

# Wachusett Regional School District



## Professional Development Plan 2016 – 2017

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# Wachusett Regional Professional Development Plan

The purpose of the Professional Development Plan is to provide a framework to guide the professional development based on the needs of District stakeholders. District and school goals, District initiatives, as well as state requirements were all used to guide the work in creating this plan.

In developing the Wachusett Regional School District (WRSD) 2016-17 Professional Development Plan (PD Plan), several resources were foundational to helping with the identification of priority initiatives. These included the new District Strategic Plan, survey results from staff and administration, results from the strategic planning focus groups, and the current Technology Plan. It should be noted that the PD Plan will be updated as needed and has been expanded in scope to meet the training needs established by the new WRSD Strategic Plan, which was adopted early in the 2016-17 school year.

Appendix A contains information from the Massachusetts Department of Elementary and Secondary Education (DESE) specific to certification requirements, and Appendix B contains a portion of the WREA contract relevant to professional development.

## 1. Philosophy, Strategic Plan and District Responsibilities

### Philosophy of High Quality Professional Development

WRSD agrees with the philosophy put forth by Massachusetts Department of Elementary and Secondary Education (DESE) on high quality professional development:

*“High quality professional development is a set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving educator practice and student outcomes. It enables educators to facilitate the learning of students by acquiring and applying knowledge, skills, and abilities that address student needs and improvement goals of the district, school, and individual.”<sup>1</sup>*

### Vision, Mission and Core Values

This fall, the School Committee adopted the new WRSD Strategic Plan. This five-year plan will serve to guide our work as an educational community. As part of developing the plan, a new mission, vision, and core values were identified. These are presented below.

## Vision

The Wachusett Regional School District will foster a vibrant educational community in which all students will realize their highest potential and become responsible and productive citizens.

## Mission

The Wachusett Regional School District seeks to ensure meaningful student growth and promote student social/emotional well being in a safe and nurturing environment. We will integrate the talent, experience, and knowledge of all members of our community to develop lifelong learners, equipped to think critically in an ever-changing global society.

## Core Values

Commitment to Excellence	<ul style="list-style-type: none"><li>• Modeling effective teaching that engages and meets the needs of all students</li><li>• Providing a rigorous curriculum with expanding options and opportunities for all</li><li>• Recruiting and retaining excellent staff</li></ul>
Perseverance	<ul style="list-style-type: none"><li>• Tenacity and hard work</li><li>• Persisting in the face of obstacles</li><li>• Focusing on goals</li></ul>
Critical Thinking	<ul style="list-style-type: none"><li>• Analyzing, evaluating, and problem solving</li><li>• Thinking creatively</li><li>• Being adaptive</li></ul>
Collaboration	<ul style="list-style-type: none"><li>• Listening and communicating effectively</li><li>• Maximizing strengths and respecting differences</li><li>• Cooperating to reach common ground</li></ul>
Global Citizenship and Responsibility	<ul style="list-style-type: none"><li>• Celebrating diversity while recognizing commonalities</li><li>• Demonstrating civic respect by giving back to the communities</li><li>• Developing student's leadership skills for success in a global society</li></ul>
Creativity and Innovation	<ul style="list-style-type: none"><li>• Respecting the diversity of thoughts and ideas</li><li>• Embedding the arts into content areas</li><li>• Thinking freely, not fearing mistakes</li></ul>
Acceptance and Respect of Others	<ul style="list-style-type: none"><li>• Demonstrating tolerance</li><li>• Fostering a community of teamwork and collaboration</li><li>• Creating an atmosphere of safety and acceptance</li></ul>

## 2016-2021 WRSD Strategic Plan

The new five-year WRSD Strategic Plan (the Plan) will serve to guide our work as an educational community over the next several years. The development of the Plan was informed by a variety of data sources, including community surveys and detailed input from a variety of focus groups representing staff and community members from all schools and towns. The information gathered from these sources was analyzed and several areas became clear focal points as the Plan developed. These areas of focus became the five domains found in the final Strategic Plan and encompass a broad spectrum of the items identified as being most important in ensuring our students become successful and productive citizens.

