HANDBOOK

Hadley Public Schools

Table of Contents

Appendix A   Individual Professional Development Plan Template
Appendix B   PLC or IP3 Proposal Form
Appendix C   Professional Development Approval Forms
Appendix D   In-Service Approval Form
Appendix E   Leave Request
Appendix F   In-Service Credits Request

Revised August 2, 2019

Dear Colleague,

We are pleased to present the Professional Development Handbook for Hadley Public Schools. Ultimately individuals are responsible for their own professional development to maintain or advance their license; however, the district believes, "If we continue to build educator expertise and a shared vision of effective teaching, refine curriculum and instruction, use assessments and data effectively, and partner with families around our work, then we will increase engagement and achievement for all students." The district has a specific strategic priority emphasizing reflecting on effectiveness of practice by using data, research, and best practices to adapt practice and achieve results. To that end we have established two primary means to achieve this goal and through which we require our staff work to improve themselves as professionals on an annual basis:

- Five system-wide professional development days in which faculty and staff are offered workshops, seminars, and time to participate in study groups led by principals, department heads, HPS educators, HPS staff, and outside organizations (e.g., Collaborative for Education Services, University of Massachusetts, Amherst, James Levine and Associates, etc.)
- Independent Professional Practice Projects (IP3) or a Professional Learning Community - for which PDPs or possibly in-service credit can be awarded - an individual or team of educators who is interested in expanding his or her instructional repertoire and improving his or her practice may submit a proposal for an IP3. The educator identifies the content she or he would like to study (e.g., Foreign Language, Using Primary Source Documents, Teaching Research Skills, Data Informed Decision-Making), the materials to be studied (articles, texts, videos, etc.}, other classrooms or schools the educator will observe, any outside workshops the educator will attend, and the final assessment or product the educator will create. Teachers may request materials and supplies to support their professional development. Teachers may also request to attend professional development workshops or seminars. To receive PDPs, a teacher must create a product and submit a proposal. In-service credit must be approved and must meet the criteria set forth in the Unit A collective bargaining agreement.

School and District Programs focus on the strategic objectives and priorities of the District Strategy, which was developed in alignment with the Conditions for School Effectiveness, the Standards and Indicators of the Massachusetts Model System for Educator Evaluation, and with input from educators, administrators, parents, and School Committee.

The District makes every effort to coordinate professional development offerings on district-wide professional development days through professional development committees. Educators are encouraged to identify relevant topics that will assist educators to increase and deepen their pedagogical skills and content knowledge, meet licensure and evaluation requirements, and help them meet the needs of the diverse student population enrolled in Hadley Public Schools.

By participating in a professional learning community, educators may engage in action research and collaborative inquiry through which self-selected teams of educators:

- Select a topic of interest that is relevant to their professional practice
- Write a proposal including–
    - An inquiry question that articulates what the PLC will do to improve student learning and professional practice
    - Content or skills the team will study and learn
    - Schedule for learning (hours spent in face to face, online, or independent learning)
    - Materials team will use for research and study

Through the course of the professional learning community project, teams will:

- Share their collective experience and review research in the field to determine best practices for implementation
- Implement new instructional strategies and collect data to measure their effectiveness

At the conclusion of the professional learning community project, individual team members will:

- Create and submit a product (e.g., revised lesson plan, updated curriculum, new materials) or evaluation you will produce to demonstrate learning
- Share findings and recommendations with colleagues on district-wide professional development days, through online reports, and/or at faculty, curriculum, and department meetings.

The handbook contains the following Appendices:

- Appendix A – District Professional Development Plan
- Appendix B – Individual Professional Development Plan Template
- Appendix C – PLC or IP3 Proposal Form
- Appendix D – Professional Development Approval Forms
- Appendix E– In-service Approval Form

Each year staff are required to participate in District-wide Professional Development days *and* either complete an IP3 *or* a PLC. The topics for the District-wide Professional Development days will be determined by the professional development committee, but individual teachers are free to organize their IP3/PLC in a variety of ways, which are outlined on page 3 of this handbook.

