

Professional Development Plan  
For Employees of  
Berlin-Boylston Regional School District



2023-2024

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Director of Curriculum and Grants, Grades 6-12



## **Statement of Assurances for Berlin-Boylston Regional School District Code 0620**

The superintendent certifies that:

Planning, implementation, and evaluation of the professional development plan were conducted by a professional development team.

The plan has been developed to work towards improving student academic and social emotional performance as well as for best teacher practices as identified through data analysis.

The plan describes professional development that:

- Is aligned to state standards
- Is developed for all grade levels
- Is continuous throughout the school year
- Provides information indicating how classroom instruction and teacher practices will be improved and evaluated
- Provides information regarding how each teacher will participate in sessions
- Reflects both teacher and student needs as well as the district and school improvement plan goals and objectives

The plans for each professional day are assessed, reflected on and evaluated for its effectiveness for the purposes for future planning

Carol L. Costello Date: Jan. 8, 2024  
Signature: Carol Costello, Superintendent of Berlin-Boylston Regional  
School District

## Introduction

In accordance with our school committee policy GCI-Professional Development along with guidelines from MA DESE, 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 a 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 addresses students needs and improvement plans of the districts, schools, and individuals. The ten standards they state for Professional development are:

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

Professional Development Committee:

Per our Professional Development Policy, the professional development of our faculty and staff is a major priority of the School Committee and is regarded as a responsibility of all personnel in the Berlin-Boylston Regional school district. In order to meet the objectives of our mission statement (click to read our mission, vision and Statement of Assurance for Equitable Access to Education):

[BBRSD Mission, Vision and Statement of Assurance for Equitable Access to Educ...](#) which seeks to promote academic excellence for students and teachers, professional development will be provided for all faculty and staff.

The committee consists of administrators and teachers and collects feedback and input from faculty and staff in the form of written, verbal and face to face communication, and surveys. The committee meets regularly to plan the professional development timeline and topics through the year. Surveys for faculty and staff provide input and feedback about sessions already provided and to inform planning for future sessions.

#### Credit Requirements:

Each teacher shall in the employ of Berlin-Boylston School system be required to present to the Superintendent of Schools evidence of three semester hours of credit as required after each group of three steps on the salary schedule. All courses must be approved by the Superintendent on the basis of conforming to pattern and professional growth. Specific conditions and procedures are outlined in the individual contract for each school.

Failure to comply with the credit requirements shall cause the teacher to remain at the persons' present step until such time as the credit requirements have been fulfilled.

Credits allowable to use in fulfillment of the salary schedule requirements shall have been earned within a period of not more than three years prior to the time when the year acquired and must be earned after being employed in the school system,

All requirements under this policy shall be fulfilled by September 15th and presented to the Superintendent of Schools in order to qualify for the current contract year.

Emergency extension of time to gain the academic credits required for advancement of the salary schedule may be granted by the Superintendent for justifiable cause for period of one year.

In each case, it shall require the approval of the Superintendent to grant the three year increment.

Notwithstanding the periodic in-service credit required of teachers in order to advance on the salary schedule, any teacher who plans to retire from service within two years following the beginning of the contract period when credits are due shall be exempt from any further credit requirement, provided that the teacher inform the Superintendent in writing concerning the intent to retire.

Where contractual provisions vary from the above policy, the appropriate contractual procedure will be followed.

## Professional Development Plan 2023-2024

### From our districts' 3 year plan:

Teaching and Learning Objective (Section)– To guarantee that each child in our district PreK-12 is provided with an equitable opportunity to access their education regardless of race, culture, disabilities, gender, or socio-economic level by : 1) ensuring that curriculum meets the needs of all learners; 2) ensuring that teaching staff is supported by providing professional development opportunities, resources, and training to improve and enhance instructional practices; 3) building innovative programming that supports the needs of all of our learners 4) providing our families with ongoing communication, and by 5) reaching out to the community for additional resources.

Strategy	Activity	Performance Measure/Data Source
Continue work on curriculum mapping district wide	Continuous evaluation, revision and uploading of curriculum into ATLAS Rubicon	ATLAS Rubicon
Continued work on improving academic progress of students in the high needs category	Provide workshops on working with tier two supports, collaboration between general educators, special educators, and paraprofessionals, evaluating data, revising teaching strategies and curriculum. Provide workshops surrounding literacy, math, and EL support.	AIMsweb, Early Bird, and MCAS data
ABA training for Paraprofessionals	Collaboration with NECC to provide online ABA	ABA certificates

	training and giving time to Paraprofessionals during PD days	
Workshops for newly state mandated new IEP form	Provide informational sessions regarding use of the new IEP form on PD days to ALL staff and give time to get used to using it	SmartEdu sign in sheets with signatures
Offer opportunities for CPR training	Collaborate with and organize staff CPR trainings with local fire department	SmartEdu registration and certificates
Providing free online professional development opportunities for faculty to assist them in the IPDP development and recertification process	Acquire funds through grants to offer free PD from Massachusetts partnership for Youth, the Art of Education, and Primary Source. Also, PD offered through the state or other providers is communicated to all staff by email.	Company data that shows staff registrations for free workshops.

### **Professional Development Teacher Expectations**

Professional development opportunities will be made available to all teachers and staff. Opportunities may be targeted for specific groups, goals, teams and schools. Teachers are invited and encouraged to participate in activities and identify additional opportunities to meet their needs. Faculty and staff receive information regarding workshop offerings one week prior to scheduled professional development days and should register for workshops by the day prior to the workshop to receive credit for attending. Credit will be awarded in SmartEdu and this repository can also be used to prepare a staff member's IPDP.