Each domain was presented in the form of a theory of action by creating an “if/then” statement unique to each domain. Each statement was carefully crafted to encompass the actions that must take place so that we are moving forward within the domain as well as the Plan as a whole.

To support each “if/then” statement, strategic objectives were crafted. The objectives were carefully written to be somewhat specific yet broad enough to allow educators and schools from across the District to align their own specific goals with.

The details presented below were used to guide the development of the 2016-17 professional development framework that lists five primary areas of focus.

### Strategic Plan Domain 1: Leadership, Governance and Communication

**Theory of Action:** If the district establishes a clearly defined set of goals, develops a responsible budget based on priority initiatives, and works closely with community stakeholders to communicate district needs and adopt the budget, then the district will have the resources to allow students to realize their highest potential.

**Strategic Objective 1A:** Establish and communicate a clearly defined set of goals and strategic objectives to guide district and school improvement initiatives.

**Strategic Objective 1B:** Develop a transparent budget that supports the district’s goals and strategic objectives and share details with community stakeholders in an environment open to dialogue and collaboration.

**Strategic Objective 1C:** Ensure that relevant information is communicated out to community stakeholders and is easily understood.

### Strategic Plan Domain 2: Aligned Curriculum

**Theory of Action:** If educators implement an aligned curriculum that articulates common, well-defined learning outcomes with a focus on depth of understanding and critical thinking, then students will be prepared for the next level of learning.

**Strategic Objective 2A:** Develop a consistently implemented and vertically aligned Pre K-12 Curriculum.

**Strategic Objective 2B:** Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas.

### Strategic Plan Domain 3: Effective Instruction

**Theory of Action:** If educators implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration, and systematically measure, analyze, and act upon student learning data, then all students will be challenged to grow as individuals and global citizens.

**Strategic Objective 3A:** Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration.

**Strategic Objective 3B:** Systematically measure, analyze, and act upon student learning data.

**Strategic Objective 3C:** Staff regularly use technology to support student learning, enhance student engagement, and work toward developing innovative instructional practices.

### Strategic Plan Domain 4: Professional Development and Structures for Collaboration

**Theory of Action:** If staff is consistently provided with professional development that enhances their content knowledge and their pedagogy is enriched through collaboration with staff across all schools in the district, then educators will be able to implement effective educational practices that will improve the learning and growth of all students.

**Strategic Objective 4A:** Professional development includes high-quality job-embedded professional development aligned with district, school, and educator goals.

**Strategic Objective 4B:** Systems, structures, and protocols are in place and used to guide collaborative discussions to improve implementation of the curriculum and instructional practices.

**Strategic Objective 4C:** Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

### Strategic Plan Domain 5: Students' Social, Emotional and Health Needs

**Theory of Action:** If the district supports effective researched-based practices that promote a healthy school climate, builds an understanding of social, emotional and physical health as factors affecting learning, and works collaboratively with families and community services, then students will be able to utilize their knowledge and skills to maximize their learning potential.

**Strategic Objective 5A:** Build an understanding of social, emotional and physical health as factors affecting learning.

**Strategic Objective 5B:** Engage families and the community in a partnership to increase the district's capacity to address students' social, and emotional health needs.

## MA State Law & Professional Development - District Responsibilities

According to the Commonwealth of Massachusetts General Laws (Chapter 71, Section 38Q), school districts are required annually to adopt and implement a professional development plan for all principals, teachers, and other professional staff employed by the district and school council members. Districts are also required to set forth a budget for professional development within the confines of the foundation budget. The plan should identify specific content to be addressed, including training in the teaching of the curriculum frameworks and other skills required for the implementation of the Education Reform Law, including participatory decision-making and parent and community involvement.<sup>2</sup>

In addition, according to state law (Chapter 71, Section 38G), it shall be one of the objectives of all school districts' professional development plans to satisfy the individual professional development plan (IPDP) required by this section; provided, however, that this requirement shall not be construed to require that a school department or the commonwealth provide funding for the fulfillment of the professional development requirements beyond the foundation budget.<sup>3</sup>

## School Committee - Professional Development Policy

The School Committee also provides some guidelines, although general, with respect to professional development. The Wachusett Regional School District Policy 5251 relating to Personnel Management: Professional Improvement states that the Wachusett Regional School District shall provide opportunity for members of the professional and support staff to increase their competence and job effectiveness with minimum negative impact on classroom instruction.<sup>4</sup>

All of the information above was used in the development of this PD Plan.

