

Tewksbury Public Schools



Professional Development Plan *SY 09 – 10*

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**TEWKSBURY PUBLIC SCHOOLS
TEWKSBURY, MASSACHUSETTS 01876**

**PROFESSIONAL DEVELOPMENT PLAN
2009 - 2010**

“Time devoted to building the capacity of teachers to work in teams is far better spent than time devoted to observing individual teachers.”

Executive Summary

Tewksbury's Professional Development Plan for 2009 - 2010 follows the guidelines for District Professional Development Plans set forth by the Massachusetts Department of Education.

The initial section sets the context for the Plan by defining the purpose of professional development as outlined in the 1993 Massachusetts Education Reform Act. Also embedded in this plan are the specific characteristics of "high quality" professional development.

The six major goals of this year's professional development program:

- Curriculum Alignment , Development, and Revision with MA State Curriculum Frameworks,
- Literacy Training (DIBELS): K - 2,
- Response to Intervention – Strategies and Techniques,
- Data Analysis and Assessment,
- Technology Training and Integration, and
- Expansion of Professional Learning Communities.

A brief description of the types of professional development programs offered to staff and guidelines for conference attendance are presented, as well as the process used by the System-wide Staff Development Committee and Assistant Superintendent to determine staff and district professional development needs.

In the last sections, in accordance with the state guidelines for annual District Professional Development Plans, I have included: the state guidelines for recertification, the 2009 - 2010

Professional Development Budget, and a tentative Professional Development Calendar for SY 09 - 10.

PROFESSIONAL DEVELOPMENT PLAN 2009 - 2010

The Education Reform Act (1993) requires school districts to create annual professional development plans:

"Every school district in the commonwealth shall adopt and implement a professional development plan for all principals, teachers and other professional staff employed by the district and annually shall update such plans and set forth a budget for professional development within the confines of the foundation budget. Said plan shall include training in the teaching of the curriculum frameworks and other skills required for the effective implementation of this act, including participatory decision making, and parent and community involvement."

(Ed. Reform Act, Sec. 42)

In addition, federal legislation (*No Child Left Behind (NCLB) Act of 2001*) established five goals for all public schools in the country. These goals will undoubtedly influence professional development offerings in the upcoming years.

- Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3: All students will be taught by highly qualified teachers.
- Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- Goal 5: All students will graduate from high school.

The Professional Development Plan for the Tewksbury Public Schools includes:

- I. Description and characteristics of high quality professional development,
- II. System-wide goals and objectives, including recommendations from the District Improvement Plan, School Improvement Plans, and Technology Plan,
- III. District Policies, Procedures, and Types of Professional Development Programs / Practices / Activities,
- IV. Guidelines for assessing professional development needs of the district, including the design, implementation, and assessment of the plan,
- V. Copy of Massachusetts Recertification Guidelines,
- VI. FY10 Estimated Professional Development Budget, and

VII. Tentative Calendar of Professional Development Events

I. *Description and Characteristics of “High Quality Professional Development” ...*

The purpose of high quality professional development is to enhance student learning by promoting increased knowledge, skill, and renewal of educators and other members of the educational community. High quality professional development provides a wide variety of opportunities for ongoing growth which enhances an individual's ability to perform as an educator and promote coherent, systemic approaches to improving teaching and learning continuously within educational organizations.¹

High quality professional development is characterized by:

CONTEXT:

- * *A shared vision* for professional development within the district and the school that supports continuous improvement which is embedded in daily practice.
- * *Coherent, high quality professional development plans* for districts and schools that are aligned with district, school, individual educator, and state goals.
- * *Line item in district budgets* which support professional development at a significant level.
- * *Time and resources* to plan, engage in, and assess professional development.
- * *Supportive environments* for educators to acquire, practice, and experiment with new learning opportunities.
- * *Equitable access* to opportunities for practicing, sharing, and disseminating successful practices on-the-job.
- * *Collegiality and collaboration* across and within professional roles.
- * *Encouragement of and support for* experimentation and risk-taking.

PROCESS:

- * *Involvement of participants* in professional development design, implementation, and evaluation.

¹ Commonwealth of Mass., Statewide Plan for Professional Development, 1993, p. 3.

- * Models that promote *multiple strategies* for professional growth that could include reflection, mentoring, guided practice, and study groups.
- * *Follow up* that focuses on the application of professional development to the improvement of student learning.
- * An *on-going evaluation process* that uses multiple sources of information, including changes in classroom leadership practices and student learning, and has a focus on all levels of the organization.
- * Understanding of *effective approaches* to professional development and their relationship to the culture of the school and district.
- * *Opportunities to learn from peers* across and within educational roles.
- * *Technologies* for classroom management, instruction, and professional growth.

