

Agawam Public Schools

Agawam, Massachusetts



Professional Development Handbook

Professional Development Handbook

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**Professional Development Committee
Agawam Public Schools
2007 - 2008**

School/Position

Member

Chairperson
Ext. 568

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Asst. Superintendent for
Curriculum/Instruction

Elementary Administrator
Ext. 581

Mrs. Tari Thomas
Granger School Principal

Secondary Administrator
Ext. 561

Mr. Norm Robbins
Junior High School Principal

Agawam High School
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SECTION 1: INTRODUCTION

THE MASSACHUSETTS PROFESSIONAL DEVELOPMENT: THE STATE PLAN

The Massachusetts State Plan for Professional Development supports the implementation of the state curriculum frameworks through standards-based curriculum, instruction, and assessment practices. It is based on the premise that high quality professional development is essential to the reform of public education and to the improvement of student learning.

In this Plan, the Department has identified four priorities for local, regional, and statewide professional development. These priorities are crucial to creating a professional community that is ready to support and increase student achievement (Hawley & Valli, 1996; Joyce and Showers, 1995; Little, 1995; Newman & Wehlage, 1995; Darling-Hammond, 1996). The Plan encourages districts and professional development providers to focus their staff development resources, structures, time, and funding on the following priorities:

- Expand teachers' knowledge of the subject matter of the school curriculum.
- Extend teachers' familiarity with, and use of, the Massachusetts learning standards and Curriculum Frameworks in planning classroom curricula.
- Provide educators with opportunities to evaluate a range of common pedagogical practices in their subject areas and to determine when different practices are most effective.
- Raise expectations for student achievement.

The State Plan also encourages the alignment of local, regional, and statewide programs to provide a coherent professional development system that will improve educator content knowledge and instruction at every grade level. The Plan promotes opportunities for the exchange of ideas within and among systems and recognizes the overlapping and different needs of pre-service, beginning year, and veteran educators. The Plan recognizes that it is essential to develop quality professional development programs that are integrated into system-wide and school leadership, management and school councils, strategic planning, community partnerships, and substantial fiscal and legal responsibilities.

Additionally, the State Plan offers guidance to districts as they prepare annual professional development plans that address the identified learning needs of their students. While this plan identifies standards to be used in framing effective professional development, it is the responsibility of local school districts to direct and monitor achievement through systematic planning and assessment. The National Association Report entitled, "Transforming Professional Development for Teachers: A Guide for State Policymakers," says:

The critical tests for all professional development activities should be: Are they intellectually challenging, do they add to the participants' repertoire of skills and content knowledge, do they enhance their contributions to the school community, and do they lead to improvement in teaching practice?

--National Governors' Association Report

These questions serve as a guide as we work together to strengthen district and school improvement planning by addressing excellent, knowledgeable instruction and high levels of student learning and achievement.

Agawam's Mission Statement for Professional Development

In order to implement and actualize the state's plan for high quality professional development in Agawam, the Agawam Public School System is committed to the following:

The mission of professional development in the Agawam Public School System is to improve student learning by creating an environment that values, supports, and nurtures continuous professional growth for all staff and administrators.

The Agawam Public Schools and Professional Development Committee will do the following:

- Provide a planned and comprehensive professional development program that includes a wide range of opportunities for staff and administrators to remain current with new developments in the field of education, to improve their professional skills, and to retain their certification(s).
- Support all efforts to create an atmosphere that fosters collegiality, collaboration, and interactive learning among members of the school's community.
- Recognize and utilize the expertise and talents of professionals within the school system.
- NCLB: Recognize and facilitate the goals articulated in the district plan to meet the requirements of the No Child Left Behind legislation.

Agawam's Goal for Professional Development

Agawam's mission statement is not only aligned with the state's plan for professional development but also with the goals that were adopted by the Agawam School Committee. Goal number two specifically identifies and supports the need for high quality professional development.

Goal #2:

The Agawam School Committee will provide support for the establishment of high expectations for students through ongoing curriculum development, appropriate student assessments, and required professional development necessary to achieve this goal.

Objective #3:

The Agawam School Committee will continue to support and fund the development, implementation, maintenance, and continued assessment of the technological dimensions of instruction in the Agawam Public Schools.

AGAWAM PUBLIC SCHOOLS
Agawam, Massachusetts

District Professional Development Plan

The Agawam Public Schools establishes the following areas of emphasis as its Professional development Plan:

I. RECERTIFICATION OF PROFESSIONAL EDUCATORS

The district will develop a no-cost option for professional educators to use in achieving recertification of their professional credentials by the Department of Education.

II. DISTRICT PRIORITIES

The following priorities define professional development activities that support the mission statement and goal for professional development in the Agawam School System. These priorities will be incorporated, to the extent possible in the recertification options developed under "I" above.

- **CURRICULUM FRAMEWORKS**

Continue to provide training workshops for teachers which promote effective standards-based curriculum, instruction, and assessment practices in the academic areas of English Language Arts, Mathematics, Science and Technology, Social Studies, World Languages, Business, Health and Family Consumer Science, Physical Education, Technology, and Visual and Performing Arts.

Implement various teaching strategies to address student learning needs as outlined in the learning standards of the curriculum frameworks.

Provide professional development on the effective use of student and school assessment data. Student and school data will be used to identify teacher-training needs and professional development will be provided to address those needs.

Provide training for teachers in a variety of assessment strategies including open response, performance task, multiple choice, and open-ended questions.

Conduct grade level meetings for elementary teachers to determine what students should know and be able to do at each grade level (exit and entrance criteria).

- **TECHNOLOGY**

Implement the district-wide technology plan.

Demonstrate how teacher effectiveness can be increased through the use of technology.

Utilize the expertise of staff in introducing teachers to Windows, Microsoft Office, the Internet, and the use of Multi-Media presentation tools.

Assist teachers in developing strategies to incorporate technology into the curriculum frameworks.

- **BEGINNING TEACHER INDUCTION/MENTORING PROGRAM**

Provide an orientation day for all beginning and new teachers in the school system prior to the start of the school year.

Conduct workshops with new teachers that will address the needs of new teachers and will help them to adapt to the Agawam School System.

Provide training for all staff members acting as mentors.

Provide new teachers with training in areas that will promote their professional growth.

Train new administrators in mentoring process.

- **INSTRUCTIONAL SUPPORT TEAM**

Monitor the implementation of the IST Model. Collection of student data will be assessed to determine the individual student and program needs. District Curriculum Accommodation Plan (DCAP) will be developed as needed. Training will be provided to teams.

- **ACCESS CURRICULUM**

Provide training for staff in differentiated instruction, phonemic awareness and study skills.

- **SCHOOL COUNCIL**

Conduct training for School Councils in order to increase their understanding of the rules and regulations on how a council functions.

- **ADMINISTRATIVE TRAINING**

Workshops were held on:
School Culture
Supervision and Evaluation Tools
Communication Skills

- **RESTRAINT TRAINING**

Massachusetts Department of Education established regulations governing the use of physical restraints on students.

On-going workshops are conducted for staff on proper administration of physical restraint and de-escalation procedures.

- **BULLYING: STEPS TO RESPECT**

Bullying Prevention Program “Steps to Respect” and “Second Step”.
On-going workshops for staff on the importance of the strategy relating to the implementation of this curriculum.

- **LITERACY: BUILDING A FOUNDATION**

Become familiar with a comprehensive literacy framework.

Taking running records.

Use of DRA’s

Use of Work Board

Training on implementation of Word Walls

Intensive training and practice in the use of Fountas and Pinnell “Phonics Lessons” curriculum

Training and practice in guided reading.

Writing Workshop in Early Literacy (Interactive writing).

- **NCLB**

A committee was formed to address No Child Left Behind legislation. This committee collected data and conducted a needs assessment, which led to establishing district goals and objectives. Upon submitting this data to the state, a three-year consolidated grant was awarded to the Agawam School District. This grant is on-going and data is updated on a daily basis.

Committee members attended training sessions sponsored by the D.O.E. to explain the formatting and development of goals and objectives relating to this grant.

SECTION II:

**STATE
RECERTIFICATION**

RECERTIFICATION

KEY POINTS FROM STATE GUIDELINES

All Massachusetts educators must meet their requirements for recertification as established by the regulations for the Recertification of Educational Personnel.

The Law: "Recertification" is applicable to all educators who are certified at the professional level under Massachusetts General Laws, Chapter 71, Section 38G (examples: teachers, guidance counselors, principals, and superintendents).

THE LINK BETWEEN PROFESSIONAL DEVELOPMENT AND RECERTIFICATION

The Massachusetts Department of Education's Statewide Plan for Professional Development states "the overall purpose of the recertification system should be to ensure currency and consistency among all educators in the Commonwealth in order to improve the quality of the education that our students receive".

ROLE OF THE INDIVIDUAL STAFF MEMBER

The recertification guide for Massachusetts's educators states:

"The primary relationship in the recertification process is between the state and the individual educator. Activities or programs applied toward recertification must meet state standards for professional development".

