

Old Rochester Regional School District
Massachusetts School Superintendency Union #55

School Year 2025 - 2026



Professional Development Plan

Old Rochester Regional School District
Massachusetts Superintendency Union #55

Shari Fedorowicz, Ph.D.
Assistant Superintendent of Teaching and Learning
October 2024

Old Rochester Regional School Committees
&
Massachusetts School Superintendency Union #55

The mission of our school system is to inspire all students to think, to learn and to care.

2025-2026 Professional Development Plan

Table of Contents

	Page
Preface	2
2025-2026 Professional Development Plan PowerPoint Presented to the Old Rochester Regional School Committee & MA School Superintendency Union #55 School Committee	3
Theory in Use Statement	9
Program Purpose and Structure	11
Teacher Mentoring & Induction Program	14
Professional Development Plan 2024-2025	17
Goal Statements	19
2023-2024 District In-Service Program	20
Appendix A: 2023-2024 Agenda for Induction Meetings	23
Appendix B: District Strategic Plan Vision2028	25
Appendix C: Professional Development Evaluation	29
Appendix D: MA DESE Sample Individual P.D. Plan for MA Educators	36

PREFACE TO THE 2024-2025 PROFESSIONAL DEVELOPMENT PLAN



October 2024

Dear ORR Community,

As we start a new academic year, our commitment to continuous improvement and professional growth remains at the forefront. The 2024-2025 Professional Development Plan is designed to empower educators, enhance teaching practices, and elevate student outcomes.

With a continuously changing educational landscape, providing current and ongoing professional development for our educators is important for teaching and learning. This Professional Development Plan reflects our dedication to creating a culture of learning, collaboration, and innovation. Through pedagogy and content-based training, we strive to provide learning resources for our staff with the skills and knowledge necessary to meet the diverse needs of our students.

Every educator in our community contributes their own strengths and experiences for the benefit of our students. Our Professional Development Plan helps educators enhance their teaching and learning goals while staying connected to our shared mission: "To think, to learn, and to care." By supporting our educators, we're not just advancing their professional growth but also creating a richer learning environment for all our students.

As we move forward with this plan, we welcome the involvement of all stakeholders - educators, administrators, and community members. Your input and participation are essential as we work together to create a supportive environment that fosters growth for everyone.

We are here to come together to learn, grow, and inspire one another. The future of education holds great promise, and we are excited about the learning opportunities this coming year brings to our school community.

Respectfully,

Shari Fedonowicz, Ph.D.

Assistant Superintendent of Teaching and Learning



25/26

Professional Development Plan

Shari Fedorowicz, Ph.D.
Assistant Superintendent of Teaching and Learning
June 12, 2025

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2024/2025 Professional Development Plan

Date/Title	Topics
August 27, 2024 Full Day PD	Teaching and Learning - Curriculum Review Cycle; Systems of Support - New IEP Process; Climate & Culture (District-Wide)
September 25, 2024 Half PD Day	Teaching and Learning; Systems of Support (District-Wide)
November 5, 2024 Full Day PD	Teaching and Learning; Curriculum Review Cycle; Systems of Support; Climate & Culture (District-Wide)
January 29, 2025 Half Day PD	Teaching and Learning; Systems of Support (Building Based)
March 5, 2025 Half Day PD	Teaching and Learning; Systems of Support (Building Based)
May 28, 2025 Half Day PD	Placement and Transitions (Building Based)

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Additional 24/25 Professional Development

- Every Kid Deserves a Champion with Steve Maguire
- Crisis Prevention & Intervention Training
- Foundational Literacy Skills Training
- OHS Collaborative Teamwork
- Equity Sub-Committee
- HILL for Literacy Trainings
- Instructional Council
- Learning Walks
- Mentor Program
- New Teacher Orientation
- Sippican School - BBST- Building Based Support Team
- Project 351 Playbook Initiative
- Magic School, AI, and Canva at Last!
- ORRJHS Ampify Desmos Math
- OpenSciEd grades 5-8

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How the 25/26 PD Plan was Developed

- Instructional Council Team Collaboration
 - *Instructional Council Professional Development Subcommittee*
 - [Professional Development Planning Process](#)
- Educator Survey Feedback
- Parent/Guardian Survey Feedback
- Administrator Feedback
- Vision 2028 Strategic Plan
- Review of 24/25 Professional Development

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OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SUPERINTENDENCY UNION #55