Please feel free to contact your building principal, members of the HPS Professional Development Committee, or the superintendent if you have ideas for staff development programs. We would like to thank the HPS educators who inspire, encourage, and educate our students each day.

Annie McKenzie, Superintendent   Jason Burns, HEA President

Directions and Possible Topics/Activities for an IP3 or PLC

Group Work

1. Professional Learning Community (PLC)
   a. The purpose of a PLC is to be able to study something to improve your professional practice with your colleagues.
   b. Select a topic of interest and relevant to your practice.
   c. Using the IP3 form in this handbook, develop a plan.
   d. Submit the plan to your building principal for approval.
   e. Reflect on your experience.
   f. Submit a product if you wish to receive Professional Development Points.

Individual Work

1. Independent Professional Practice Projects
   a. The purpose of an IP3 is to be able to independently study a topic that will improve your professional practice.
   b. Using the IP3 form in this handbook, develop a plan.
   c. Submit the plan to your building principal for approval.
   d. Reflect on your experience.
   e. Submit a product if you wish to receive Professional Development Points.

Suggested Topics/activities (educators may submit a topic of their own choosing)

1. Fostering socially just and equitable learning environments
2. Implementing research-based classroom management strategies
3. Integrating Universal Design for Learning principles into classroom instruction
4. Investigating the application of Maker Space principles into content instruction
5. Teaching and assessing social emotional learning standards
6. Designing instruction and assessment with WIDA Can Do Performance Descriptors
7. Designing Instruction and Assessment for Students with Disabilities
8. Applying the principles of Responsive Classroom
9. Using data to inform classroom instruction
10. Applying the principles of deep learning
11. Understanding and applying trauma informed teaching

Timeline

September 30 – All professional staff turn in their IP3/PLC proposal.

May 30 – Submit final products if you desire a PDP certificate from the district. See p. 11-12 for specific requirements.

June – PDP/In-service certificates will be given out

Possible Approach to Designing a PLC or IP3

- Select a topic of interest that is relevant to your professional practice; submit PLC/IP3 Proposal Form (Appendix D)

- Meet with colleagues, read, study, discuss; implement new practice and collect data to measure impact

Research

Apply

Revise/Share

Reflect

- Share findings and recommendations with colleagues

- Create and submit a product to demonstrate learning

Possible topics for Professional Learning Communities

Service Learning	Differentiating Instruction	Modifying Curriculum and Instruction to Align with WIDS Performance Levels	MTSS Using Data Effectively- Building Strong Data Teams	Positive Behavior Interventions and Supports
Researching a Writing Curriculum in the Elementary Grades	Evidence-based Strategies to Increase Student Engagement	Supporting Students with Dyslexia	Collaborating Effectively with Parents	Piloting Google Classroom
Sensory Process Disorders	Improving Executive Functioning Skills	Math Strategies for Struggling Learners	Supporting Students with Anxiety Disorders	Assistive Tech and Ipads in Early Elementary
	Managing and Redirecting Off Task Behavior/ Increasing Engagement	Effective Mentoring and Induction Programs	Your Idea	

Designing Department Meetings or Grade Level Team Meetings to Earn PDPs

The graphic below is meant to help department chairs and grade level teams think about how Department meetings or Grade Level Team meetings could function as a PLC.

Data Analysis	Measuring Growth	Aligning Curriculum, Instruction, and Assessment
↓	↓	↓
Review student assessment data from the previous year (MCAS, common assessments)	1. What content, skills, standards, and practices will we assess this year?	Based on the knowledge, skills, and practices we will assess, do our curriculum maps need refining or revising?
↓	↓	↓
1. What do we see? 2. What does it mean? 3. What will our instructional focus be based on the data?	2. How will we measure growth? What assessments will we use? Do we need to revise our current assessments?	What strategies will we use for students who exceed expectations and those who struggle to meet expectations?

HPS Professional Development Committee

Per the Collective Bargaining Agreement between the Hadley School Committee and the Hadley Education Association, educators and educational support professionals are encouraged to participate in professional development committees. Building principals convene a professional development committee in each school. Any Unit A or D member interested in participating should inform his/her principal. Principals bring recommendations from their building committee to the district leadership team. The leadership team integrates input from committees when developing agendas for district-wide professional development days.