INDIVIDUAL CONCERNS

This professional development guide provides you with information to assist you in the recertification process. For individual concerns/problems pertaining to recertification that cannot be answered with the help of this guide or with the help of district personnel, please call the Department of Education (DOE) directly. **The telephone number at the Department of Education for recertification is (781) 338-3800, ext. 665. You can also send an e-mail to www.mass.doe.edu.**

HIGHLY QUALIFIED

Under the "No Child Left Behind" regulations, there are new federal standards for all teachers who teach a core academic subject in a public school to be highly qualified in the core academic area(s) in which they teach. Core academic subjects are English, reading or language arts, mathematics, science, foreign language, civics and government, economics, the arts and history or geography. **If you do not teach in one or more of these areas** the requirement to be "highly qualified" does not apply to you.

All teachers must meet requirements to be highly qualified by 2006. In order to be highly qualified, a teacher must possess the following: a bachelor's degree, a Massachusetts license to teach and the ability to demonstrate subject matter competency in his/her academic area(s). An elementary teacher may do that by passing the MTEL Elementary Subject Matter Test or complete a Massachusetts HOUSSE PLAN (Highly Objective Uniform State Standard of Evaluation). In order to prove subject matter competency, a secondary teacher must possess a

bachelor's degree or a master's degree in the core area, pass the MTEL in the core academic area or complete a Mass. HOUSSE PLAN.

HOUSSE PLANS can be used at any level of certification to meet the highly qualified requirements. These plans must contain 120 PDP's in total. Eighty percent (80%) of the 120 PDP's (96 PDP's) must focus on the content or pedagogy related to the core academic subject(s) that the teacher teaches. The content PDP's must be completed by 2006. If a teacher teaches more than one core academic subject, the PDP's must be distributed across all core academic areas that he or she teaches. There must be at least 10 PDP's in each core academic subject. Teachers can be considered highly qualified once the plan is approved and they are making sufficient progress toward completion.

IPDP/SUPPLEMENTAL LOG

On the left, record all core academic subjects that you teach (English, reading or language arts, math, science, foreign language, civics and government, economics, arts, history, geography).

In the next column, record any workshops, conferences or other PD activities that pertain to that subject area. Be specific about the Title of the activity and record the number of PDP's. Check content column if activity covers content (information necessary to pass the subject area test). Check pedagogy if activity covers methods, evaluation, equity, professionalism, communication or instructional practices.

RECORD ALL ACTIVITIES FROM JUNE 18, 2004 TO THE PRESENT. CONTINUE TO RECORD UNTIL JUNE OF 2006.

Core Academic	PD Activity	# of PDP's	<input type="checkbox"/> if Content	<input type="checkbox"/> if Pedagogy
Ex. history	Workshop: Gods of Greek Mythology	10	<input type="checkbox"/>	
	Developing a web quest for social studies	8		<input type="checkbox"/>
English	Workshop: Parts of the novel	10	<input type="checkbox"/>	

By June 2006, you must have at least 10 PDP's in each core academic area. DOE prefers an equally distributed plan, but will be flexible in accepting a minimum of 10 PDP's in each area. Complete this document as soon as possible and give a copy to your principal. The district must publicly report you as not highly qualified if this is not received. You will have until June 2006 to complete the minimum requirements.

STRATEGY FOR DEVELOPING A PROFESSIONAL DEVELOPMENT PLAN

As part of the recertification process, every educator in the state must develop an individual professional development plan that describes activities that will apply towards recertification within a given five-year cycle. It is essential that individuals consider the Department of Education and its expectations in their plans, because it is DOE that is making this requirement. However, the preparation of this plan also provides every educator with the opportunity to reflect on himself or herself as a professional and to engage in goal setting activities.

The content of each plan should attempt to identify personal goals that will also assist in accomplishing the following:

- advance state education goals
- advance district vision/goals
- advance school goals
- improve student learning/performance
- reflect current research about “best practices” and “what works”

In developing your plan, you may wish to start by asking yourself the following questions pertaining to professional development:

I. LOOK TO THE PAST

As an educator look to your past history and ask yourself:

- What have I been doing for professional development? Do I have a personal educational vision that involves professional development?
- How has what I learned translated into what I do on the job?
- Have I tied what I have done in professional development back into the educational vision of the state, district, or school?

II. LOOK TO THE FUTURE

As an educator, what do you wish to become? What professional development opportunities have you engaged in that will assist you in accomplishing this? Ask yourself:

- What are my goals for further professional development?
- Are my goals specific yet lofty? Do they enable me to stretch as a professional?
- Are my goals realistic and do-able?
- How will these goals translate into what I do on the job? Will they help me to improve student learning?
- Are my personal goals aligned with state, district, and/or school goals?

III. LAYOUT YOUR PERSONAL PROFESSIONAL DEVELOPMENT PLAN

See the suggested format for an individual professional development plan that was developed by the Department of Education and is included in this packet.

IV. KEEP TRACK OF YOUR ACTIVITIES

Maintain documentation of professional development activities and keep a recertification log.

AGAWAM PUBLIC SCHOOLS
Agawam, MA

Individual Professional Development Plan (IPDP)
(Five-year Plan for Licensure)

Name: _____ Date: _____

Position: _____ School: _____

License Number: _____

Content Area of Primary License: _____ Grade Level: _____

Which type of certificate do you hold? Please check appropriate box.

Professional Initial Preliminary Temporary

Content Area of additional license: _____ Grade Level: _____

Which type of license do you hold? Please check appropriate box.

Professional Initial Preliminary Temporary

If you hold a Professional license, please continue. If you hold Initial, Preliminary or Temporary, **STOP HERE** and go to the backside of this form.

The district goals that my plan addresses are:

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

The school goals that my plan addresses are:

- E. _____
- F. _____
- G. _____
- H. _____

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

- I. _____
- J. _____
- K. _____
- L. _____

Approved _____ Not Approved _____

Reason: _____

Principal's Signature _____

Teacher's Signature _____

I am not seeking recertification during this cycle due to:

Retirement _____ Other Reasons _____
(Moving out-of-state-, etc.)

In the space below, record the date of your most recent certification.

Initial _____

Preliminary _____

Temporary _____

Please describe the steps that you have taken, or are taking, to advance to the **next level** of licensure (i.e., **from** Temporary to Preliminary, or **from** Preliminary to Initial or Initial to Professional).

S A M P L E

AGAWAM PUBLIC SCHOOLS
Agawam, MA
Individual Professional Development Plan (IPDP)
(Five-year Plan for Licensure)

Name: Jane Doe

Date: November 30, 2004

Position: School Psychologist

School: Special Services

License Number: 123456

Content Area of Primary License: School Psychologist

Which type of License do you hold? Please check appropriate box.

Professional Initial Preliminary Temporary

Content Area of additional license: _____

Which type of license do you hold? Please check appropriate box.

Professional Initial Preliminary Temporary

The district goals that my plan addresses are:

- A. To recognize and support varied learning styles and differences to maximize individual success.
- B. To increase student achievement.
- C. To provide a positive and safe learning environment for all students.
- D. To provide quality professional development for all employees at my school.

The school goals that my plan addresses are:

- E. To improve student learning math.
- F. To improve student learning literacy and language arts.
- G. To provide a positive and safe learning environment for all students.
- H. _____

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

- I. To improve knowledge of methods used to assess and remediate.
- J. To improve knowledge of methods used to assess and treat learning problems.
- K. To improve computer/technology behavioral /emotional problem skills.
- L. _____

Approved _____

Not Approved _____

Reason: _____

Principal's Signature _____

Teacher's Signature _____

I am not seeking recertification during this cycle due to:

Retirement _____

Other Reasons _____
(Moving out-of-state, etc.)

S A M P L E

In the space below, record the date of your most recent licensure.

Professional _____ Initial _____
Preliminary _____ Temporary _____

Please describe the steps that you have taken, or are taking, to advance to the **next level** of licensure.

Initial to Professional:** **Masters program for Math at Western New England College. Hold a license in Math.

Preliminary to Initial:** **Supervised practicum. Presently participating in a Math supervised practicum at Western New England College.

Education Laws and Regulations
Approved by the Board of Education

603 CMR 7.00 Regulations for Educator Licensure and Preparation
Program Approval

7.01: Purpose and Authority

(1) Purpose.

The provisions of 603 CMR 7.00 are intended to accomplish several major objectives:

- (a) Strengthen the subject matter knowledge required for each license;
- (b) Strengthen the subject matter knowledge required for the teaching of reading for all teacher licenses;
- (c) Clarify and strengthen the professional standards for practice for teachers and administrators;
- (d) Clarify alternate ways in which prospective teachers and administrators can be prepared for a career in education;
- (e) Strengthen safeguards for parents and students by requiring strong induction programs and three years of employment before new teachers can obtain a Professional license;
- (f) Prepare educators to help all students achieve; and
- (g) Strengthen accountability for providers of preparation programs by linking state approval to the performance of their candidates on state licensing tests and performance assessments.