CONTENT:

- * Application of *current research*, including principles of adult learning and development, and the organizational change process.
- * Integration of the *Common Core of Learning, the Curriculum Frameworks, and other provisions of the Education Reform Act.*
- * *Discipline-specific and interdisciplinary* approaches to teaching, learning, and assessment that incorporate high expectations for all children.
- * Developmentally appropriate *strategies for instruction and curriculum* that meet the needs of *diverse student learners.*
- * Strategies for reaching out to and involving *families and communities.*
- * *Leadership skill training* for school administration and management.²

II. System-wide Goals and Objectives

The 2009 - 2010 District Professional Development Plan for the Tewksbury Public Schools will focus on six priority areas:

- A. Curriculum Alignment, Development, and Revision with Massachusetts State Curriculum Frameworks,
- B. Literacy Training (DIBELS): K - 2,
- C. Response to Intervention – Strategies and Techniques,

² Adapted by the Mass. D.O.E. from Loucks-Horsley, S; Harding, C.; Arbuckle, M.; Murray, L.; Dubea, C.; and Williams, M. *Continuing to Learn, A Guidebook for Teacher Development. Andover, MA:* a co-publication of The Regional Laboratory for Educational Improvement of the Northeast and Islands and The National Staff Development Council. 1987.

Curriculum & Instruction:

Goal 4 – 4.1

Goal 5 – 5.1

Program Improvement and Accountability:

Goal 8 – 8.5

School Resources:

Goal 16 – 16.2, 16.3, 16.3

As we extend and expand the goals of our District-wide Technology Plan, we are proud to summarize the following completed accomplishments:

* Completion & acceptance of our new 5-Year Technology Plan	October, 08
* Email Acceptable Usage Procedure - Revision	August, 09
* Systemwide Training sessions: Data responders and interactive whiteboards	On-going
* Ten (10) Technology seminars offered during SY 08-09	July, 08- June, 09

Our technology professional development program continues to thrive. Courses/seminars will be offered during our scheduled professional development days, after-school and during the summer months. An annual professional development survey will be distributed to all staff members. Technology-driven selections are based on these survey results.

A variety of on-going training sessions will be offered throughout the school year, including: (1) interactive whiteboard technology and (2) data responder usage. All staff members interested in utilizing these technologies will be invited to attend.

Technology integration will be emphasized with the influx of additional sets of student data response systems. These response systems will provide our teachers with real-time performance data from every student, allowing them to diagnose an entire classroom instantly. These data responders will also simplify the administration and grading of common assessments, thus encouraging continuous, on-going assessment in our classrooms.

F. Expansion of Professional Learning Communities:

Program Improvement & Accountability: Goal 8 – 8.1

“ There is no more powerful engine driving an organization toward excellence and long-range success than an attractive, worthwhile, and achievable vision of the future, widely shared.

- Burt Nanus

Characteristics include: Shared mission, vision and value; Collective Inquiry; Collaborative Teams; Action Oriented and Willingness to Experiment; Commitment to Continuous Improvement; and Results Oriented.

TPS district and school administrators will work closely with staff to expand upon this work and support the efforts of this initiative.

[NOTE: These six priorities have been developed in conjunction with recommendations from the seven (7) School Improvement Plans and the Tewksbury Technology Plan.]

The goals and objectives for this year’s District Professional Development Plan are also based, in part, on the Core Values, Mission Statement and Goals developed in conjunction

with our new 5 -year strategic plan. This plan coordinates all educational activities in the district.

The district Mission Statement and Goals are outlined below:

***** Mission Statement *****

To educate and challenge all learners in the Tewksbury Public School Community while supporting their development as well prepared and productive members of a diverse global society.

Five-Year Goals

- Curriculum and Instruction:** *To provide a challenging and rigorous academic program with high expectations that meets the needs of all learners.*
- Program Improvement and Accountability:** *To create, support, and adopt the concepts and practices of a professional learning community.*
- School Resources:** *To provide the resources necessary to support a high quality, equitable educational experience.*
- Social Responsibility:** *To develop a sense of social responsibility, both locally and globally, among all members of our school community.*

III. District Policies, Procedures, and Types of Professional Development Programs / Practices / Activities

*** Note:** The Tewksbury School Committee, being cognizant of the demands of Time and Learning Guidelines, strongly discourages professional development activities that conflict with staff instructional time.