25/26 Professional Development Planning Process

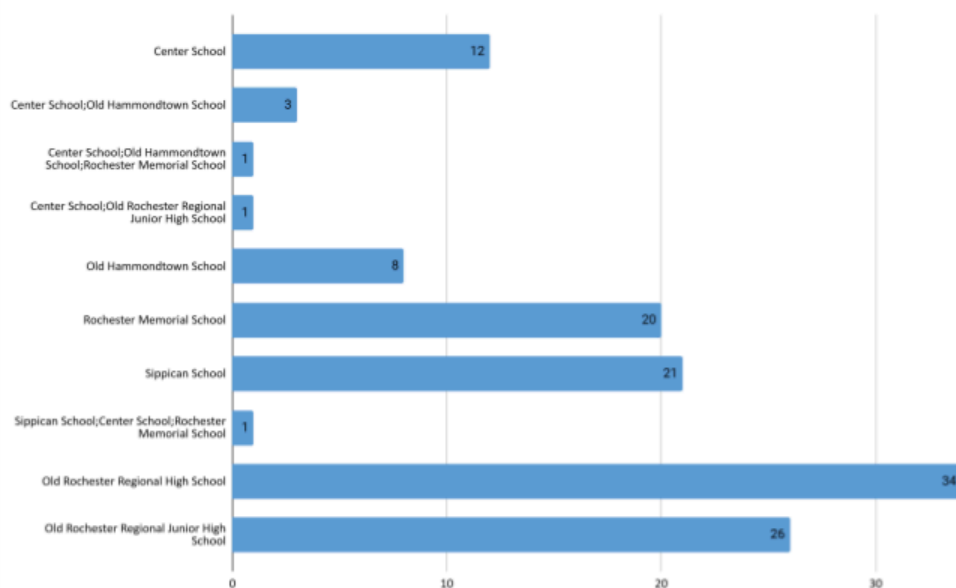
"Inspire all students to think, to learn, and to care."

Special thank you:

- Instructional Council
- Instructional Council Professional Development Subcommittee

Educator Responses to the 2025 PD Needs Assessment Survey (127 Responses)

At which location(s) do you work?



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Top P.D. Priorities - Elementary & Secondary Educators

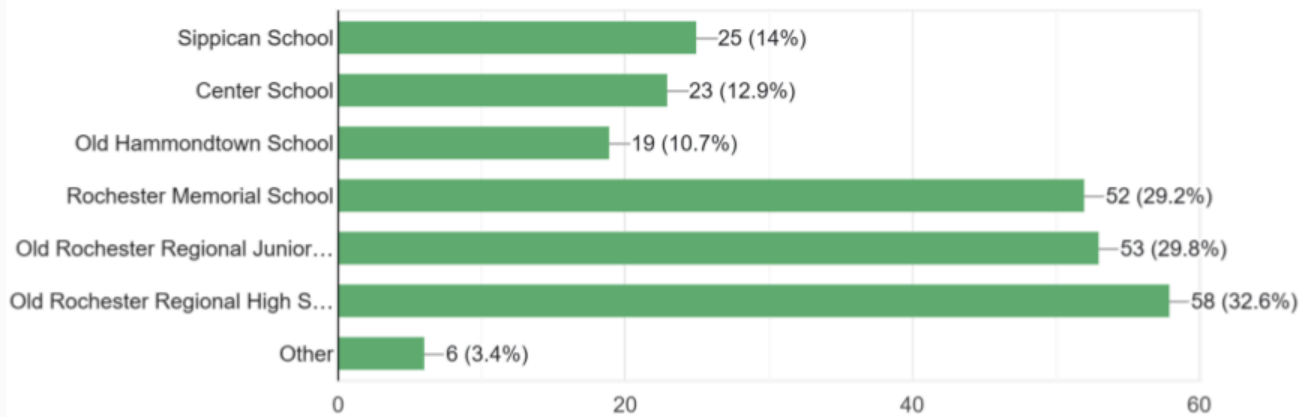
	Elementary Educators Topic (Votes)	Secondary Educators Topic (Votes)
Priority One	Content Area Pedagogy and Strategies	Content Area Pedagogy and Strategies
Priority Two	Social Emotional Learning	Tied: - Student Data Analysis & Individualized Instruction - Common Assessment Alignment
Priority Three	Tiered System of Support	Tied: - Technology Integration - Social Emotional Learning

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Parent/Guardian Responses to the PD Survey

Which school(s) does your student(s) attend? Select all that apply.