Earning Professional Development Points

Information pertaining to requirements for earning professional development points can be found on the Department of Elementary and Secondary Education (DESE) website. Please note that DESE may change requirements, regulations, or policies and that those changes may not be reflected in this handbook. It is the responsibility of every educator to remain current on DESE professional development requirements and licensure requirements. This handbook is meant to augment, not replace, information from DESE.

Massachusetts Standards for High Quality Professional Development (HQPD) [*]

Massachusetts defines High Quality Professional Development (HQPD) as: A set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving teacher 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. HQPD conforms to best practices in research, relates to educators' assignments and professional responsibilities, and conforms to the ten Massachusetts Standards for Professional Development. Ten standards make up the Massachusetts Standards for Professional Development.

1. HQPD has clear goals and objectives relevant to desired student outcomes.
2. HQPD aligns with state, district, school, and/or educator goals or priorities.
3. HQPD is designed based on the analysis of data relevant to the identified goals, objectives, and audience.
4. HQPD is assessed to ensure that it is meeting the targeted goals and objectives.
5. HQPD promotes collaboration among educators to encourage sharing of ideas and working together to achieve the identified goals and objectives.
6. HQPD advances an educator's ability to apply learnings from the professional development to his/her particular content and/or context.
7. HQPD models good pedagogical practice and applies knowledge of adult learning theory to engage educators.
8. HQPD makes use of relevant resources to ensure that the identified goals and objectives are met.
9. HQPD is taught or facilitated by a professional who is knowledgeable about the identified objectives.
10. HQPD sessions connect and build upon each other to provide a coherent and useful learning experience for educators.

[*] http://www.doe.mass.edu/pd/standards.html

Activities Not Considered Professional Development:

The following are definitions of activities not considered professional development.

Training: Informational sessions focused on learning discrete skills and/or performing individual tasks. An example of training is a session on how to access a report in a database. Training is brief and has a beginning and an end.

Technical Assistance (TA): The provision of brief, targeted support with the goal of aiding the recipient in knowledge application. Technical assistance provides advice and guidance in the use of resources, materials and equipment.

MA DESE Professional Development – Frequently Asked Questions

1. *What are the types of PD activities that are eligible for PDPs?*
   A wide range of PD activities can qualify for PDPs, including but not limited to: (1) ongoing participation in job-embedded activities (e.g. mentoring/coaching, professional learning communities); (2) participation in a series of short-term activities in a given topic that equal 10 hours (e.g., workshops, seminars), and (3) long-term activities (e.g., university courses).
2. *What are the minimum requirements for professional development activities that are eligible for PDPs?*
   PDPs may only be awarded under the following conditions:
   1. The professional development is offered by the MA Department of Elementary and Secondary Education (ESE), a school district, an educational collaborative, or a provider that is registered with ESE.
   2. The professional development must be at least 10 hours per topic.
   3. The professional development must include an assessment of learning (this may be an end-of-course assessment or an observable demonstration of learning).
   4. The professional development participant has met the provider's criteria for mastery.
3. *Does the Department convert university or college credits to PDPs? How many PDPs do they earn?*
   Yes, as a general rule of thumb, one clock hour of an eligible professional development activity equals one PDP. This also applies to academic credit for upper-level or lower-level undergraduate courses.
   Generally, 1 credit =15 hours = 1.5 CEUs = 15 PDPs.
   However, there are a few exceptions:
   1. Upper-level undergraduate course (when substantially new to the educator) or approved equivalent = 1 semester hour = 22.5 PDPs
   2. Graduate-level course or approved equivalent = 1 semester hour = 22.5 PDPs
   3. Audits of undergraduate or graduate course or approved equivalent=1 semester hour = 7.5 PDPs
4. *I was told that I may be able to convert certificates of attendance for less than 10 hours of PD into PDP's. How do I do that?*
   Educators may "bundle" several activities together when reporting their PDPs, provided they can demonstrate that these activities are related/similar in topic. To use PDPs for license renewal, an educator must accrue at least 10 hours of professional development about that topic. The easiest way is to do this is to select PD offerings that are at least 10 hours in length. (Note: You cannot receive PDPs via bundling unless you complete an additional follow-up activity demonstrating proficiency).