(2) Authority

603 CMR 7.00 is promulgated by the Board of Education pursuant to M.G.L. c. 71, § 38G.

7.02 Definitions

As used in 603 CMR 7.00, the following terms shall have the following meanings:

Administrative Apprenticeship/Internship: A comprehensive field-based learning experience of at least 300 hours in the role and at the level of the license sought, guided by a trained mentor who holds a Professional license in the same role. It shall provide seminars, workshops, and other opportunities for candidates to address the Professional Standards for Administrators set forth in 603 CMR 7.10 and prepare candidates for a Performance Assessment for Initial License. Such experience should be regularly spaced over the course of an academic year and may be completed as a paid or unpaid apprenticeship or as an internship while the candidate is employed as an acting administrator.

Aggregate Pass Rate: The number of educator preparation program completers who passed all the Massachusetts Tests for Educator Licensure they took in a category of tests divided by the number of completers who took one or more of the tests in that category, expressed as a percent.

Apprenticeship: A paid or unpaid field-based experience of at least one semester in the role and at the level of the license sought, in a classroom with a supervising classroom teacher who holds a Professional license.

Bachelor's Degree: For an undergraduate student seeking a first teaching license, a Bachelor of Science or Bachelor of Arts degree from an accredited college or university resulting from the completion of an undergraduate program in which the student has satisfactorily met the requirements for a major in one or more academic subjects in the arts or sciences or for a major appropriate to the instructional field. For a post-baccalaureate student, a Bachelor of Science or Bachelor of Arts degree resulting from the completion of an undergraduate program in which the student has satisfactorily met its requirements.

Board: the Massachusetts Board of Education.

Cohort: For Title II of the High Education Act and state reporting purposes, any group of candidates who complete an educator preparation program from September 1 through August 31 of any year.

Commissioners: The Commissioner of Education or his or her designee.

Communication and Literacy Skills Test: The test of communication and literacy skills included in the Massachusetts Tests for Educator Licensure.

Competency Review for Teacher Licenses: The process for reviewing and recommending candidates for teacher licensure in a field for which there is no subject matter knowledge test, using Department guidelines.

Core Academic Subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts history, and geography.

Department: The Massachusetts Department of Education.

Educator: Any person employed by a school or school district in a position requiring a license.

Educator Preparation Program: A program approved by the Commissioner to prepare individuals for educator licensure.

Field-Based Experience: Experiences such as observation of a variety of classrooms, pre-practicum, practicum, apprenticeship, or administrative internship that are integral components of any program for the preparation of educators.

Inclusive General Education Classroom Experience: A practicum that takes place in a classroom that serves both students with and without disabilities. The students with disabilities must be receiving some of their Individualized Education Program services in the classroom setting. The teacher candidate must address the individual and group needs of all of the students (with and without disabilities) who are assigned to the classroom and receive supervision from both a special educator and a general educator during the practicum.

Induction Program: A planned program of professional support for new teachers and administrators provided by the school district, including orientation, opportunities for classroom observation and conferencing, and peer group meetings. An induction program should be an integral part of a school district's professional development plan.

Inactive License: a license that is not renewed within the five-year validity period. A license that is not renewed is deemed inactive for five years.

Individual Professional Development Plan: a five-year plan developed by an educator that outlines the professional development activities for the renewal of the educator's license(s).

Invalid License: a license that is not renewed within the five year validity period and that is not renewed within the five year inactive period, as provided in 603 CMR 44.08. NOTE: Not valid for employment until license is renewed.

Initial License: An educator license issued to a person who has completed a bachelor's degree, passed the Massachusetts Tests for Educator Licensure, completed an educator preparation program approved by the Commissioner, and met other eligibility requirements established by the board. The Initial license is valid for five years of employment and may be renewed at the discretion of the Commissioner for an additional five years.

Level: The range of grades within which a given license is valid.

License: Any credential issued to an educator under 603 CMR 7.00. The terms "license" and "licensure" as used in 603 CMR 7.00 are equivalent to the terms "certificate" and "certification" as used in M.G.L.c. 71 § 38G.

Massachusetts Tests for Educator Licensure (MTEL): Examinations required of all candidates for Preliminary or Initial license. The MTEL examines communication and literacy skills, and subject matter knowledge appropriate to the license sought.

Mentor: An educator who has at least three full years of experience under an Initial or Professional license and who has been trained to assist a beginning educator in the same professional role with his or her professional responsibilities and general school/district procedures. In addition, a mentor may assist an experienced educator who is new to a school, subject area, or grade level. A mentor may also assist an educator who is participating in a performance assessment or a district-based program for licensure.

Primary Certificate: the certificate so designated by an educator who has more than one certificate. The primary certificate is usually the certificate under which the educator is employed. If the educator is employed in a position that requires more than one certificate, the educator may designate which of the certificates is the primary certificate.

Practicum/Practicum Equivalent: A field-based experience in the role and at the level of the license sought, supervised jointly by the sponsoring organization and the supervising practitioner, and evaluated in a Performance Assessment for Initial License. See 603 CMR 7.04(4) for practicum hours. The duration of any equivalent to a practicum shall be no fewer hours than provided for the practicum in 603 CMR 7.04(4). An equivalent to a practicum may include an apprenticeship, the initial five-month period of service as teacher or administrator of record under a Preliminary license, or others approved by the Department.

Preliminary License: A license issued to a person who holds a bachelor's degree and has passed the Massachusetts Tests for Educator Licensure (MTEL) and met other eligibility requirements established by the Board in 603 CMR 7.04(2) and 7.09(1). The Preliminary license is valid for five years of employment. This license is equivalent to a provisional educator certificate as defined in M.G.L.c. 71 § 38G.

Pre-practicum: Early field-based experiences in a variety of educational settings, integrated into courses or seminars that address either the Professional Standards for Teachers as set forth in 603 CMR 7.08 or the Professional Standards for Administrators as set forth in 603 CMR 7.10. For candidates serving an apprenticeship or employed as educator of record, these experiences may occur simultaneously with the practicum or practicum equivalent.

Professional Development Point (PDP): a unit of measurement of professional development activities. One clock hour is equivalent to one professional development point. One semester hour is equivalent to 15 PDP's. One continuing education unit is equivalent to 10 PDP's. However, professional development activities sponsored or approved by the Department and advanced academic studies will receive 1.5 PDP's per clock hour. Department guidelines will detail the PDP's earned by professional development activities not readily measured in clock hours.

Professional License: An educator's license issued to a person who has met the requirements for an Initial license in that field and met requirements established by the Board set forth in 603 CMR 7.04(c), 7.09, or 7.11. The Professional, license is valid for five years and renewable for additional five-year terms as set forth in 603 CMR 44.00. This license is equivalent to a standard educator certificate as defined in M.G.L.c. 71, § 38G.

Program Approval: State authorization of an educator preparation program or its sponsoring organization to endorse and recommend program completion for educator licensure. Also, the process through which a program or sponsoring organization may receive state approval.

Program Supervisor: The supervisor from the sponsoring organization, under whose immediate supervision the candidate for licensure practices during a practicum.

Supervising Practitioner: The educator who has at least three full years of experience under an appropriate Initial or Professional license, under whose immediate supervision the candidate for licensure practices during a practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent.

Teacher: Any person employed in a school or school district under a license listed in 603 CMR 7.04(3)(a).

7.14 General Provisions

- (1) Previous employment in any role covered by the licenses issued under 603 CMR 7.00 does not exempt a candidate from the provisions of 603 CMR 7.00, except for school librarians, teachers of young children with disabilities, school business administrators and school nurses as specified in 603 CMR 7.14(9).
- (2) Additional licenses. Licensed educators may earn additional licenses as follows:
 - a. New Field (available only for licenses under 603 CMR 7.04 (3) (a):
 1. Teachers holding a Preliminary or Initial license in one field may earn a license of the same type and at the same level in a new field, except as provided in 603 CMR 7.14 (2) (a) 3 and 4 by:
 - i. Achieving a passing score on the appropriate subject matter knowledge test of the MTEL, or
 - ii. Passing a competency review for those licenses for which there is not subject matter test.
 2. Teachers holding a Professional license in one field may earn an Initial license in a new field by achieving a passing score on the appropriate subject matter test of the MTEL, except as provided in 603 CMR 7.14 (2) (a) 3 and 4. Teachers earning an additional Initial license under this provision may earn a Professional license in the same field after three full years of employment under the additional license.
 3. Additional requirements for earning a license as an elementary teacher: completion of a practicum or practicum equivalent of 150 hours in the role of the license in an appropriate classroom.
 4. Additional requirements for earning a license as teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard of hearing, or teacher of the visually impaired are completion of both:
 - a. A competency review, and
 - b. A practicum or practicum equivalent of 150 hours in the role of the license in an appropriate classroom.
 - (b) New Level:
 1. Teachers holding a license at one grade level may obtain a license at a new grade level of the same type and in the same field by:
 - a. Achieving a passing score on the appropriate subject matter test(s) at the new level.
 - b. Completing one of the following:
 - i. A seminar or institute approved by the Department addressing the curriculum and developmental characteristics of the age group appropriate to the license sought.
 - ii. Mentored employment of at least a semester in the field and at the level of the license sought
 - iii. A practicum or practicum equivalent of 150 hours in the role of the license in an appropriate classroom.
 2. Principals/assistant principals and guidance counselors holding a license at one level may earn an Initial license at a new level in the same role by completing one of the following:

- a. A seminar or institute approved by the Department, addressing the curriculum and development characteristics of the age group appropriate to the license sought.
 - b. Mentored employment of at least one semester in the field and at the level of the license sought.
 - c. A practicum or practicum equivalent of 300 hours at the appropriate level.
 - d.
- (3) **Additional Licenses for Experienced Administrators.** Licensed administrators may earn additional administrator licenses as follows:
- (a) Administrators who hold an Initial or Professional license may qualify for an additional license as superintendent/assistant superintendent or as principal/assistant principal by:
 - 1. Completing three full years of employment under a valid administrator license, and
 - 2. Demonstrating successful application of the Professional Standards for Administrator as set forth in 603 CMR 7.10 through completion of a Performance Assessment for Initial license. Administrators who successfully completed a Performance Assessment for Initial license to obtain their current administrator license are not required to complete an additional Performance Assessment for Initial license.
 - (b) Administrators who hold a Professional license as superintendent/assistant superintendent may earn an Initial license as school business administrator by completing:
 - 1. Three years' full-time employment as a superintendent/assistant superintendent, and
 - 2. A Performance Assessment for Initial license, which meets the requirements, set forth in 603 CMR 7.09 (5) (a) 3.
- (4) **Prerequisite Licenses.** The requirement that an applicant for licensure hold a Massachusetts educator license may be waived for an applicant who has earned an equivalent license based on the same level of preparation in another state or jurisdiction.
- (5) **Renewal of an Initial License.**
- (a) An educator may renew an Initial license one time for an additional five years of employment. The decision of the Commissioner shall be final.
 - (b) In order to be eligible for such renewal a candidate shall:
 - 1. Have been employed for five years under a valid Initial license.
 - 2. Present evidence of sound moral character.
 - 3. Submit a plan outlining how the candidate will fulfill the requirements for a Professional license.

Approval of Professional Development Plans

(1) In accordance with GL c. 71, § 38G, educators working in a Massachusetts public school must obtain approval of their proposed professional development plans from their supervisors by the timelines set out in 603 CMR 44.06 (2), and 44.07 (2). Certified educators working in schools other than Massachusetts public schools are encouraged to seek such approval.

(a) Approval for proposed individual professional development plans shall be from the educator's direct supervisor or an appropriate designee. In most instances, this will mean that the plans of teachers and other educators who report to the principal will be approved by the principal, a principal's plan will be approved by the superintendent of schools, and a superintendent's plan will be approved by the chairperson of the school committee.

(b) Approval of a plan shall be based on whether the 80% of the PDP's in the plan that are subject to supervisor approval under the terms of 603 CMR 44.06 (2)(a) or 44.07 (2) are consistent with the educational needs of the school and/or district and whether the plan is designed to enhance the ability of the educator to improve student learning. A supervisor may consider whether the plan requires an educator to earn PDP's regularly throughout the five year period when evaluating a plan.

(c) Approval of individual professional development plans shall not be unreasonably withheld. In the event that a supervisor, teachers and other reject a plan educator 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 superintendents may seek review from the Department. An educator may then seek additional review from the Department, according to the provisions of 603 CMR 44.11.

(2) A supervisor shall review each individual professional development plan at least every two years. A supervisor shall review the professional development plan of any educator new to the district or school within *ninety (90) days* of the educator's beginning employment in the new position. A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, provided, however, that any PDP's that were earned consistently with an approved plan shall be deemed approved in applying for recertification. Except as provided in 603 CMR 44.06 (2)(b), any PDP's that are earned prior to the approval of a plan may be subject to disapproval, if in the opinion of the educator's supervisor, the PDP's are not consistent with the educational improvement goals of the school and/or district.

(3) Educators who are employed in a Massachusetts public school shall include in their recertification application their supervisor's endorsement of their completed professional development plans. A supervisor's endorsement will indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved professional development plan.

(a) Educators who are employed in schools other than Massachusetts's public schools are encouraged to have their supervisor endorse their plans.

(b) Educators who are not employed in schools at the time that they apply for recertification shall submit their plans directly to the Department, without a supervisor's endorsement.

(c) An educator whose supervisor refuses to endorse a professional development plan may follow the review procedures set out in 603 CMR 44.04 (1)(c) and 44.11.

(4) Approval of professional development plans of mathematics teachers in low-performing mathematics programs shall be subject to the following additional requirements:

(a) A supervisor shall not approve or endorse the professional development plan of any mathematics teacher in a low-performing mathematics program until that educator takes the Mathematics Content Assessment. However, if no Mathematics Content Assessment is offered between the first date the educator is required to take the Mathematics Content Assessment, pursuant to the Under-Performing Schools and Districts Regulations, 603 CMR 2.05, and the last date on which the approval or endorsement may be granted, the supervisor may approve or endorse the professional development plan of an educator who has not yet taken the Mathematics Content Assessment.

(b) In considering whether a professional development plan is consistent with the educational needs of the school and/or district and whether the plan is designed to enhance the ability of the educator to improve student learning, pursuant to 603 CMR 44.04 (1)(b), a supervisor must determine that the professional development plan addresses weaknesses identified by the Mathematics Content Assessment.

(c) In the event that a school's mathematics program is classified as a low-performing mathematics program after approval of the educator's professional development plan, the educator shall take the next Mathematics Content Assessment offered by the Board.

(d) In the event that a mathematics teacher who was not previously teaching in a school with a low-performing mathematics program goes to work in school with a low-performing mathematics program, that teacher will not have to take the Mathematics Content Assessment until the school's mathematics program is classified as low-performing based on the results of an MCAS mathematics test administered while the teacher is employed at the school.

(e) In bi-annual reviews conducted pursuant to 603 CMR 44.04 (2), a supervisor must withdraw approval of the professional development plan of any educator who has not taken the Mathematics Content Assessment offered by the Board, unless no Mathematics Content Assessment is offered between the time such Assessment was required of the educator, pursuant to 603 CMR 2.05 (2), and the time of the bi-annual review. A supervisor must also withdraw approval of any professional development plan that fails to address weaknesses identified by the Mathematics Content Assessment.

Provisions applicable to standard certificates :

(1) Individual professional development plans must include at least 150 PDP's. At least 120 of the PDP's must be in the content area of the certificate or in pedagogy directly related to the educator's primary certificate, with at least 90 of these PDP's in the content area of the educator's primary certificate.

(2) Educators working in Massachusetts public schools must get initial approval of their professional development plans pursuant to 603 CMR 44.04 (1) (b) within three months of issuance of the certificate to be renewed, or by June 30, 2000, whichever is later. A supervisor shall approve a professional development plan in which the 120

PDP's required to be in content area or pedagogy are consistent with school and district educational improvement goals.

(3) Educators shall obtain final endorsement of their plans from their supervisors, pursuant to the provisions of 603 CMR 44.04 (3).

(4) A minimum of 10 PDP's must be earned in a topic to count the PDP's toward recertification.

(5) Professional development plans must include an additional 30 PDP's in the content area of any additional certificate to be renewed.

Inactive and Invalid Certificates

(1) A certificate that is not renewed within the five-year validity period is deemed inactive for a period of five years. At the end of that time, the certificate is invalid, except as provided in 603 CMR 44.08 (2) or (3).

(2) An educator who is not currently employed in a position requiring certification and who is to be employed in a position for which he or she holds an inactive certificate, shall have two years from the start of such employment to complete the professional development requirements for the certificate.

(3) An educator who is currently employed in a position requiring certification for which he or she holds an active certificate, and who is to be employed in a position for which he or she holds an inactive additional certificate, shall have two years from the start of such employment to complete the professional development requirements for the inactive certificate. The educator may renew such additional certificate upon the completion of 30 PDP's, provided that the educator has renewed his or her primary certificate.

(4) An educator may not be employed under an inactive certificate, except as provided in 603 CMR 44.08 (2) or (3), until he or she renews the certificate, unless the school district receives a waiver from the Department pursuant to 603 CMR 7.00. An educator may not be employed under an invalid certificate, until he or she renews the certificate, unless the school district receives a waiver from Department pursuant to 603 CMR 7.00.

(5) If a certificate has become inactive or invalid under 603 CMR 44.08 (1), the educator may renew a standard or professional license in that area after completing the professional development requirements contained in 603 CMR 44.07 (1).

Application Process

(1) All applicants for recertification shall submit the following to the Department:

(a) a completed application,

(b) the required fee,

(c) proof of sound moral character,

(d) a statement, signed under penalties of perjury, that the candidate has successfully completed the requisite number of PDP's under a professional development plan.

(2) Applicants who are employed by Massachusetts's public schools shall submit a supervisor's endorsement of the completed professional development plan, unless the educator is exempted from this requirement by 603 CMR 44.05(1).