178 responses



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Parent/Guardian Priorities by Topic

Priority	Topic
Priority One	Teaching Strategies
Priority Two	Teaching Social Emotional Learning
Priority Three	Designing Curriculum

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2025/2026 Draft Professional Development Plan

Date/Title	Topics
August 26, 2025 Full Day PD	Support Systems: District-wide: Executive Functioning Training with Sarah Ward (PreK-12) Teaching and Learning Elementary: New Curriculum Implementation (Envisions Math, OSE, Literacy, Investigating History-IH) Teaching and Learning Secondary: Understanding by Design (UbD)/Universal Design for Learning (UDL) (District-Wide)
September 24, 2025 Half PD Day	Teaching and Learning Elementary: New Curriculum Planning (Envisions Math, OSE, Literacy, IH) Teaching and Learning, Support Systems Secondary: Common Assessment development using UbD/UDL (District-Wide)
November 10, 2025 Full Day PD	Support Systems; Climate and Culture Elementary and ORRHHS: SEL Teaching and Learning, Support Systems Secondary: Executive Functioning by department, Common Assessment development using UbD/UDL (District-Wide)
January 28, 2026 Half Day PD	Teaching and Learning Elementary: New Curriculum Planning (Envisions Math, OSE, Literacy, IH) Teaching and Learning, Support Systems Secondary: Common Assessment development using UbD/UDL (Building Based)
March 4, 2026 Half Day PD	Teaching and Learning, Support Systems, Climate and Culture: Portrait of the Graduate vertical alignment (Building Based)
May 27, 2026 Half Day PD	Placement and Transitions (Building Based)



Questions?

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THEORY IN USE STATEMENT

The professional development planning for teachers and administrators should be devised in large part by the individuals who are most affected by the plan. In order to create a meaningful transformation in schools, those individuals working in the classrooms must play a significant role in the development of their own professional improvement activities. This “bottom-up” and inclusive approach addresses the 21st Century needs of our students, the individual goals of the districts, the philosophy and vision of the total system, and the major tenets of the new state mandates. Additionally, by having a meaningful and effective professional development plan, it allows staff to work toward their recertification requirements and provide those who seek them, potential career pathways into instructional or building leadership.

It was our purpose to create a flexible and relevant plan with an emphasis on high quality applications to student learning. Curricular coherence must be evident from school to school and from school to district with the following characteristics serving as high quality touchstones:

1. Purposeful opportunities for collaboration with peers.
2. Coordination and coherence among schools forming a network of professionals by grade or content area.
3. Individual growth oriented plans.
4. Activities and programs that have lasting impact with students.
5. A collaborative atmosphere that encourages experimentation and risk taking.
6. Administrative support as seen through sufficient allocation of time, resources and encouragement for varied forms of professional development activities.
7. Training for teachers in the area of teambuilding, shared-decision making, leadership and the creation of a pathway for learning leaders in and outside of the classroom.
8. Training for curriculum committees and staff for the purpose of implementing the new curriculum frameworks and examining student work.
9. Involvement by representative staff in the planning and evaluation of programs.
10. Use of research-based programs, ideas and initiatives for teacher training, curriculum review or systemic change.

Overall, it is our intention to provide a professional development plan for the Old Rochester Regional School District and Massachusetts Superintendency Union #55 where the people in the organization change and move forward to accomplish individual and shared goals, help improve their schools, their relationships with peers and the teaching and learning process in order to benefit students.

Specific school improvement goals at both the building level and district wide have been established. These goals emphasize enhancement of classroom practices in order to provide opportunities for students to achieve at high levels. Individual educators can utilize these school and system goals to design their own professional development and to participate in setting school and district expectations for student outcomes.

The Professional Development Planning Committee has worked to solidify a plan for the coming year which meets these expectations.

***“Education is the most powerful weapon which you can use to change the world.”
-Nelson Mandela***

**2025-2026 INSTRUCTIONAL COUNCIL
PROFESSIONAL DEVELOPMENT PLANNING COMMITTEE**

Sippican School Erin Furfey Melanie Smeaton	Center School Linda Ashley Marissa Hughes Old Hammondtown School Amy Casi	Rochester Memorial School Paige Plaud
ORR Junior High School Paula Cavanaugh Nichole Charbonneau Silas Coellner Kathryn Gauvin Melanie Lean Erin Sullivan Therese Valente	ORR High School Steven Bernardo Robert Biehl Kate Butler Erich Carroll Michael Devoll Colleen Foster Heidi Graser Beth Oleson Stephanie Vanasse	Central Office Shari Fedorowicz

“Make the most of yourself by fanning the tiny, inner sparks of possibility into flames of achievement.” – Golda Meir

THE PROFESSIONAL DEVELOPMENT PROGRAM PURPOSE AND STRUCTURE 2025-2026

The purpose of the Professional Development Program is to:

- Provide cost free or low cost routes to recertification
- Enhance the content knowledge of teachers
- Address professional development needs that arise through various assessment results
- Respond to site based requests for professional development topics
- Respond to the professional development expectations produced by national, state, and/or district directives

The structure of the district's Instructional Council (IC) to develop professional development opportunities consists of voices from each of our schools.