5. *Can I earn PDPs for attendance at a professional conference?*
PDPs are no longer awarded for attendance at a professional conference. However, an educator could receive PDPs if (1) the conference spans two or more days, and allows for attendance at a series of sessions/workshops on the same or similar topic totaling 10 hours or more and (2) if attendance results in a final product that would serve as an assessment of learning, such as developing a school-based activity or curriculum, or publishing written material.
Educators who attend a professional conference for less than 10 hours in a given topic may extend their learning to reach the required 10 hour minimum by developing a final product, such as the examples listed above. They may also "bundle" conferences on the same topic, but must still develop a final product, such as a resource that is published by the school or district.

6. *Can I earn PDPs for attending professional development offered by a for-profit educational organization?*
Yes, as long as the organization is registered with ESE as a PD provider and as long as the professional development meets the minimum expectations.

7. *Can I earn PDPs for attending professional development offered or sponsored by the Department of Elementary and Secondary Education?*
Yes, ESE may offer 1.5 PDPs per clock hour for professional development programs that it sponsors as long as the programs meet the minimum expectations.
Note: For ESE-sponsored activities that do not have a pre- and post-content assessment, only 30 PDPs can be counted toward recertification in a five-year cycle.

8. *Can I earn PDPs for professional development that I design myself?*
Educators may earn PDPs through an educator-designed professional development activity that results in a professional product that is related to the academic discipline of the educator's license, including published written materials such as a book, journal article, book chapter, dissertation, or thesis. Educators may also earn PDPs for developing and implementing an activity for students, parents or teachers that incorporates the learning standards of the curriculum frameworks.

9. *May I earn PDPs as a trainer/presenter of a professional development course/workshop or seminar?*
Educators who develop and present a professional development workshop or seminar are eligible to receive twice the number of PDPs that are given to participants, with the presenter receiving a minimum of 10 PDPs and a maximum of 24 PDPs. These points may be counted the first time the training is provided in a five-year cycle.
Note: Educators are eligible to receive 30 PDPs the first time they make a presentation at a professional conference in a five-year renewal cycle. If a presentation is repeated, it is not eligible.

10. *If I am not working in a public school, am I required to have written pre-approval by ESE for professional development activities before I enroll?*
No, there is no such requirement. If you are not working in a public school, but may use PDPs toward licensure renewal in the future, be sure to maintain records of PDPs as you earn them.

11. *With the changes to the ESE review and approval process for registered PD providers, are PDPs still only accepted from registered providers?*
This is true, with the exception of automatic providers (school districts and collaboratives). Other providers are still required to complete an application that generates the information used for the registry. This detailed information allows Massachusetts educators to determine for themselves if a provider's professional development is relevant to their needs. A district or school administrator may submit a request to ESE for the complete application.
Please note: DESE provides a PD Provider Registry on its website.

12. *How do I know if a PD provider is approved to issue PDPs?*
PDPs may be awarded under the auspices of ESE, school districts, or educational collaboratives. All other professional development providers are required to register as a provider with ESE.

Educators can search for PDP Providers that are approved by ESE through the searchable PD Provider Registry.

13. ***How do I know if professional development offered online can be applied toward license renewal?***
If you will receive graduate or undergraduate credits for successful completion of the online program, the credits must be earned by an accredited college or university or from a PD Provider who has registered with ESE, in order to convert the credits to PDPs. You are advised to research the program online to learn about the program's accreditation.
If the PD is a brief webinar or training then it is unlikely to count as it would not meet the minimum requirement for PDPs.
With the exception of accredited colleges and universities who will be awarding credits, ask the online PD provider if they are registered with ESE and ask for their provider number.
Note: Some online PD providers will partner with institutions of higher education to give educators the option of earning graduate credits. In this case, the credits can be converted to PDPs, at the same rate as they would be for in-person courses.