Mission Statement for Professional Development
(derived from the district version)

To provide high quality professional development to better enable staff members to educate and challenge all learners in the Tewksbury Public School Community while supporting their development as well prepared and productive members of a diverse global society.

Types of Professional Development Programs:

Workshops/Conferences

Attendance at workshops and conferences is encouraged and supported by the Tewksbury Public Schools. When identifying potential professional development opportunities, staff members are asked to identify system and school goals which will

be addressed at the different conferences and workshops. Brief reports are required at the conclusion of each workshop/conference attended.

Subject Area Review Committees (SARC)

The Tewksbury Public Schools regularly identify subject-specific areas which need systemic upgrading. PreK-12 teams of educators are selected from a volunteer pool to serve on these committees (SARC). During this time, system goals/objectives are developed; new materials and techniques are researched; selected programs are piloted; and new programs are selected, implemented, and assessed.

In-Service Workshops / Institutes

Principals, administrators and staff regularly identify school-based professional development training needs for their buildings. These needs may be met through in-service workshops during the day, after-school, on weekends, and during the summer months. Most requests align with each school's School Improvement Plan. Participation may be voluntary or required, as the needs dictate.

Curriculum Development Workshops

During the summer, new courses, units, and lessons are developed according to the needs and guidelines of the school system. Particular goals and objectives drive this curriculum work, and all products are submitted for review and dissemination.

Course Reimbursement Program

TPS will pay for a portion of the cost of tuition for courses at an accredited state college or university or National Council for Teacher Education (NCATE) approved institution. A teacher is entitled to a maximum of three hundred fifty dollars (\$350) per fiscal year '09 - '10 per course reimbursement provided, however, that the Committee's liability for such payments is limited to a total appropriation for such reimbursements not to exceed thirty-five thousand dollars (\$35,000).

IV. Guidelines for assessing the professional development needs of the district, including designing, implementing, and assessing the plan.

Stage 1: Staff Survey

Our active System-wide Staff Development Committee, comprising of both staff and administration representing all levels of the district, meet in early spring to develop the annual Staff Development Survey. This survey includes a brainstormed list of potential topics for the following year's staff development program, as well as open-ended questions designed to garner feedback and suggestions from the staff.

Stage 2: Review Meeting

Each year, the System-wide Staff Development Committee meets to review all the returned surveys. Surveys are color-coded and can be easily separated by grade level. From these surveys, targeted lists of priorities are identified, which represent the interests and needs of the staff.

Stage 3: Professional Development Plan / Monthly calendar

The Assistant Superintendent will craft the Professional Development Plan for the district. The plan will address staff and district needs and/or requests. Prior to the opening of school, all staff members will receive an abridged copy of the accepted Professional Development Plan for our district. Each month, the Assistant Superintendent will publish and post a monthly calendar highlighting all SARC and committee meeting dates.

Stage 4: Implementation

Over the summer and continuing throughout the school year, a series of workshop and conference opportunities will be available to all staff members.

Stage 5: Assessing the Plan

After each professional development session, staff members will be asked to complete a one-page assessment form, designed to elicit their feedback as to the value and success of the workshop or conference.

V. Copy of Massachusetts Recertification Guidelines

- Located in the Curriculum Office

VI. Estimated FY09 - 10 Budget - Professional Development

Please note: All costs are approximate / % of costs funded through grant programs

1. Summer Workshops / Consultant Fees	+ \$1,000
2. Consultants - Non-school hours	+ \$14,000
3. Staff Conference Attendance	+ \$18,000
4. Course Reimbursement Program	+ \$35,000
5. Out of State Conferences - Travel	+ \$7,000
Approximate cost for Items 1 - 5	\$75,000

VII. Tentative Professional Development Calendar

Balanced Literacy Instruction	June 23 - 25, 2009
Data-based Decision Making in an RtI Environment	June 23 - July 1, 09
SMARTBoard Basics	August 11 - 13, 2009 / On-going
6-Traits Writing Workshop	August 12 & 13, 2009
Administrative Council Retreat / Workshop	August 17 & 18, 2009
Leadership Institute for Mentors	August 25 & 26, 2009 / On-going
Using Student Data Responders in the Interactive	August 31, 2009 / On-going
Storytown's Think Central	September, 09 / On-going
X2 SPED Module	September, 09
LMC Follett Automated System	September, 09
Study Island: Resource and Support	September / October, 09
Introduction to Assistive Technology	October, 09 / On-going
ELL Training: Category 1	October 2 & 7, 2009
DIBELS (Dynamic Indicators of Basic Early	October & November, 09

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