## 2. Needs Assessment

### Teaching Staff Survey Results

In the spring of 2016, District staff were surveyed on a variety of aspects related to professional development. The survey asked staff to identify areas they would like to see training offered in as well as asked some general questions to help evaluate past practices. The major areas of focus for training, as identified by the survey, are presented below, ranked by the % of respondents that chose each area. The top 5 areas for training are included in the District professional development framework for 2016-17.

## Staff-Top Ranking Areas for Training

- 1. Content Specific Training (66% of respondents)**
- 2. Integrating Technology Into Instruction (51.5% of respondents)**
- 3. Teaching Students with Disabilities (48.1%)**
- 4. Differentiating Instruction (46.6%)**
- 5. Teaching Gifted Students (42.7%)**
6. Employing Various Writing Strategies (35.9%)
7. Common Core Standards (26.7%)
8. Utilizing Varied Reading Strategies (25.7%)
9. Evaluating Student Work (25.2%)
10. Teaching English Language Learners (24.8%)
11. Developing Student Assessments (23.8%)
12. Applying Varied Mathematics Strategies (20.4%)
13. Using Data to Drive Instructional Decisions (18.9%)

## Staff Responses to PD Questions

The survey asked respondents to rate how much they agreed or disagreed with various statements related to professional learning practices in the District. The responses are detailed below.

- 61.1% of the professional staff felt that professional development opportunities should be more closely aligned with the District and school goals.
  - District and school improvement plans need to drive professional development offerings.
  - For 2016-17 (the duration of this plan), the following District and school goals will be supported by professional development offerings:
    - Collecting, analyzing, and reporting data to improve student learning (District goal and various School Improvement Plan goals)
    - Integrating technology into instructional practices (District goal and various Technology Plan goals)
    - Content specific professional development (various School Improvement Plan goals)
- 88.4 % of the professional staff indicated that there are insufficient resources provided by the District to meet the staff professional development needs.
  - Title IIA federal grant funds will be used to support a variety of professional development needs as identified in this plan.
  - WREA PD Funds (locally budgeted) will continue to be used to support staff professional development needs. This fall, the WREA and Administration have agreed to increase the per person limit to \$400/person for use of these funds.



- 85% of the professional staff feel that the professional development does not meet the various needs of the individual teachers. 79.6 % of the professional staff in the District feel that the District fails to provide follow-up to professional development. In addition, 82.6% of the professional staff in the District feel that the professional development fails to deepen teachers' content knowledge.
  - Content specific professional development will be a focus of this professional development plan
  - Staff will be regularly surveyed to identify individual and group professional development needs
- 84.4 % of the professional staff feel that the professional development is not evaluated and the results are not communicated to teachers.
  - Professional development initiatives will be evaluated and the results communicated back to participants.
- 77.2% of the professional staff feel that professional development does not enhance teachers' ability to implement instructional strategies to meet the diverse learning needs of students, and 67.8% of the professional staff in the District feel that professional development does not enhance teachers' ability to improve student learning.
  - The strategic plan focus groups also identified instructional strategies as a priority training area (see below for more details).
  - Meeting diverse needs of students and developing consistently effective instructional strategies will be areas of focus for the PD Plan.

## Administration Survey Results

In the spring of 2016, District administrators, including principals and assistant principals, were surveyed about professional development. Questions in the administrator's survey were very similar to the survey given to staff. The responses did differ in some aspects. The major areas of focus for training are presented below, ranked by the % of respondents that chose each area. The top 5 areas are included in the 2016-17 professional development framework.