14. ***Is professional development offered by a provider from another state eligible for MA PDPs?***
Yes, as long as the PD provider is a registered PD provider with ESE and is offering professional development that meets the minimum expectations. It is also important that the PD is part of an ongoing individual professional development plan consistent with the educational needs of the school and/or district.
If educators earn credits from out-of-state, accredited colleges or universities, the educators can convert these credits to PDPs at the same rate as they would for in-state institutes of higher education.

15. ***I am looking for a record of the PDPs I have earned in the past few years. Does ESE have this information?***
ESE does not keep records of PDPs. **It is the educator's responsibility to keep records of PDPs**. As stated in the regulations, "Due to the fact that an applicant may be randomly selected for a PD Audit, it is important that an educator hold on to their PD verification for 5 years from date applying to renew." For more information, see the regulations on Documentation and Recordkeeping on the DESE website.

16. ***When should I start to collect Professional Development Points (PDPs)?***
Educators may start earning PDPs for their first renewal cycle upon the issuance of a Professional license. For subsequent renewal cycles, only PDPs earned after the previous expiration date are eligible. Activities older than five years from the date of application may not be counted. However, there is an exception for RETELL courses.

17. ***Are we still required to maintain an Individual Professional Development Plan (IPDP), now that the educator evaluation system has changed and Professional Practice Goals are part of that system?***
An IPDP is still required. For more information about how certain activities undertaken pursuant to the development of an Educator Plan may meet the requirements for an Individual Professional Development Plan, please visit the Educator Evaluation FAQ webpage.

18. ***I am working in a private school. Do I still need to complete a PD plan?***
Educators who wish to maintain their professional licensure, and who are employed in schools other than Massachusetts public schools, still need to develop an Individual Professional Development Plan and successfully complete the requisite number of PDPs within a particular five-year validity period. Supervisor approval and endorsement of the plan is optional for educators who are not employed in a Massachusetts public school. However, ESE highly recommends that educators seek such approval to ensure that the professional development activities in the plan are consistent with school and district goals.

19. ***Can our district award PDPs for participation on committees/teams?***
A district's decision to award PDPs for team meetings and committees should be based on (1) the

intended purpose and content of the meeting, and (2) whether or not it meets ESE's minimum definition of professional development. If the committee work does not add up to 10 hours or more on a particular topic or if there is no observable product of learning, then the activity does not meet ESE's minimum definition of professional development.

20. ***What information should be listed on a PDP certificate?***
    A PDP certificate must contain the following information:
    1. PDP Provider organization's name
    2. PDP Provider's registration number (not applicable to school districts and collaboratives)
    3. total hours of participation
    4. date of completion
    5. a one- to two-sentence description of purpose/objective(s) of PD
    6. brief description of the assessment of learning
    7. the signature of the PDP provider

Recertification Guidelines and Information

Advancing a License
Each license issued has a specific period of validity. Educators are expected to take note of the amount of time for which each license is valid and work toward advancement of each license to its next stage, i.e., from Preliminary to Initial or from Initial to Professional. Licenses at the Professional stage must be renewed every five years or else they become inactive/invalid. **Possession of a valid Massachusetts educator license in the appropriate field is required for employment. Educators who do not possess a valid license or whose license has expired may be subject to immediate termination. It is the educator's responsibility to maintain his or her license.**

Validity Dates by License
- Temporary license – valid for one calendar year (cannot be extended; must advance to preliminary or initial)
- Preliminary – valid for five years of employment (cannot be extended, must advance to initial)
- Initial – valid for five years of employment (may be extended once, must be advanced to professional)
- Professional – valid for five calendar years (renewable every five years thereafter)

Calendar Years for Temporary and Professional Licenses

Temporary licenses are only valid for one (1) calendar year, and professional licenses are only valid for five (5) calendar years. Time elapses regardless of employment status under these licenses.

Calculation of Years of Employment (for Preliminary and Initial Licenses):

Time elapses only while actually employed by a school or district (that requires a license in the state of MA) and is used to calculate total years of employment with respect to how long a preliminary or initial license remains valid. For example, if an educator works under a license (in a MA school requiring that license) for one (1) year and is then released or goes on maternity leave, that educator's license remains valid for an additional four (4) years upon his/her return to teaching.

Renewing a Professional License

Professional licenses are valid for five (5) calendar years and must be renewed in order to remain active.