Documentation and Recordkeeping

(1) Each educator shall maintain the following materials to verify completion of recertification requirements:

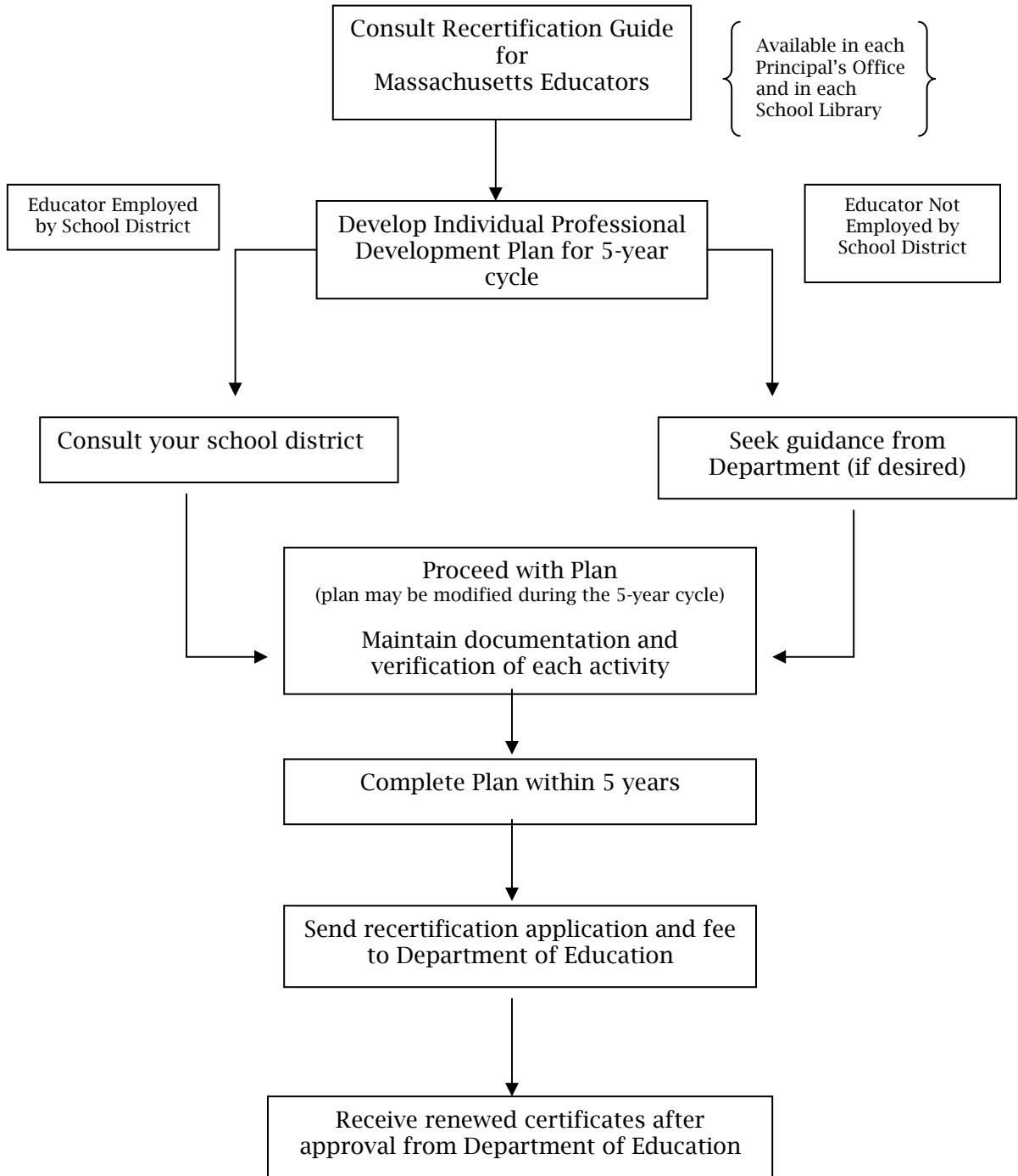
(a) an individual professional development plan, to be achieved over the five year period, that includes the educator's goals for strengthening content area knowledge and professional skills and for remaining current in other professional issues, and resulting in improvements in teaching; and

(b) reasonable documentation which validates the completion of an activity and the number of points accrued; and

(c) a record of completed recertification activities, which at a minimum shall include the topic and type of professional activities completed, the dates of such activities, and the number of points completed.

(2) The educator shall maintain the documentation, record log, professional development plan, and application for five years from the date of recertification. This documentation is subject to audit by the Department and review by an educator's supervisor.

RECERTIFICATION PROCESS FLOW CHART



SOURCE: Recertification Guide of Massachusetts Educators, Spring 1995

Appendix D Recertification Options

Previous Regulations	New Regulations (Effective December 1, 1999)
Minimum 4 hours per topic	Minimum 10 hours per topic
<p>COURSE FOR CREDIT</p> <ul style="list-style-type: none"> • 1 semester hour = 15 PDP's 	<ul style="list-style-type: none"> • Upper-level (except where otherwise noted) or approved equivalent or lower-level undergraduate courses 1 semester hour = 15 PDP's • Upper-level undergraduate course or approved equivalent (only when substantially new to the educator) 1 semester hour = 22.5 PDP's • Graduate-level course or approved equivalent 1 semester hour = 22.5 PDP's • Audit Courses 1 semester hour = 7.5 PDP's
<p>DEPARTMENT OF EDUCATION Conference, Institute, Seminar, Workshop, Educational Improvement Activity</p> <ul style="list-style-type: none"> • 1 PDP per clock hour 	<p>The Department will offer 1.5 PDP's per clock hour for professional development activities that:</p> <ol style="list-style-type: none"> a) total at least 10 hours b) include a product or pre- and post-content assessment; and c) include a follow-up component. <p><i>For those Department-sponsored activities that do not have a pre- and post-content assessment, only 30 PDP's can be counted toward recertification in a five-year cycle.</i></p> <p>The Department will not offer PDP's for one-day workshops or conferences, informational sessions or meetings.</p>
<p>PROFESSIONAL DEVELOPMENT PROVIDER Conference, Institute, Seminar, Study Group, Educational Improvement Activity, Visiting Team, Distance Learning, Workshop/Series. 1 PDP per clock hour</p>	<p>PDP's 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.</p> <p style="text-align: center;">1 PDP per clock hour</p> <p style="text-align: right;"><i>Continued next page</i></p>

Previous Regulations	New Regulations (Effective December 1, 1999)
Attendance at a professional conference 1 PDP per clock hour	No PDP's for attendance at a professional conference. <i>30 PDP's for the presenter, for first time a presentation is given at a professional conference in a five-year renewal cycle.</i>
SCHOOL/DISTRICT ACTIVITY School Improvement Activity, Workshops, 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 in-service programs that focus on strengthening professional knowledge and skills in content may receive PDP" 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. <i>Educators may apply the earned PDP's 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.</i> Mentoring - 15 PDP's per year from districts that have submitted a mentoring plan to the Department of Education. Peer Coaching, Cooperating Teacher and Peer Assistance and Review - 15 PDP's per year. National Board of Professional Teaching Standards - 150 PDP's for successful completion (30 PDP's in content, 60 PDP's in pedagogy and 30 PDP's in elective).
SELF-DIRECTED EDUCATION PROFESSIONAL PRODUCT/PROJECT Book, Journal Article, Software, Research, Innovative Curriculum Unit 90 PDP's maximum and variable depending on product Related Work Experience 1 PDP per clock hour 60 PDP's maximum	Educators may earn PDP's through an educator designed professional development activity that results in a professional product. <i>Published Written Materials</i> Doctoral dissertation 90 PDP's in five years Master or CAGS thesis 45 PDP's in five years Book(s) 90 PDP's per book Chapters or professional journal articles in a professional book or journal 30 PDP's per chapter article Published results of action Research 30 PDP's in five years <i>Continued next page</i>

Previous Regulations	New Regulations (Effective December 1, 1999)
<p>Community/Business Educational Improvement Activity</p> <p>1 PDP per clock hour 60 PDP's maximum</p>	<p><i>Curriculum Development</i> 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 PDP's per curriculum unit and may accrue up to 60 PDP's in five years.</p> <p><i>School-Based Activity</i> Educators may earn PDP's for developing and implementing an activity for student's, parents or teachers that incorporates the learning standards of the state Curriculum Frameworks. <i>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 PDP's from school-based activities toward the recertification content requirement when the activity is directly related to the content area of the certificate.</i></p>
<p>CONTINUING EDUCATION UNITS</p> <p>1 CEU - 10 PDP's</p>	<p>Courses provided by professional development providers that meet specific standards are often measured in Continuing Education Units (CEU's) as defined by the International Association for Continuing Education. For more information call 202-463-2905 or visit the website at www.iacet.org.</p>
<p>PRESENTERS</p> <p>3 PDP's per clock hour for new presentations</p>	<p>Presenters are no longer eligible for 3 PDP's per clock hour for new presentations. However, an instructor for a graduate-level course or approved equivalent for educators is eligible to receive 45 PDP's 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 PDP's given to participants, with the presenter receiving a minimum of 10 PDP" and a maximum of 24 PDP"</p>
<p>PROGRAM APPROVAL TEAM</p> <p>60 PDP's maximum</p>	<p>Visiting team for accreditation or inspection</p> <p>Team member or school faculty member preparing for visit</p> <p>30 PDP's in five years</p>