### Administration-Top Ranking Areas for Training

- 1. Looking at data to improve student performance (73.9% of respondents)**
- 2. Student safety, health, and social/emotional needs (56.5% of respondents)**
- 3. Using data to assess school strengths/areas for improvement and develop school goals (52.2%)**
- 3. Professional culture: Improving school culture (52.2%)**
- 5. Developing and implementing a variety of assessments (common formative, benchmark, summative) (39.1%)**
- 5. Integrating technology into instruction (39.1%)**

- 7. Differentiating instruction (34.8%)
- 7. Teacher collaboration: Professional Learning Communities (34.8%)
- 9. Laws and policies: State and federal laws, school committee policies, collective bargaining agreements (30.4%)
- 9. Managing conflict: Difficult conversations (30.4%)
- 9. Professional culture: Well-run, focused, and engaging meetings (30.4%)
- 12. Educator evaluation: Ratings (Impact on student learning, goal attainment, overall performance) (21.7%)
- 12. Budget development (21.7%)
- 14. Educator evaluation: Educator goals (17.4%)
- 14. Educator evaluation: Observations and feedback (17.4%)
- 14. Teaching students with disabilities (17.4%)
- 17. Managing conflict: Responding to disagreement (13.0%)

### Administration Responses to PD Questions

The survey asked respondents to rate how much they agreed or disagreed with various statements related to professional learning practices in the District. The responses are detailed below.

- 74% of respondents felt that there are not sufficient resources or sufficient time available to meet their professional development needs. 53% of administrators felt that our Principal Leadership Team (PLT) and Administrative Cabinet (Cabinet) meeting formats did not allow for beneficial professional development to occur, however 81% felt that the summer retreat format did allow for beneficial professional development to occur.
  - From these responses, the structure and focus of the PLT and Cabinet meetings will be examined so these biweekly meetings can allow for inclusive and more beneficial professional development to occur.
  - The District commitment to providing sufficient admin training resources needs to be examined and supported by future budgets.
- 83% felt that professional development activities for administrators are not evaluated with the results of being shared back with them.
  - Professional development initiatives need to be evaluated and the results communicated back to participants.
- 52% of respondents felt that professional development has enhanced their knowledge of teaching practices that meet diverse student learning needs and 73% felt that professional development they have received enhanced their ability to provide feedback to staff to improve student learning. However, 87% of administrators felt that professional development is not differentiated to meet their individual needs.
  - Results here clearly indicate that professional development must be tailored to meet the individual needs of administrators.

- In the realm of data analysis, 57% of administrators felt that more training on ways that colleagues and teams can successfully examine student work should be offered, and 48% felt that additional training on ways to analyze student assessment results should be offered.
  - Training on examining student work and analyzing data will be offered to administrators.

## District Goals

Annually, the Superintendent of Schools, Dr. Darryll McCall, and the School Committee set District Goals.<sup>5</sup> The 2015-16 District Goals that have implications for professional development are detailed below.

- **District-wide goal #1** - Create or identify District-Determined Measures (DDMs) for all educators and administrators across all grade levels and determine the District's material and professional development needs to support curricula and develop a specific five year plan, inclusive of budgeting considerations, to meet these needs, by June 2016.
  - Although requiring DDMs as part of the Educator Evaluation process are still being debated at the state level, the need to examine common assessment results and use the information to make instructional decisions and provide students with focused, timely feedback still exist. These same areas are also identified under Domain #2 and #3 of the Strategic Plan and will be focus of professional development.
- **District-wide goal #2** - Develop a five year Technology Plan, inclusive of hardware, software, and professional development, along with corresponding budgetary requirements, by June 2016.
  - Having a PD Plan that aligns with and supports the current Tech Plan is a must.
- **District-wide goal #4** – Establish a working group to define and create a five-year District-wide strategic plan by June 2016.
  - This Strategic Plan has now been finalized, and this document used the Strategic Objectives as well as feedback from all of the focus groups to develop the professional development focus areas detailed in section 4 below.
  - The Strategic Plan will be revised annually, and the PD Plan and Tech Plan will need to be revisited and revised to support any new strategic plan initiatives.