Professional licenses that are either one (1) year from expiring or currently on inactive status can be renewed only if the required number of Professional Development Points (PDPs) has been earned. Regardless of when an educator is expected to renew their professional license, if employed the educator must obtain final approval of their individual professional development plan by their supervisor; the educator must have a minimum of 10 PDPs in a topic area in order to use the PDPs towards license renewal. Each additional license that an educator renews requires 30 PDPs in the content area of each license to be renewed.

How to Renew a Professional License

The quickest way to renew your Professional license is through the Educator Licensure And Renewal (ELAR) system. After you log into the ELAR system, select the Apply to renew your professional level license link on your Welcome to ELAR home page. Follow all of the prompts, pay the required fees ($100 for primary license, $25 for additional licenses), and your license(s) will be renewed automatically. Do not send in any of your supporting documentation (verifying the attainment of the required PDPs) unless you are selected for an audit. If selected for an audit, you will be required to submit documentation in support of the license(s) that you renewed. Please note that the Office of Educator Licensure no longer sends out hard copies of newly approved or renewed licenses. 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 area license (even if you renew your license early):

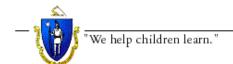### *Requesting Approval to Attend a Conference or Workshop*

The district will pay up to $150 per year for an educator to attend a conference or workshop. Educators must receive approval before scheduling an observation or attending a conference. Educators must fill out the Hadley Public School Request for Time Off Form and the Conference Convention Visitation Request Form (Appendix F). Copies of these forms are available from the main office. To complete registration or receive reimbursement, an educator must submit a Purchase Order indicating the payee (educator or outside provider), the title of the professional development, and the amount.

Request for ln-service Credit

Educators requesting in-service credit must complete the in-service credit form (Appendix G) and submit the form to the Superintendent at least two weeks before the start of the course. Requests requiring School Committee approval should be submitted 30 days in advance. A complete description of the course, including level and hours, must be attached to the request form. Documentation demonstrating successful completion of the course, workshop, seminar, or project must be submitted to the Superintendent prior to receiving in-service credit. The HEA Collective Bargaining Agreement state, "all credits (college and in-service) to be used in moving from one column to another must be at a level above the employee's existing degree status.

Strategic Objectives	PD Activities
Provide every student with a rigorous, aligned curriculum, effective instruction, and meaningful assessments that improve teaching and foster deep learning.	HES: • Review/Revise curriculum maps in Social Studies and Science (PD days, monthly PLC time); Share curriculum maps with parents • CES Grades K-5 Social Studies PD (August 27 and Nov 1) • Match instructional interventions to students' needs using screening and progress monitoring data (MTSS Data Days with Umass Consultant) HA: • Development and evaluation of instructional practices in math and science (PD days, department meetings) • Match instructional interventions to students' needs using screening and progress monitoring data (FAST data days with Umass Consultant) District: • District Leadership Team attends MTSS Leadership Institute Sept. 26-27 • Creation of District Level MTAF Team
Promote the learning and growth of all students and the success of all staff in a safe, efficient, and effective learning environment that addresses the safety, health, and social/emotional needs of all students.	HES: • Analyze behavior data and impact of behavioral interventions and social emotional curricula (grade level team meetings, monthly PBIS meetings, PD days, Umass consultant for PBIS) • In Depth Responsive Classroom Training (4 educators attend RC summer conference 2019) HA: • Exploratory year for PBIS implementation (SET administration, data presentation to HA faculty Nov. 1, creation of PBIS team and completion of team implementation checklist TIC) District: • Creation of District Level SEL/MTBF Team • Responding to Hate and Bias at School and Speaking Up at School – Discussion Group PLC with Superintendent – 10 PDPs optional