**MASSACHUSETTS DEPARTMENT OF EDUCATION
VALID - INACTIVE – INVALID CERTIFICATES
FOR EDUCATORS WHO HAVE EARNED CERTIFICATES PRIOR TO JUNE 18, 1993**

RECERTIFICATION CYCLE 2004 – 2009

SCENERIO	IMPLICATIONS FOR EDUCATORS WHOSE EMPLOYMENT REQUIRES MASS. CERTIFICATE	IMPLICATIONS FOR EDUCATORS WHOSE EMPLOYMENT DOES NOT REQUIRE MASS. CERTIFICATE
Educator renews all certificates by June 18, 2009	Educator is employable under all certificates held through June 18, 2009.	Same
Educator renews only primary certificate.	Any additional certificates become INACTIVE until 2009 or until 30 PDP's earned for each additional certificate.	Same
Educator renews only primary certificate and becomes employed under additional certificate.	Educator has 2 years from date of employment to complete 30 PDP's to activate the appropriate additional certificate	Same
Educator does not renew any certificate	Educator is not legally employable in current position or in any position requiring the same certificate that the current position requires. Educator may be employed under a different certificate and will have two years from date of employment to new position to complete 150 PDP's for that certificate.	Educator is employable under all certificates, but must complete 150 PDP's within two years of date of employment.
Educator becomes employed under different certificate.	Educator has 2 years from date of employment to complete PDP's to recertify appropriate certificate	Not applicable
Educator gets "pink slipped" in the spring and re-employed the same fall under the same certificate.	The "pink slip" scenario that results in rehiring is not considered, for the purposes of recertification, to be a break in service. The recertification regulations would apply as if the "pink slip" never occurred.	Not applicable
Educator has not renewed INACTIVE certificate(s) by June 18, 2009. No active certificate held.	All certificates become INVALID . Educator needs to comple 150 PDP's per certificate to activate each one. Cannot be employed under INVALID certificate.	Same
Educator renewed primary certificate for second cycle by June 18, 2009, but has not reviewed INACTIVE additional(s) by June 18, 2009.	Additional certificates become INVALID as of June 18, 2009. Educator may continue employment under primary certificate. Cannot be employed under additional certificates without first completing 150 PDP's for each INVALID additional certificate.	Educator employable under primary certificate, but not under INVALID additional certificates without first completing 150 PDP's for each INVALID additiona certificate.

For further clarification, refer to Regulations for the Recertification of Educational Personnel 603 CMR 44.04

SECTION III

AGAWAM

PROFESSIONAL DEVELOPMENT

OPPORTUNITIES

AGAWAM PUBLIC SCHOOLS

Agawam, Massachusetts

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

In order to accomplish the district's goal and to carry out the mission statement for professional development, Agawam educators will be provided with high quality professional development opportunities every year. The opportunities are intended to promote the achievement of state, district, school, and individual educational goals.

These professional development opportunities will be provided through various activities throughout the year. Activities will be comprised of district, school, and teacher initiated opportunities for professional growth. Such activities will include but not be limited to the following:

- **District professional development days**
- **Off-site conferences and workshops**
- **In-service education program**
 - **In-service courses**
 - **College/University courses**
 - **Independent study projects**
 - **Group study projects**
 - **Workshops/seminars**

District Professional Development Days

The primary focus of professional development days is to meet district and school professional development goals. All staff and administrators will have the opportunity to participate in three full days of professional development.

Off-site Conferences and Workshops

Staff and administrators are encouraged to attend conferences and workshops outside of the school district in order to keep up-to-date on educational issues in general and more specifically, in their areas of specialization. **Professional development forms are available in each school building. Please be sure to complete the form in a timely fashion and properly arrange for substitute coverage.**

In-Service Education Program

The in-service education program is designed to accommodate teachers who must fulfill their contractual requirements for professional development, as well as to give all teachers the opportunity to expand their knowledge and expertise. In addition to the courses offered by the school system, independent study and group projects may also be pursued as part of the in-service education program. **All programs must be submitted to the Assistant Superintendent for Curriculum/Instruction by the first of the month for prior approval. Upon completion, all paperwork, including a full**

explanation of the manner in which participants have completed requirements, **must be submitted for final approval and issuance of PDP's.**

Please note: In-service credit can be given only for activities completed outside regular working hours. Conferences or meetings attended during the school day cannot be applied towards in-service credit, but can be used for PDP's.

COURSE/WORKSHHP OFFERINGS

Courses will be scheduled on a 2-semester basis. Courses will be a minimum of 20 hours; workshop will be a minimum of 10 hours. **Instructors will be paid at a rate of \$25 per hour during school hours and a rate of \$50 per hour after school hours.**

COURSE OPTIONS

1. In-service courses will be available during the school year as developed through organizational meetings, staff discussion, and informal surveys of the professional staff but must focus on a single topic. Any staff member may also make a course proposal to the Assistant Superintendent for Curriculum/Instruction. (See Section IV - Instructor Packet)
2. College/University courses may be taken. An individual wishing to pursue this option should satisfy the contractual requirements in Article 15 of the teacher's contract for approval and notification. Verification that the course has been completed should be submitted to the Assistant Superintendent for Curriculum/Instruction so that proper in-service credit can be issued.

INDEPENDENT STUDY PROJECT

A staff member may develop an independent study project in an area pertinent to his/her current area of teaching and/or certification. He/she must:

- Write up a plan of study (See PD Program Proposal, Section VI);
- Indicate the purpose of the independent study;
- State the goal and intended outcome;
- Submit this summary to the Assistant Superintendent for Curriculum/Instruction for approval;
- Maintain a log of study time, including the amount of time and a description of that meeting's activity;
- Complete 20 hours of project work;
- Develop a plan for dissemination of the project and submit the course form to the Assistant Superintendent for Curriculum/Instruction.

Submit to the Assistant Superintendent for Curriculum/Instruction verification which includes a project self-evaluation, a work product (such as a completed project or report), a log of time and a plan for dissemination of the product.

Please note: Any independent project work must be above and beyond work that would normally be done in preparation for the teaching of your particular subject. Projects that constitute normal preparation work will not be approved.

GROUP STUDY PROJECT

Participants are required to complete the same process as an independent study project. This may be done by any group of teachers within a particular grade level, subject area, or school building. The group (facilitator) must:

- Write a plan of study (See PD Program Proposal, Section VI);
- Indicate the purpose of the study;
- State the goal and intended outcome;
- Submit this summary to the Assistant Superintendent for Curriculum/Instruction for approval;
- Maintain and submit the original attendance sheets signed by the participants for each meeting as well as a description of that meeting's activity;
- Complete 20 hours of project work;
- Submit to the Assistant Superintendent for Curriculum/Instruction course evaluation sheets.
- Submit to the Assistant Superintendent for Curriculum/Instruction verification which includes a project self-evaluation, a work product (such as a completed project or report), a log of time and a plan for dissemination of the product.

WORKSHOPS/SEMINARS – ACCUMULATED HOURS FOR IN-SERVICE CREDIT

A staff member may meet his/her professional development in-service by accumulating 20 clock hours of workshop or seminar credit in one contract year (September 1st to August 31st). He/she must:

- Submit the blue professional development form to attend a workshop, seminar, or the like. This request must include information on the topic and its relevance to his/her current area and must be received no later than seven days before the event. The individual will be notified by the Assistant Superintendent for Curriculum/Instruction as to the granting or withholding of approval.
- Submit to the Assistant Superintendent for Curriculum/Instruction at the completion of 20 hours of such work, a validation form for each workshop, etc. All work (20 hours) must be completed by August 31st. A letter and certificate of completion will be signed by the Assistant Superintendent for Curriculum/Instruction and will be sent to each individual upon receipt of verification.

REMINDER: Credit will be given for hours ****accumulated outside work hours**. Professional conferences/workshops attended during a professional day during normal work hours do not count.

AGAWAM PUBLIC SCHOOLS

Agawam, Massachusetts

CONTRACTUAL OBLIGATIONS

What is the inservice requirement in the contract?

Article 15 of the contract between the Agawam School Committee and the Agawam Education Association is entitled "Required Courses". This article, which has existed in the contract for many years, requires that "every teacher who has not achieved the six-year training level (a double Master's or CAGS or M+32) must take an approved two-credit course or its equivalent once in three years.

In order to fulfill this requirement, a teacher may do one of the following:

- A. Take a college course (of at least two credits)
- B. Take or teach an inservice course provided by the school system, which is a minimum of 20 hours.
- C. Accumulate 20 hours of workshops, conferences, seminars, or the like.

All of the above require prior approval by the Superintendent or his designee. Activities in category C must also be endorsed by the Professional Development Committee, according to the contract. The 20 hours of inservice work in any of the categories above must be completed within one contract year, that is between September 1st and August 31st of any one year of the three-year period for that teacher. Those teachers who are not on maximum of the salary schedule must complete the inservice requirement in order to earn an increment.

Please read the full text of Article 15 (page 5) in the current contract for more specifics.

What is the relationship between inservice and recertification?