## Strategic Plan Focus-Groups

Over the winter of 2015-2016, input was gathered from various stakeholders throughout the Wachusett Regional community. Stakeholder groups included the School Committee, staff from each school, community members from all five towns, administration, and the Strategic Plan

Steering Committee. All participating groups were asked to pinpoint strengths and weaknesses of the District as well as identify opportunities and threats that the District should examine as part of the strategic planning process. Executive summaries from each of these focus groups were examined to identify any specific professional development initiatives and guidance for the development of this plan.

The following is a list of these areas, ordered from most often mentioned to the least frequently mentioned. The top five areas are included in the 2016-17 professional development framework.

- 1. Aligned K-12 curriculum (identified by 11 focus groups)**
  - 2. Technology integration (identified by 10 focus groups)**
  - 3. Instructional Practices (identified by 5 focus groups)**
  - 4. Collaboratively examining student work (identified by 3 focus groups)**
  - 5. Managing workload and stress (adults) (2 focus groups)**
  6. Student stress (1 focus group)
  6. SPED (1 focus group)
  6. ELL (1 focus group)
  6. Evaluation Process (DDMs) (1 focus group)
  6. Co-teaching (1 focus group)
  6. Early Intervention (Response to Intervention) (1 focus group)
- Aligned K-12 curriculum, technology integration, instructional practices, collaboratively examining student work:
    - One training implication from examining these top four areas is the need for teachers and administrators to work together to examine curriculum, assessments, and instructional practices. Professional Learning Communities (PLC) training provides a proven framework for these conversations and will be part of this plan.
  - Aligned K-12 curriculum:
    - Training implications, when this broad initiative is unpacked, include:
      - Developing priority learning targets
      - Developing common assessments
      - Looking at student work
    - This work ties in with the Strategic Plan, Domain #2 and #3, and will be part of this PD Plan.
  - Integrating technology:
    - Success here implies different types of training for different subjects and grade levels, as well as some common training (Google Classroom for instance).
    - Much of this is detailed below under the next section entitled Technology Plan.
    - Integrating technology will be a focus of this plan.
  - Instructional practices:

- Different training for different subjects and grade levels.
- Funding has to support small group needs and individual teacher needs.
- Training on effective instructional practices will be a focus of this plan.
- General/overarching themes:
  - Many of the focus groups also identified teachers as a strength of the District. It makes sense to leverage our staff to help meet professional development needs.
  - The District has committed to use Title IIA federal grant funds as well as the locally budgeted Wachusett Regional Education Association PD funds to help support priority areas of training.

## Technology Plan

As detailed above sections, responses to the Staff PD and Admin PD Surveys listed technology professional development as a priority area for training in the next year. Professional development is mentioned in several parts of the 2016-2021 WRSD Technology Plan<sup>6</sup> (Tech Plan). Important aspects are discussed below, along with any implications for training.

- The executive summary<sup>7</sup> provides a detailed District vision for student learning and has several areas of focus:
  - "...all students can learn and continuously grow as independent, confident, resilient and thoughtful individuals who are able to explore new ideas, reflect on progress, and challenge themselves in today's ever changing world."
  - With respect to technology, "...District technology must support the communication needs of teachers and students alike, allowing them to exchange ideas and feedback at anytime. In addition, students and teachers must be able to utilize web-based tools and digital resources in order to collaborate, analyze data, and share information with others."
  - More specifically, "...technology is used to enhance student learning by creating personalized, student-centered learning environments, where every student has equal access to the curriculum."
- The plan goes on to make the following statement about the importance of staff training and the ultimate success of the plan's initiatives:
  - "...our teachers need to have access to quality, on-going professional development. We believe that developing teachers who are comfortable and experienced integrating technology into their instruction is one of the most important goals of our District and its schools today."<sup>8</sup>
- In a later section of the Tech Plan (Benchmark 5), expectations of the use of virtual learning and communications are outlined:
  - "...2. Utilization of digital tools and software (by staff) to assess student learning and provide immediate student feedback. 3. Utilization of web-based tools to encourage student centered learning, and collaborative projects."<sup>9</sup>