The responsibilities of the IC are to:

- Discuss, study and expand creative formats for professional development programming including whole day, after school, short term, long term, summer, study groups, virtual, or professional learning communities that match the identified needs of districts' educators, paraprofessionals and staff.
- Discuss, study and understand the professional development offerings as they are given over the course of the year and evaluate their efficacy and impact. Make recommendations for change and improvement based on teacher reports and survey data.
- Examine communication methods for published district offerings on the web page or in documents as determined by programming requirements.
- Conduct a needs assessment to solicit educator input as to the nature and kind of professional development needed.
- Identify in-house professional development needs.
- Communicate site based and system wide needs for professional development to the IC through representative membership.
- Communicate the findings, reports and efforts of the IC's work to school sites, the TLC, and to School Committees in a recursive manner through representatives who speak at faculty meetings.
- Discuss and review curriculum or educational changes, examine new or potential curriculum materials, discuss state mandates and needs to facilitate dissemination of information to achieve a systems approach to adoption and program assessment.

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
School Calendar 2025-2026**

July 2025					August 2025					September 2025									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
	1	2	3	4					1	1	2	3	4	5					
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12					
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19					
21	22	23	24	25	18	19	20	21	22	22	23	24X	25	26					
28	29	30	31		25	[26]	27*	28	29E**	29	30								
7/4 - Independence Day					8/25 All Staff Report					9/1 - Labor Day									
					[] Prof. Dev. Day														
					** Opening Day - Gr. 1-12														
					** Kindergarten First Day and Early Dismissal for Students & Teachers					X - Prof. Dev. All Schools Early Release									
					3 days					21 days 24 days accrued									
October 2025					November 2025					December 2025									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
		1	2	3	3	4	5	6	7	1	2	3	4	5					
6	7	8	9	10	[10]	11	12	13	14	8	9	10	11	12					
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19					
20	21	22	23P	24P	24	25	26E	27	28	22	23E	24	25	26					
27	28	29	30	31						29	30	31							
10/13- Columbus Day					[] - Prof. Dev. Day 11/11 - Veterans' Day					E- Early Dismissal for Students & Teachers									
P- Elementary - Early Dismissal Parent Conf.					E- Early Dismissal for Students & Teachers					12/24-12/31 Holiday Vacation									
22 days 46 days accrued					16 days 62 days accrued					17 days 79 days accrued									
January 2026					February 2026					March 2026									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
			1	2	2	3	4	5	6	2	3	4X	5	6					
5	6	7	8	9	9	10	11	12	13	9	10	11	12	13					
12	13	14	15	16	16	17	18	19	20	16	17	18	19	20					
19	20	21	22	23	23	24	25	26	27	23	24	25	26	27					
26	27	28X	29	30						30	31								
1/1-1/2 Holiday Vacation					2/16-2/20 School Vacation					X - Prof. Dev. All Schools Early Release									
1/19 - Martin Luther King, Jr. Day																			
X - Prof. Dev. All Schools Early Release																			
19 days 98 days accrued					15 days 113 days accrued					22 days 135 days accrued									
April 2026					May 2026					June 2026									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
		1	2	3					1	1	2	3	4	5					
6	7	8	9	10	4	5	6	7	8	8	9	10*	11	12					
13	14	15	16	17	11	12	13	14	15	15	16	17**	18	19					
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26					
27	28	29	30		25	26	27X	28	29	29	30								
4/20-4/24 School Vacation					5/25 - Memorial Day					* 180th Day, X - Early Release 6/19 - Juneteenth									
					X - Prof. Dev. All Schools Early Release					**185th day, X - Early Release									
17 days 152 days accrued					20 days 172 days accrued					8 days 180 days accrued									
Holidays - No School for Students and Teachers										Early Dismissal Times (Codes X E)					Code P				
7/4 - Independence Day					Start & End Times:					ORR Jr. & Sr. High Schools 11:30 a.m.					N/A				
9/1 - Labor Day					ORR Jr. High School					Center & Old Hammondtown 12:20 p.m.					11:30 a.m.				
10/13- Columbus Day					7:20 a.m. to 2:04 p.m.					Sippican School 12:20 p.m.					11:30 a.m.				
11/11 - Veterans' Day					ORR High School					Rochester Memorial School 12:30 p.m.					12:30 p.m.				
11/27 - Thanksgiving Day					7:30 to 2:03 p.m.					Approved by the Joint School Committee 01.23.2025 www.olderochester.org									
12/25- Christmas day					Center School & OHS														
1/1- New Year's Day					8:30 a.m. to 2:45 p.m.														
1/19 - Martin Luther King, Jr. Day					Sippican School														
2/16 - Presidents' Day					8:40 a.m. to 2:57 p.m.														
4/20- Patriots' Day					Rochester Memorial School														
5/25 - Memorial Day					8:40 a.m. to 3:00 p.m.														
6/19 - Juneteenth																			

