half the credits are in the academic disciplines related to the license sought (see options 603CMR7.04(2)©5f.*

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**Adapted from ©2002 Massachusetts Teachers Association**

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

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_

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

- d. \_\_\_\_\_  
\_\_\_\_\_
- e. \_\_\_\_\_  
\_\_\_\_\_
- f. \_\_\_\_\_  
\_\_\_\_\_

**My individual goals are:** *(For teachers, these should be related to curriculum, instruction, assessment, and student management)*

- g. \_\_\_\_\_  
\_\_\_\_\_
- h. \_\_\_\_\_  
\_\_\_\_\_
- i. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
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 Interim 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 Interim 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



SUMMARY OF  
HWRSD  
PROFESSIONAL DEVELOPMENT ACTIVITIES

July 2008 – June 2009