Strategic Objectives	PD Activities
Partner with families to meet the academic, social, emotional, and behavioral needs of every student	HES • Creating access and feedback loops for curriculum HA: • Eliciting feedback on PBIS implementation using the SET District: • Creation of ELL PAC
Reflect on effectiveness of practice by using data, research, and best practices to adapt practice and achieve results.	HES: • Improving Data-Informed Decision-Making (Data days, grade level team meetings, PD days, PBIS team meetings, faculty meetings) HA: • Improving Data-Informed Decision-Making (department meetings, PLC and independent inquiry projects, department chair meetings) • Completion of NEASC follow up reports (faculty meetings, PD days) District: • Superintendent seeks grant funding to support district-wide implementation of MTSS and evidence-based practices in academic instruction and social-emotional development • Superintendent facilitates/provides support for district and school level MTBF and MTAF teams

Appendix A

**Sample Individual Professional Development Plan
for Massachusetts Educators**

Name: Last   First   Middle   Renewal Year

Home Address   City   State   Zip Code

Primary Area   Certificate Number

District   School   Grade Level(s)   Subject(s)

Professional Development Points Required for Renewal of **Primary Area**   150 PDPs

      Total number of PDPs required in content

My professional growth goals (please number):

My professional growth goals are consistent with the following district and/or school goals:

Record of Approved Professional Development Activities for Primary Area

Professional Development Activity	Professional Growth Goal (Goal Number)	Content PDPs	Other PDPs (pedagogy or professional skills)	*Date Approved & Supervisor's Initials **OPTIONAL**	Date Completed

*The Supervisor's initials indicate that the professional development activity is consistent with the educational needs of the school and/or district and is designed to enhance the ability of the educator to improve student learning.

Record of Additional Professional Development Activities for Elective PDPs

Professional Development Activity	Professional Growth Goal (Goal Number)	Content PDPs	Other PDPs	Date Completed

Use additional copies of this form if necessary.

This document and other Department of Education documents and publications are available on our website at
www.mass.gov/ese/licensure/renew

Educator's Name   Certificate Number

Initial Review and Approval   **Date** _____

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

_____   _____   _____

Supervisor's Name (print)   Title   Signature

First Two Year Review   **Date** _____

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

Please check one.

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

_____   The Plan was reviewed and amended.

_____   _____   _____

Supervisor's Name (print)   Title   Signature

Second Two Year Review   **Date** _____

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

Please check one.

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

_____   The Plan was reviewed and amended.

_____   _____   _____

Supervisor's Name (print)   Title   Signature

Final Endorsement   **Date** _____

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

_____   _____   _____

Supervisor's Name (print)   Title   Signature

PLC/IP3 PROPOSAL – Appendix B

Please check one:

___ This is a proposal for a professional learning community (team) project

___ This is a proposal for an Independent Professional Practice Project

What topic will be studied? (include any materials or texts the group/educator will study)

What question will you research?

What skills does the team/educator hope to acquire?

What is the schedule (e.g., dates and times of face to face meetings, online meetings, independent study, observations of other classrooms and/or schools)?

How many total hours will the educator or team dedicate to the project?

What is the final product or assessment?

How will the team/educator share findings?

Please indicate PDPs being sought (e.g., content or pedagogy)

PLC/IP3 PROPOSAL

Name of person submitting Proposal:_____ Date: _____

Please check one:

___ This is a proposal for a professional learning community (team) project
   List names of Team members (Only one submission per Team is needed)

   _____

   _____

   _____

   _____

_____ This is a proposal for an Independent Professional Practice Project

- ▪ What topic will be studied? (include any materials or texts the group/educator will study)

   _____
   _____
   _____
   _____

   What is the schedule (e.g., dates and times of face to face meetings, online meetings, independent study, observations of other classrooms and/or schools)?

   _____
   _____
   _____
   _____

- ▪ How many total hours will the educator or team dedicate to the project?
   _____

- ▪ What is the final product or assessment?
   _____
   _____

- ▪ How will the team/educator share findings?
   _____
   _____

- ▪ Please indicate the number and type of PDPs being sought (e.g., content or pedagogy)
   _____