Teacher Mentoring and Induction



25/26 New Teacher Orientation

Our new teachers met prior to the start of school to kick off the new year. The full day featured welcoming introductions and orientation for our new staff followed by time in their new classrooms. Our new teacher induction program uses a three tiered approach to provide scaffolded layers of supports for our new educators. First, our new hires are matched with a trained Mentor who teaches a similar content area in the same building, if possible. Our Mentors are highly trained, exemplary educators that must go through professional development by Teachers21, Inc. or a similar program within the past five years in order to understand the supervision and evaluation system as well as be well-versed in new directions in education.

Second, our new teacher induction program consists of ongoing professional development tailored to the needs of new teachers. We offer training for beginner teachers as well as seasoned teachers who are newly hired to our district. The support starts with a full day orientation in the summer prior to the start of school followed by ongoing monthly mentor/mentee meetings where teachers collaborate on topics of interest or concern. Topics are pertinent to new teachers such as family/school relationships, classroom management, new state policies and protocols, curriculum, instruction and assessments. Teachers are also informed about district policies, student privacy and various new educational practices. Instructional technology is also a large part of the induction program so teachers learn these resources to supplement their teaching and engage students in their learning.

Mentors and mentees meet informally throughout the year crafting conversations around student learning, pedagogy design, instructional modification and assessments as well as navigating classroom dynamics. Although feedback is not collected from these private conversations, mentors are required to keep a log documenting time spent supporting their new teacher.

Mentoring Past the First Year: The Massachusetts Department of Elementary and Secondary Education requires teachers with initial certification to gain an additional 50 hours past the first year of induction. These hours take the form of facilitated discussions with a specially trained facilitator, Ms. Kelly Chouinard, Assistant Principal at the Old Rochester Regional Junior High School. Additional hours to satisfy this regulation can be gained with pre-approved professional development in the educator's content area. You may contact Ms. Chouinard at kellychouinard@oldrochester.org for additional information regarding the program.



**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MA SUPERINTENDENCY UNION #55
New Teacher Orientation Agenda
Old Rochester Regional School District Cafeteria
Thursday, August 21, 2025**

- 8:30-9:00 Welcome - Continental Breakfast - ORR Cafeteria
Photos for the First Day of School Teachers Meeting
- 9:00-10:00 **Shari Fedorowicz, Ph.D., Assistant Superintendent of Teaching & Learning**
New Teachers Introductions
Meet Central Office Staff
Teaching & Learning Initiatives
Technology Instructional Resources:
 - SmartPD (<https://app.smartedu.net/orr/pd/default.cfm?>)
 - Atlas Rubicon [Rubicon Atlas](#)
 - Aimsweb
 - IXL
- 10:00-10:10 Break
- 10:10-10:40 **John Ashley, Technology Coordinator**
Everything you need to know in the world of technology
 - How to get IT Assistance (<https://oldrochester.supportsystem.com/>)
 - PowerSchool (<https://powerschool.oldrochester.org/teachers>)
 - District & School Websites (<https://www.oldrochester.org/>)
- 10:40-10:50 Break
- 10:50-11:30 **Jaime Curley, Ed.D., Assistant Superintendent of Student Services**
Overview of Student Services & eSped
- 11:30-12:15 Lunch with Administrators and Mentors - ORR Cafeteria
- 12:15-12:30 Ticket to Leave
- 12:30 Visit Your Building; Time with Your Mentors

SAVE-THE-DATES

2025/2026

Mentor/Mentee Meetings Schedule

LOCATION: ORR High School Library

3:30pm - 4:30pm

9/18/25

10/16/25

11/20/25

12/11/25

1/15/26

2/26/26

3/19/26

4/16/26

5/21/26 - End of Year Celebration ORR Cafeteria

***** Please bring your laptop to each meeting. *****

**Old Rochester Regional School District
MA School Superintendency Union No. 55
2025/2026 Professional Development Plan**