- Clearly, providing ongoing, high quality training to staff is recognized in the plan as being a critical area for overall success.
  - Specifically, training in various web-based resources and supporting students in online learning environments, including providing timely feedback, are areas of focus for professional development.
- The Department of Education (DESE) goal under Benchmark 3 of the technology plan is specific to professional development.
  - This goal states: “At least 90% of District staff will have participated in high-quality professional development (as it relates to technology).” We have not met this goal as a District.
  - The plan goes on to state, “Although technology professional development occurs throughout the school year and includes coaching, as-needed training, District-based mentoring, support groups, and online offerings, training initiatives have primarily focused on small groups and have not involved all staff. In addition, a lack of consistent funding of technology professional development has resulted in these training initiatives being limited in scope, unable to be sustained year-to-year, and only meet the needs of a few.”<sup>10</sup>
- The plan goes on to describe specific actions that must be taken next and areas of focus:
  - “To expand the scope and allow more staff to participate, technology professional development has to be consistently funded on an annual basis, include a wider variety of delivery models, and be based on input from staff.”<sup>11</sup>
    - The staff PD Survey was created in part to provide staff with input into the direction of our PD Plan.
    - The District has decided to revise how Title IIA federal grant funds are used to better support individual and small group training initiatives, as well as continue to support major District initiatives such as those identified in the PD and Technology Plans.
    - The Tech Plan specifically asks to expand the scope of offerings to allow more staff to participate.

### 3. Planning for Professional Development

Effective professional development can occur at various times, both within and beyond the school day and school year. Effective professional development may also take on different formats, with some initiatives employing more traditional modes of learning and situations such as face-to-face, instructor-facilitated whole group training. Other forms engage individuals or small groups via online learning environments where the learner directs the pace of the learning. Whatever the format, available time plays a large role in the effectiveness of a potential training initiative. To identify some potential opportunities, available time has been identified below.

The chart below details the contractual time that is available for meetings and/or professional development in a school year.

### Contractually Available Staff Time

<b>Opportunity</b>	<b>Available Time</b>
District-wide PD Day (6 hours/day)	12 hours
Early Release Day (2 hours each day)	10 hours
Faculty / Curriculum / Grade Alike Meetings (Per contract language, meetings occur, “no more than two (2) times per month, not to exceed two (2) hours total meeting time per month” <sup>12</sup> )	20 hours
<b>Total Available Time</b>	<b>42 hours</b>

The chart below details the time that is available for administrators to meet each year. Some of this time will be dedicated to providing professional development each year.

### Available Administrative Meeting Time

<b>Opportunity</b>	<b>Available Time</b>
Principal Leadership Team Meetings	15 Hours
Cabinet Meetings	15 hours
Summer Retreat	16 hours
<b>Total Meeting Time</b>	<b>46 hours</b>

## 4. 2016-2017 Professional Development Framework

The main goal of the professional development plan is to develop priority focus areas for professional learning. These will be used to plan for the expenditure of both the operating budget for professional development and the federal Title IIA grant.

Below are several bullets that come from the needs assessment and an analysis of District and school improvement goals. These are not professional development initiatives, but will influence how we approach professional development going forward.

- Based on the feedback from the needs assessment, beginning in the fall of 2016, professional development initiatives will be evaluated and the results communicated back to participants.
- The Professional Development Task Force will develop a newsletter that will identify out-of-District PD offerings in various content and pedagogical areas. This will allow educators to identify opportunities that align to their expressed needs via their individual professional development plans and to help meet their individual needs for certification.
- District release and full days will be used primarily to support various District initiatives detailed below in the Professional Development Framework. Wherever feasible, professional development initiatives will be differentiated to meet the varying proficiency levels of educators across the District.
- The needs assessment identified our staff as a strength of the District and this plan looks to tap into staff expertise to help provide quality, differentiated professional development.
- From the needs assessment, we will expand the scope of offerings as well as the methods of delivery to allow more staff to participate in professional development. It should be noted, however, that we will continue to offer after school classes, as we have a limited amount of time available for training as detailed in part 3 above.
- We will use survey data on an annual basis to identify topics of greatest interest.