The inservice requirement is part of the local contractual agreement. As stated above, it existed long before the education Reform Act of 1993, and a teacher must fulfill the inservice requirement in order to carry out his/her contractual obligations.

Recertification, on the other hand, is a state requirement. A teacher must fulfill the requirement established by the state in order to be able to teach in any public school in Massachusetts after 1999. The state requires the local school system to support the efforts of the teacher to recertify. The local school system, as addressed in the law (38G of Ch. 71 of the General Laws) and as addressed in our contract, is "obligated to provide a no-cost option for the recertification of teachers in its employ". Although a teacher may recertify in as many areas as he/she has certification; the school system is only responsible to that teacher for his/her chosen primary area of certification.

When can a teacher earn in-service credit and when can he/she earn professional development points?

In-service credit must be earned beyond the normal in school working hours. A teacher may earn professional development points toward recertification while fulfilling his/her in-service requirements. **These points will be credited to the teacher by the sponsoring organization. The Agawam School System is the sponsoring organization only if it is the organization that actually provides the activity. Teachers should properly document all their recertification work.**

Professional development points for recertification may be earned during or outside normal school working hours. A teacher who is released from his/her normal in-school duties to attend a workshop, a committee meeting, or the like may earn professional development points but not in-service credit. A teacher may be paid for participating in an activity and still earn professional development points.

Please read the “**Recertification Guide**” published by the state for more specifics.

Article 15A Professional Development Reimbursement

1. The Committee and the Association on behalf of the teachers recognize their respective statutory obligations regarding professional development as set forth in Massachusetts General Laws Chapter 71, Sections 38G and 38Q, as amended from time to time. In furtherance of the current statutory obligations, the Committee will offer locally developed options related to teacher professional development plans for certification offered at no cost to the teachers.
2. The locally developed options may include in-service courses, workshops and other professional development activities. The Superintendent shall institute such in-service courses, workshops and other professional development activities at his/her sole discretion after reviewing recommendations from the Professional Development Committee and assessing the needs of the school district. The Superintendent shall select the instructors and determine their necessary qualifications and compensation for in-service courses, workshops and other professional development activities at his/her sole discretion.
3. The Professional Development Committee shall consist of fifteen (15) members including one (1) elementary administrator and two (2) secondary administrators appointed by the Superintendent, one (1) teacher from the pre-kindergarten program, one (1) teacher from each elementary school, two (2) teachers from the Middle School, two (2) teachers from the Junior High School, two (2) teachers from the High School, and one (1) teacher from the Special Education Department. Teacher representatives on the Professional Development Committee shall be elected by the staff in their respective buildings and elections shall take place every three (3) years commencing in September of 1999. The Professional Development Sub-Committee shall consist of seven (7) members from the Professional Development Committee including one (1) elementary administrator, one (1) secondary administrator, one (1) teacher from the pre-kindergarten program, one (1) teacher from the elementary school level, one (1) teacher from the Middle School, one (1) teacher from the Junior High School, one (1) teacher from the High School. Teacher representatives on the Professional Development Sub-Committee shall be designated by vote of the Professional Development Committee.
4. The Professional Development Committee and the Professional Development Sub-Committee, comprised of volunteers, will normally meet outside of the school day, however, meetings may be called during the day as necessary with prior approval of the Superintendent. The Professional Development Committee and the Professional Development Sub-Committee will have the following responsibilities:
 - (a) assist in defining and identifying the professional development needs of teachers and administrators;
 - (b) assist in planning, developing and prioritizing the district’s professional development plan;
 - (c) assist in monitoring the locally developed options related to individual professional development plans for certification and identification of outside sources of support for the district’s professional development plan;

- (d) make recommendations to the Superintendent regarding the scheduling and content of early release and professional days;
 - (e) assist in developing the assessment process/product used by teachers in satisfying recertification requirements; and
 - (f) provide review of an individual professional development plan that has been disallowed by that teacher's principal, at the sole request of the individual teacher. The results of that review will be confidential to the teacher, who will then have the option to use the review as part of an appeal to the Superintendent of Schools. The Superintendent may use the review as part of the appeal process, but will retain all rights and obligations he may have under relevant Department of Education regulations.
5. Opportunities to serve as instructors for in-service courses or workshops shall be posted in every school building at least ten (10) days in advance of the date for selection of the instructor, and a copy of such posting shall be given to the President of the Association. During the summer months, such postings shall be made at the Central Office with a copy mailed to the President of the Association. If a teacher is selected as an instructor for an in-service course, workshop or other professional development activity, they shall be compensated at the rate of fifty dollars (\$50.00) per hour for presentation time outside of the school day. For in-service courses, workshops or other professional development activities taught by two (2) or more teachers, total compensation for all teachers shall not exceed one hundred dollars (\$100.00) per hour for presentation time outside of the school day. For instruction during the regular work day, the rate of compensation shall be twenty-five dollars (\$25.00) per hour for preparation time, not to exceed the length of presentation time. For in-service courses, workshops or other professional development activities taught by two (2) or more teachers, total compensation for all teachers shall not exceed fifty dollars (\$50.00) per hour for preparation time during the regular work day, not to exceed the length of presentation time.
 6. Individual teacher participation in the locally developed professional development activities, whether as an instructor or a course participant is voluntary.
 7. The Agawam School Committee will reimburse up to \$350.00 per year (September - August) costs toward individual courses for credit, workshops and other activities supporting the recertification of each teacher that are approved in advance by the Superintendent of Schools. The teacher requesting said reimbursement shall request approval at least fourteen (14) days prior to the expected date of the course or workshop and will provide sufficient information to the Superintendent for his/her review. Approved activities should directly relate to the recertification of the teacher and the needs of the Agawam Public Schools. Upon completion of a course and prior to receiving reimbursement, the teacher shall provide evidence to the Superintendent that she/he received a grade of "B" or better in the course; along with a receipt for proof of payment on the course taken. Upon completion of a workshop or other activity, the teacher shall provide evidence of attendance to the Superintendent.
 8. NATIONAL BOARD CERTIFICATION - Teachers who are in the process of fulfilling the requirements for National Board Certification will be allowed three (3) release days per year. The School Committee further agrees that it will compensate each teacher for the required application fee.

Effective September 1, 2004 professional staff will be reimbursed up to \$350.00 per year. Effective September 1, 2005, professional staff will be reimbursed for up to \$400.00 per year, and effective September 1, 2006 professional staff will be reimbursed for up to \$450.

SECTION IV

AGAWAM

INSTRUCTOR PACKET

AGAWAM PUBLIC SCHOOLS
Agawam, Massachusetts

**PROFESSIONAL DEVELOPMENT
INSTRUCTOR'S GENERAL GUIDELINES**

Any member of the Agawam Public Schools may suggest a course offering to the Assistant Superintendent for Curriculum/Instruction. However, individuals are encouraged to discuss prospective course offerings with a PDC member prior to doing so. (Members are listed in the front of this handbook). The instructor will submit, for approval, a **Professional Development Program Proposal** - see Section VI - to the Assistant Superintendent for Curriculum/Instruction by the first of the month.

IF THE PROPOSAL IS ACCEPTED, THE PROFESSIONAL DEVELOPMENT COMMITTEE WILL APPOINT, FROM ITS MEMBERSHIP, A FACILITATOR TO ASSIST THE INSTRUCTOR IN COMPLETING FORMS AND PROVIDING NECESSARY INFORMATION.

1. It is assumed, because of the nature of certain types of courses, that the enrollment may be limited to a defined population.
2. Payment for teaching a Professional Development course/workshop will be \$25 and \$50 per hour respectively.
3. A notice of a Professional Development Course informing teachers of the proposed course, will be sent to all teachers.
4. Instructors are reminded that courses need to strengthen specific content and professional skill areas or address other educational issues and topics that improve student learning.
5. Many courses can be made relevant to the content requirement for recertification by the development of a product relevant to the content area.

AGAWAM PUBLIC SCHOOLS
Agawam, Massachusetts

PROFESSIONAL DEVELOPMENT IN-SERVICE PROGRAM

Instructor Procedures

In-service Course Application

Instructors must submit a PROFESSIONAL DEVELOPMENT PROGRAM PROPOSAL form. This application includes the program description, specific goals and objectives, participants, method of evaluation, and program outcome. This information must be submitted to the Assistant Superintendent for Curriculum/Instruction. The proposal then will be reviewed by the Assistant Superintendent, who in turn, will notify the instructor as to its status.

Course Notice

The instructor must provide to all participants a course notice which describes program objectives and requirements, lists meeting dates and location(s), and provides any other pertinent information. The course notice should also include title, description, certification applicability, instructor, as well as any fees or related costs. Participants must be made aware of incidental expenses necessary to complete this course. The instructor, upon receiving course/workshop forms from interested teachers, will notify the Assistant Superintendent for Curriculum/Instruction and final arrangements will be made.

Attendance Verification Form

Instructors must maintain an attendance verification form. This form provides the instructor with an accurate attendance log that lists dates and total hours. This form must be submitted to the Assistant Superintendent for Curriculum/Instruction as well as the original attendance sheets with participant's signatures and a description of activities for each date listed for PDP validation. The Course Completion Form must also be submitted. **Please note:** Course evaluation forms must accompany the course completion form.