August 26, 2025 Full PD Day	Teaching and Learning - Curriculum Review Cycle; Systems of Support - New IEP Process; Climate & Culture (District-Wide)
September 24, 2025 Half PD Day	Teaching and Learning; Systems of Support (District-Wide)
November 10, 2025 Full Day PD	Teaching and Learning; Curriculum Review Cycle; Systems of Support; Climate & Culture (District-Wide)
January 26, 2026 Half Day PD	Teaching and Learning; Systems of Support (Building Based)
March 4, 2026 Half Day PD	Teaching and Learning; Systems of Support (Building Based)
May 27, 2026 Half Day PD	Placement and Transitions (Building Based)

DISTRICT PROFESSIONAL DEVELOPMENT GOALS

To achieve fulfillment of recertification of teachers specified by the Massachusetts Education Reform Act as well as to implement the curriculum frameworks, the Old Rochester Regional School District MA Superintendency Union #55 is committed to the planning, organization, and implementation of an inclusive Professional Development Program that improves the knowledge, skills and capacities of teachers, staff, instructional assistants, administrators, school council, school committee members, community members and others. The collective 4 districts believe that an excellent system supports rigorous learning and performance standards for students, instructional staff, and all schools. While building a strong professional development program, we are dedicated to the overall goal of improving instruction that leads to high student achievement for all students. To achieve this, we believe that a representative and reflective professional development process encourages staff and community confidence that the perspectives of those experiencing new learning is valued and considered while professional development is designed.

Goals:

1. We have aligned instructional practices with the learning standards of the Common Core of State Standards in Mathematics and English Language Arts so that students become college and career ready and achieve success on the standardized assessment system. We are in the process of aligning our Science, Technology and Engineering (STE) classes, and updating health, social studies and world language.
2. Help teachers view teacher classroom assessments and software based assessments to identify student successes and challenges as well as identify teacher and school needs for professional development.
3. Support and expand teachers' instructional repertoires as they help students learn content.
4. Provide educators with time and support for meaningful professional collaboration and learning so that reflection, experimentation, and the exercise of using data to inform practice takes place and that best practices are shared among educators.
5. Offer professional development programs that provide teachers with opportunity to share skills, strategies and expertise as classroom leaders and advance in the art and craft of leadership through the work of presenting.
6. Offer professional development which provides new techniques for teachers to involve students in the higher order thinking skills of application, synthesis, hypothesizing, reasoning, explaining, and writing their responses to learning.
7. Offer professional development that provides all educators with added study and learning in their content areas, thus enabling them to become continuous scholars who can practically apply theory and research to classroom work.
8. Strengthen educational skills by offering professional development that increases knowledge of subject matter and supports standards-based teaching, learning and assessment practices.
9. To inform staff of all current statewide initiatives and issues, explicate how they relate to educators and provide opportunities for teachers to learn how mandates can be addressed.
10. To encourage involvement of staff, parents and community in the positive discussion, planning, and implementation of individual, school based and district professional development programming.
11. To collaborate with higher education, worthy researched-based partnerships and professional organizations which provide educators with enhanced knowledge and expertise.
12. To provide professional development to teachers, administrators, staff, parents and community members in the effective uses of technology as a tool to enhance curriculum and instruction, generate achievement data, and increase student achievement.

GOAL STATEMENTS PROFESSIONAL DEVELOPMENT PLAN
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This professional development plan will:

1. Provide a high quality, knowledge based program that will ultimately benefit students.
2. Be relevant to the individual needs of staff members. Every effort should be made to integrate strategies which can be easily incorporated into the teacher's day-to-day teaching.
3. Offer opportunities for staff collaboration with regard to classroom activities, new methodologies and curriculum issues. This collaboration should take place within, among schools and beyond the parameters of geography so that learning can take place outside of the campus.
4. Be updated annually. The evaluation of this plan involves a review of activities and programs as well as the overall effectiveness of the plan itself.
5. Encourage a participatory approach to decision making. This training will be conducted as needs are identified and participants can request internships to earn additional certifications.
6. Offer a variety of options to meet the individual needs of staff as they strive for growth and self-improvement.
7. Realize the need for expanded time allocations and increased funding. Fair and equitable distribution of funds among staff and schools supports system-wide excellence.
8. Offer specific programs and activities which assist teachers as they complete recertification requirements as outlined by the State Department of Education and the changing regulations as described by the RETELL program.
9. Encourage parent and community involvement in the schools through a variety of events, activities, committees and programs.
10. Provide opportunities for certified instructional support staff to maintain current certification. Non-certified support staff also have the opportunity to fully participate in professional development activities.
11. Continue to provide a new teacher induction each year for new staff, explore differentiated Induction for new hires, and add an additional 50 hours of mentoring for teachers new to the profession so that they can advance from their Initial certification per the revised DESE guidelines.