### Priority Areas for Professional Development

Priority Focus Areas	Details
1. Content specific professional development <ul style="list-style-type: none"> <li>a. Math</li> <li>b. Writing</li> <li>c. Science</li> </ul>	This plan supports content specific professional development across all subjects and grade levels, although District-wide initiatives will focus on the three content areas listed to the left. Both WREA PD funds and Title IIA funds are available to support training here. Staff are encouraged to seek out content specific professional development. Any staff member may apply for WREA PD funds, which has a limit this year of \$400/person. Any use of Title IIA funds needs to be identified as part of the grant application process, which occurs in early July. The Assistant Superintendent’s Office will need to be made aware of any PD request prior to June 30 <sup>th</sup> each year for consideration of inclusion in the following year’s grant.
2. Integrating technology into instructional practices <ul style="list-style-type: none"> <li>a. Web-based tools</li> <li>b. Online learning environments</li> </ul>	The District will be offering some entry level Google Apps for education training as well as soliciting teacher-leaders to become Google Trainers for the District. Individual staff members and groups of educators are encouraged to pursue either WREA PD funds or Title IIA funds to support training not



<p>c. Online assessments</p>	<p>offered by the District. Priority for Title II funding will be based on training related to the areas identified to the left.</p>
<p>3. K-12 Alignment</p> <ul style="list-style-type: none"> <li>a. Collecting, analyzing, and reporting data to improve student learning</li> <li>b. Developing a variety of assessments</li> </ul>	<p>District training under this section will focus on collaboratively identifying priority standards, examining student work as a team and developing a variety of assessments. Lead teachers and administrators will provide training in this priority area to staff. In addition, any staff member may apply for WREA PD funds to support training in this area. Title IIA funds will be used to support curriculum work.</p>
<p>4. Effective Instructional Strategies</p> <ul style="list-style-type: none"> <li>a. Differentiating Instruction</li> <li>b. ELL/SEI</li> <li>c. Teaching Students with Disabilities</li> <li>d. Teaching Gifted Students</li> </ul>	<p>The District will offer SEI courses for WRSD staff in the fall and again in the spring for any staff member who has not been identified for training by the state, and one course will be offered locally for staff identified by the state. In addition, courses will be offered in the future for staff that are in need of training in this area. The District will offer courses specific to teaching students with disabilities, including training relative to verbal behavior, utilizing the TEACH model, MCAS Alt. preparation, and effective co-teaching. Staff are encouraged to apply for WRSD PD funds to support training beyond topics listed above. Grant funds from Title IIA, Title III, and SPED 274 will be used to provide District-sponsored professional development in these areas.</p>
<p>5. Student social and emotional health</p> <ul style="list-style-type: none"> <li>a. Suicide Prevention</li> <li>b. Student Emotional Health</li> <li>c. Bullying Prevention</li> <li>d. Professional Culture</li> </ul>	<p>District initiatives will include training in the areas of suicide prevention, student emotional health, bullying prevention and intervention, improving professional culture, and managing work-related stress. Individual teachers are encouraged to apply for WREA PD funds to support their training needs in this area. Grant funds will be used to provide staff training in the priority areas identified on the left.</p>