Approved_____   Principal_____

Approved_____   Superintendent_____

THE PUBLIC SCHOOLS OF HADLEY, MASSACHUSETTS
CONFERENCE CONVENTION VISITATION REQUEST

TEACHER_____DATE_____

CONFERENCE DATE(S)_____LOCATION_____
DATE(S) OF ATTENDANCE IF DIFFERENT FROM ABOVE_____

SPONSORED BY_____

CONFERENCE TITLE OR THEME_____

SPECIFIC SESSION(S) TO BE ATTENDED_____

PURPOSE FOR ATTENDING (What do you hope to gain, learn, see etc.)_____

_____

BUDGET	Estimated	Approved
Transportation_____	$_____	$_____
Meals_____	$_____	$_____
Registration_____	$_____	$_____
Motel/Hotel_____	$_____	$_____
Other_____	$_____	$_____
TOTAL_____	$_____	$_____

*Approved expenses can only be reimbursed if there are receipts to document the expenses.
NOTE: Attach copy of announcement for conference and check whether you wish it to be returned to
you. PLEASE RETURN_____

BUILDING PRINCIPAL   **Approved**_____**Not Approved**_____

_____   _____
Signature   Date

SUPERINTENDENT
          Approved_____**Not Approved**_____

_____   _____
Signature   Date

Note: Any approved conference attendance requires that a written report of highlights and impressions
be submitted to Superintendent through the Principal.

Appendix D
HADLEY PUBLIC SCHOOLS
REQUEST FOR TIME OFF FORM

☐ **Hadley Elementary School**   ☐ **Hopkins Academy**
   21 River Drive   131 Russell Street
   Hadley, Massachusetts 01035   Hadley, Massachusetts 01035
   (413) 584-5011 fax (413) 582-6457   (413) 584-1106 fax (413) 582-6455

 (IF YOU WOULD LIKE AN APPROVED COPY RETURNED TO YOU, PLEASE SUBMIT THE ORIGINAL PLUS ONE COPY)

_____   _____

NAME   TODAY'S DATE

_____
DATE(S) REQUESTED OFF

*PLEASE CHECK ONE:

               _____ PERSONAL DAY   _____ BEREAVEMENT

               _____ VACATION DAY   _____ PROFESSIONAL DEVELOPEMENT

               _____ FLOATING HOLIDAY

REASON:

_____

_____
YOUR SIGNATURE

_____   _____
SUPERVISOR'S SIGNATURE   SUPERINTENDENT'S SIGNATURE

APPROVED ☐   NOT APPROVED ☐   APPROVED ☐   NOT APPROVED ☐

DATE _____   DATE _____

   ***PLEASE REFER TO YOUR INDIVIDUAL CONTRACT OR EMPLOYEE HANDBOOK FOR ALLOTTED TIME OFF**

Appendix E
HADLEY PUBLIC SCHOOLS
Request for In-Service Credit

The following represent the procedures for requesting in-service credit. Please note that courses for in-service credit must be approved in advance by the Superintendent. Workshops, seminars or projects of a professional improvement require the prior approval of the School Committee.

1. Complete the Request for In-Service Credit form (below) in duplicate.
2. Submit the completed form to the Superintendent at least two weeks before the start of the course. Requests for credit for workshops, seminars, or projects that require School Committee approval should be submitted 30 days in advance.
3. A complete description of the course, including level and hours, must be attached to this request.
    Note: If items 1.-3. Are not included with request, it will be returned to you.
4. Documentation regarding the successful completion of the course, workshop, seminar, or project must be submitted to the Superintendent prior to the granting of credit.
5. **In accordance with the HEA Contract, Article XIV, Section 14.3.4, "all credits (college and in service) to be used in moving from one degree status column/ level to another must be at a level above the employee's existing degree status".**

∙∙

Name: _____   Date: _____

Present Position:

_____

Name of Course:

_____

Sponsoring Organization:

_____

Location of the Course: _____Date(s) _____

Total Instructional Hours: _____ In-Service Hours Requested: _____

Service Credits to be utilized for level or column movement on the salary schedule?
            Yes_____   No_____

How will this course, workshop, etc. help you in the performance of your professional responsibilities?

_____
_____
_____
_____
_____
_____
_____

_____
Teacher Signature

Comments:_____
_____
_____
_____

Endorse_____   Do Not Endorse_____

Date: _____   _____
                                                     Principal's Signature

Comments:_____
_____
_____

Approved_____   Denied_____

_____   _____
Date   Superintendent's Signature

Revised 7-27-16