Logistics for Curriculum Collaboration

The Old Rochester Regional Professional Development calendar outlines the district professional development days. To promote efficient time use for half days, professional development collaborations will be building based collaborations for the purpose of addressing grade level data and needs.

Full days in August and November from 2023-2024 provided the opportunity for cross-school offerings dedicated to shared areas of focus. As we align to the MA State Standards, vertical teams were formed by grade level and by district. These teams discuss the essential concepts and skills for each subject area and grade, create essential questions, create the unit pre-assessments and end of unit assessments, identify vocabulary terms, interdisciplinary connections and 21st century learning skills. Alignment means planning engaging learning experiences for children, and gathering instructional resource materials. Further, while aligning curriculum for rigor, teams focus on differentiation, intervention, special education and English Language Learner strategies. The final stages of a new curriculum involve detailing the unit planner organizers and templates, creating informal progress monitoring checks, and sharing curriculum templates with colleagues on dedicated web spaces. Good curriculum is dynamic. The final curricula will need to be honed so that the variability of all learners is in mind to ensure multiple means of action, expression, and engagement are possible for students as we work toward maximizing learning for all.

2024-2025 District In-Service Program Professional Development Offerings	
Date	Grades PK-12 Offerings
8/29/23 Full Day	Elementary School Psychologists and Social Workers/Adjustment Counselors PLC Grade 5 & 6 Math, Science (NOT teaching OpenSciEd), Social Studies General Education Teachers that DO NOT Teach Literacy and Writing: Unpacking the Curriculum Review Cycle: Collaborating on Curriculum Recalibration HS & JHS Life Skills & Transition Liaisons Collaboration and Planning K-6 Literacy and Writing General Education Teachers, All Special Education Teachers, Speech Pathologists, and Sippican Paraprofessionals: Literacy Training Library Media Specialists: PLC and AI Nurses PLC ORR Early Childhood Foundations and Approaches Secondary Educators (JHS and HS) and LSC Special Education Teachers: Unpacking the Curriculum Review Cycle: Collaborating on Curriculum Recalibration Secondary Paraprofessionals: PLC and AI Secondary Social Workers, Guidance Counselors, School Psychologists, ISP Liaisons and OT/PT PLC & AI Unified Arts K-12: Collaborating on Curriculum Recalibration
9/27/23 Half Day	Arts and Music K-12, Computer Science and Technology, PE and Health: Connecting Standards, Curriculum, and Lessons Early Childhood Educators: High Scope Curriculum: Preschool Plan-Do-Review Approach Elementary School Psychologists, Social Workers, Adjustment Counselors: 504 PLC Grade 5 - 8 Investigating History Teachers: History Unit Implementation Grade 5 - 8 Science OpenSciEd Teachers: Science Unit and Lab Prep Grade 5 & 6 Math, Science (NOT teaching OpenSciEd), Social Studies General Education Teachers that DO NOT Teach Literacy and Writing: Connecting Standards, Curriculum, and Lessons K-6 Literacy and Writing General Education Teachers, All Special Education Teachers, Speech Pathologists, and all Paraprofessionals: IntoReading Training Library Media Specialists K-12: Common Website PLC Nurses: Diabetes Online Training Secondary Educators: Connecting Standards, Curriculum and Lessons Secondary Guidance Team: Creating a 504 Manual, Grades 7-12 Secondary Liaisons: Unpacking MCAS Accessibility and Accommodations for 23-24 Secondary Life Skills and Transition: Unpacking Behavioral Support Techniques and Safety Strategies Secondary Paraprofessionals (LSC/ISP Team) Paraprofessional PLC - Developing a Guidebook for New Staff
11/7/23 Full Day	District Nurses: Emergency Preparedness Training and Project 351 Workshop Early Childhood Educators: First Aid and CPR