## References

1. DESE High Quality Professional Development, retrieved from <http://www.doe.mass.edu/pd/standards.html>
2. Massachusetts General Law, retrieved from <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section38q>
3. Massachusetts General Law, retrieved from <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section38G>
4. Wachusett Regional School Committee Policy, retrieved from <http://www.wrsd.net/schoolcommittee/policies/P5251.pdf>
5. 2015-16 Wachusett Regional School District Committee Goals, retrieved from <http://www.wrsd.net/schoolcommitteegoals.cfm>
6. WRSD Tech Plan retrieved from <http://www.wrsd.net/documents/TechnologyPlan.pdf>
7. 2016-2021 WRSD Technology Plan, retrieved from <http://www.wrsd.net/documents/TechnologyPlan.pdf>, page 3
8. Ibid.
9. Ibid., page 12
10. Ibid., pages 9-10
11. Ibid., page 10
12. WREA Contract, Page 16 Section E. 7.
13. Professional License Renewal 2015 Addendum: Guidelines For Massachusetts Educators, retrieved from <http://www.mass.gov/edu/docs/ese/educator-effectiveness/licensing/renewal-professional-license-2015-addendum-guidelines.pdf>
14. Collectively Bargained Agreement Between the Wachusett Regional Education Association, Inc., and the Wachusett Regional School District, (WREA Contract), July 1, 2015 through June 30, 2017, pages 19-20.

## Appendix A: DESE Guidance on Certification

### MA DESE Certification - Educator Requirements<sup>13</sup>

If renewing a professional-level license with an expiration date that falls on or after July 1, 2016, the following requirements apply to renewal of a primary license (even if you renew your license early):

1. Professional development activities shall be identified by the educator and supervisor during the development of, and review of, the Individual Professional Development Plan (IPDP)\* in order to better support student achievement. Individual professional development plans must include at least 150 PDPs including:
  1. At least 15 PDPs related to SEI or English as a Second Language.
  2. At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.
  3. At least 90 PDPs in the content area of the license or in pedagogy, with no less than 60 PDPs in or related to the content area of the educator's primary license.

\*ALL educators are required by the State to complete and maintain an Individual Professional Development Plan (IPDP) and have the plan approved by their building administrator. The PD offerings they pursue should be aligned with the goals they have identified in their plan. As indicated in [603 CMR 44.04\(1\)\(c\)](#), the same plan can be used to satisfy the requirements for license renewal and educator evaluation.

### MA DESE Certification - SEI Requirements

[Sheltered English Immersion \(SEI\)](#) and its impact on Renewal:

The SEI Endorsement requirement is at the center of the Department's RETELL initiative to transform the teaching and learning of ELLs across the Commonwealth.

- All incumbent core academic teachers of ELLs, must earn a Sheltered English Immersion (SEI) Teacher Endorsement, and
- All incumbent principals/assistant principals and supervisors/directors who evaluate core academic teachers of ELLs must earn an SEI Administrator Endorsement.

# Appendix B: WREA-WRSD Contract Language

## Professional Development Specific Language

### Article 16: Staff Development Planning

- A. Utilization of staff development time referenced in this Article shall be developed with input from the Association annually. Consideration shall be given to school/department site activities, varied experiences and opportunities.
- B. This time shall be planned so as to provide eligibility for credit necessary to maintain professional status. Individual groups of teachers may submit proposals to the principal, for Superintendent and Principal approval, for staff development programs for these days.
- C. Bargaining unit members may submit proposals for the first professional development day to their building administrator and/or Superintendent prior to June 30th of the preceding school year and prior to December 31st for the second professional development day of that respective school year.
- D. Recognizing the importance of professional development in maintaining high qualified teaching staff, the District will set aside a sum of money for each fiscal year equal to two times the Masters, Step 1 salary for that year. These funds will be for the specific use by the members of the WREA to help defray the costs associated with professional development.
  - 1. These costs may include, but are not limited to, conference expenses, school visits, course fees, travel directly associated with professional development, workshop fees, and class coverage for WREA members attending professional development.
  - 2. WREA members who wish to avail themselves of professional development opportunities as outlined in this article may apply to the District in writing for payment up to, but not exceeding, the costs associated with such professional development, pending administrative approval. The District reserves the right to retroactively increase funding if all professional development monies have not been requested by June 1 of the school year.
  - 3. Any monies that have not been spent during the current school year will be forfeited.
  - 4. When possible, WREA requests for administrative approval and payment under this article must be made, in writing at least ten (10) school days prior to the opportunity and also must contain an explanation of the educational value of the request.
  - 5. Upon completion of professional development as outlined in this article, members may be requested to share this experience in writing and/or in person with other members of the District staff.<sup>14</sup>