PDP Certificate

Participants will receive a PDP certificate from the Assistant Superintendent for Curriculum/Instruction after the instructor submits the Attendance Verification Form, Course Description, Course Completion Form, Activity Descriptions, and **original** Course Evaluation Forms.

Billing

A bill must be submitted for instructors or facilitators who desire payment. Please note on your bill, if you are being paid from a grant.

**PROFESSIONAL DEVELOPMENT
PROGRAM PROPOSAL
Agawam Public Schools**

Please check one:

- In-service Course/Workshop Proposal
- Independent Study Proposal
- Group Study Project Proposal

Application Details

Program: _____

Program Date(s): _____

PDP Hours: _____

Presenter(s): _____

Title: _____

Address: _____

Phone: _____

Please attach all information as required in the Application Guidelines.

Is payment expected? ___ Yes ___ No

SUBMIT THIS PROPOSAL TO ASSISTANT SUPERINTENDENT FOR CURRICULUM/INSTRUCTION BY THE FIRST OF THE MONTH FOR PRIOR APPROVAL.

PROGRAM INFORMATION

PROGRAM DESCRIPTION

GOALS AND OBJECTIVES

PARTICIPANTS

METHOD OF EVALUATION

**PROGRAM OUTCOME
(END PRODUCT)**

AGAWAM PUBLIC SCHOOLS
Agawam, Massachusetts

PROFESSIONAL DEVELOPMENT COURSE

******SAMPLE******

TITLE: *PHYSICS OF TOYS*

DESCRIPTION: Explorations, with hands-on experiences, in the physics principles involved in the operation of toys will be thoroughly discussed and analyzed. The principles in physics that will be covered relate to the *Massachusetts Science Frameworks* (in the physical science domains) for all levels. Topics of interest will include the following: motion (linear, parabolic, circular, rotary, & harmonic), forces (natural & contact), and energy (mechanical, thermal, electrical, magnetic, wave, sound & light). The primary focus will be to comprehend, in a variety of ways, how the basic operation of a toy aids in the understanding of basic physics principles. Participants will actively experiment with a wide variety of toys in a small group environment; they will also design, produce, and demonstrate their own toy. In addition, methods of correlating Discovery Works, at the elementary level, to the *Frameworks* and the "Agawam Science Curriculum" will be discussed along with the steps in critical thinking (and scientific method) in preparation for the MCAS.

CERTIFICATION: This course appears applicable to satisfying general requirements of any certification and can be made applicable to some content areas.

INSTRUCTORS: Arthur Gage

LEVEL: All Teachers, All Levels **LIMIT:** 20

TIME: 3:45 PM - 5:45 PM

DATES: January 7, 14, 21, 28 2004,
February 4, 11, 25, 2004,
March 3, 10, 17, 2004

DAY: Wednesday

PLACE: Agawam High School - Room 59

CREDIT: Upon successful completion of this course, the participants will be awarded 20 professional development credits. You must be present at all regularly scheduled sessions and will only be excused by permission of the instructor. Prior enrollment is necessary in order to participate in this course.

Please enroll me in the professional development course/workshop, *Physics of Toys*. Detach at perforated line and return to Sally Lepage at the Assistant Superintendent's office on or before December 17, 2003.

I understand that mailing this form constitutes enrollment in the course/workshop, unless notification is received stating otherwise.

Name: _____

Grade: _____ School: _____

I AM TAKING THIS COURSE FOR: ___ RECERTIFICATION CREDIT

Please tear off at dotted line and submit to the Asst. Superintendent's office no later than December 17, 2003.

**AGAWAM PUBLIC SCHOOLS
Agawam, Massachusetts**

BILL FOR SERVICES

TO: _____

FOR: _____

COURSE/WORKSHOP TITLE: _____

Please remit payment for _____ hours at \$_____ per hour.

TOTAL: \$ _____

NAME: _____

ADDRESS: _____

SCHOOL: _____

SOCIAL SECURITY #: _____

_____ Check here if payment is coming from grant funds.

Name of Grant: _____

**** PLEASE SUBMIT TO ASSISTANT SUPERINTENDENT FOR CURRICULUM/INSTRUCTION NO LATER THAN ONE WEEK AFTER THE COURSE/WORKSHOP CONCLUDES.**

SECTION V

SELF-DIRECTED STUDY
(Individual/Group)

AGAWAM PUBLIC SCHOOLS

Self-Directed Study (Individual/Group)

Self-directed study groups will enable educators to plan and implement a series of activities and/or to explore specific educational issues. This program is designed to encourage teachers and administrators to work together in an on-going manner to study an issue or to problem-solve. This program allows a group of teachers an opportunity to investigate current trends in education or provides an individual a vehicle for structured independent study.

APPLICATION GUIDELINES

1. Submit a completed Professional Development Program Proposal to the Assistant Superintendent for Curriculum/Instruction, who together with the Professional Development Committee will review the following information:
 - The study addresses a specific need that has been clearly identified and stated in the proposal.
 - The activities are related to the issue/topic described and provide opportunities for teacher exploration and reflection.
 - The study is participatory and encourages teacher/administrator interaction.

2. In addition to the Program Proposal Form, the following must be submitted if applicable:
 - A list of activities and a timeline;
 - Names of participants and their schools;
 - A clear description of how the program will be evaluated. The outcomes of the study group must be shared with other educators in some specific manner (e.g. presentations at a staff meeting, written report, product to be used by others).

3. The study group must submit to the Assistant Superintendent for Curriculum/Instruction an Attendance Verification Form and original attendance sheets with participants' signatures together with the Study Completion Form at the end of the course.

GROUP FACILITATOR

In case of self-directed study groups, a facilitator should be chosen among the participants. This person could remain the lead facilitator for the duration of the study group or may rotate from session to session. As soon as a group of teachers has outlined a proposal, one person must volunteer to serve as the facilitator for the first meeting, organizing and submitting the application. It is the responsibility of the group to set the time and place of all meetings in advance and state them on the application. A recorder should be appointed to keep attendance if the facilitator is going to rotate. A note should be made on the attendance sheet, if a person is serving as instructor (not simply facilitating) for that meeting. Instructors receive more PDP's than participants do.

IN-SERVICE AND PDP'S

1. In order to earn in-service credit, teachers must complete 20 hours of approved courses, workshops, projects, etc.
2. If a study group meets a total to 20 hours, in-service credit can be given to all whose attendance for 20 hours has been verified.
3. Study group members, who do not have 20 validated hours of attendance, may submit validation of attendance at other approved workshops in order to meet the 20-hours requirement. No in-service credit can be given for time during the workday.
4. PDP's will be issued to study group participants for each hour they are in attendance. One hour = 1 PDP. PDP's will not be given for preparation or homework done outside the meeting hours. Anyone who acts as an instructor for the group will receive two (2) PDP's for each hour of presenting or facilitating.

SECTION VI

AGAWAM

FORMS & RECORD KEEPING

**AGAWAM PUBLIC SCHOOLS
Agawam, Massachusetts**

BILL FOR SERVICES

TO: _____

FOR: _____

COURSE/WORKSHOP TITLE: _____

Please remit payment for _____ hours at \$ _____ per hour.

TOTAL: \$ _____

NAME: _____

ADDRESS: _____

SCHOOL: _____

SOCIAL SECURITY #: _____

_____ Check here if payment is coming from grant funds.

Name of Grant: _____

**** PLEASE SUBMIT TO ASSISTANT SUPERINTENDENT FOR CURRICULUM/INSTRUCTION NO LATER THAN ONE WEEK AFTER THE COURSE/WORKSHOP CONCLUDES.**

Agawam Public Schools

Application for College Credit Approval Form

Note: This form must be completed and submitted 14 days prior to the starting date of the course. The course should directly relate to the re-certification of the teacher.

NAME: _____ SCHOOL: _____ DATE: _____

Grade Assignment: _____ Subject Assignment: _____

Contract Unit (circle) Unit A Administrators Teacher Assistant Secretaries

I request that the course(s) listed below be approved for credit to be applied to (circle):

BA+15 Master's MA+15 MA+30 MA+45/CAGS Ed.D./PhD

___ I do ___ I do not request that such course be approved for course reimbursement under Article 15A of the contract between the AGAWAM SCHOOL COMMITTEE and the AGAWAM EDUCATION ASSOCIATION in the amount of \$_____. I understand that final approval is dependent upon submitted receipts and a final grade of "B" or better in the course.

Please complete a separate form for each course you are applying for.

COPY OF COURSE DESCRIPTION MUST BE ATTACHED FOR EACH COURSE.

<u>COURSE NAME</u>	<u># OF CREDITS</u>	<u>SEMESTER/YEAR</u>	<u>COLLEGE/UNIVERSITY</u>
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Staff Signature _____ Date _____

Principal's Signature _____ Date _____

Recommended: _____ NOT Recommended: _____

Assistant Superintendent's Signature: _____ Date: _____

Approved: _____ NOT Approved: _____