	Elementary Art, Music, PE, Health Educators: Spilling the Curriculum Elementary Library Media Specialist PLC Elementary School Psychologists and Social Workers: Risk Assessment and Universal Mental Health Screening Training Next Steps Elementary Special Education Teachers and SLP's: Science of Reading and PLC Grade 5 & 6 Investigating History Teachers: Spilling the Social Studies Curriculum: Independent Work Grade 5 & 6 Math Educators: Spilling the Math Curriculum Grade 5 & 6 OpenSciEd Science Teachers: Lab Prep and MCAS Analysis K - 6 Literacy and Writing General Education Teachers, All Special Education Teachers, Reading Specialists, and Speech Pathologists: Science of Reading Secondary General Educators: Project 351 Workshop and Curriculum Spilling Secondary Guidance Team: Character Counts and WayFinder SEL Curriculum Review and Project 351 Workshop Secondary Library Media Specialists: Project 351 Workshop and Website PLC Secondary Special Education Educators and Speech Pathologists: Project 351 and Transition
1/31/24 Half Day	5th or 6th Grade Math Teachers (that DO NOT teach Literacy & Writing) Constructed Response MCAS Analysis with 5th and 6th grade focus 7-12 Special Education, Lifeskills, Transition Teachers, 7-12 Speech and Language Therapist, District Wide Physical Therapist: New IEP Updates: Accommodations and Goals District Wide Early Childhood Educators: High Scope Curriculum: Continue Preschool Plan-Do-Review Approach District Wide Nurses: Individualized Health Care Plan Procedures District Wide Occupational Therapists PLC District Wide Physical Education and Health Educators: CPR Certification District Wide Social Workers, School Adjustment Counselors and Guidance Counselors: Continuing District Collaboration and Alignment on 504s and the DCAP Elementary Library Media Specialists: Organization and end of year planning for library Elementary Music Educators: Unpacking the General Music Standards/Spring 2024 Performance Schedule Elementary Paraprofessional Staff: Trauma Informed Practices and Social-Emotional Supports Elementary Technology Educators: Curricula-Crosscutting concepts that bridge disciplines, uniting core ideas across STE. Grade 5 & 6 Science Educators including OpenSciEd, that DO NOT Teach Literacy and Writing and Sippican Enrichment Educator: OpenSciEd Science Planning Grade 5 & 6 Social Studies General Education Teachers that DO NOT Teach Literacy and Writing: Investigating History Curriculum Mapping and Lesson Planning HS: Freshman Seminar Work HS: Portrait of a Graduate Work - Session 2 JHS Science Educators: Unpacking OpenSciEd Curriculum JHS/Elementary School Adjustment Counselors, Social Workers, School Psychologists, BCBA (Sippican), JHS/Elementary Assistant Principals: Safe and Supportive Schools PLC JHS: Diving into the MTSS Blueprint and We are All Stressed: Staying Positive While Managing Challenging Students in Challenging - K-6 Art Educators: Art of Education Virtual Training and Post Training Collaboration K-6 Literacy and Writing General Education Teachers and All Special Education Teachers: Data Analysis, Small Group Planning and Progress Monitoring
3/6/24 Half Day	5th or 6th Grade Math Teachers (that DO NOT teach Literacy & Writing) Constructed Response MCAS Analysis with 5th and 6th grade focus 7-12 Special Education, Lifeskills, Transition Teachers, 7-12 Speech and Language Therapist, District Wide Physical Therapist: New IEP Updates: Accommodations and Goals District Wide Early Childhood Educators: High Scope Curriculum: Continue Preschool Plan-Do-Review Approach District Wide Nurses: Individualized Health Care Plan Procedures District Wide Occupational Therapists PLC District Wide Physical Education and Health Educators: CPR Certification District Wide Social Workers, School Adjustment Counselors and Guidance Counselors: Continuing District Collaboration and Alignment on 504s and the DCAP Elementary Library Media Specialists: Organization and end of year planning for library Elementary Music Educators: Unpacking the General Music Standards/Spring 2024 Performance Schedule Elementary Paraprofessional Staff: Trauma Informed Practices and Social-Emotional Supports Elementary Technology Educators: Curricula-Crosscutting concepts that bridge disciplines, uniting core ideas across STE.

	Grade 5 & 6 Science Educators including OpenSciEd, that DO NOT Teach Literacy and Writing and Sippican Enrichment Educator: OpenSciEd Science Planning Grade 5 & 6 Social Studies General Education Teachers that DO NOT Teach Literacy and Writing: Investigating History Curriculum Mapping and Lesson Planning HS: Freshman Seminar Work HS: Portrait of a Graduate Work - Session 2 OPEN FOR REGISTRATION JHS Science Educators: Unpacking OpenSciEd Curriculum JHS/Elementary School Adjustment Counselors, Social Workers, School Psychologists, BCBA (Sippican), JHS/Elementary Assistant Principals: Safe and Supportive Schools PLC JHS: Diving into the MTSS Blueprint and We are All Stressed: Staying Positive While Managing Challenging Students in Challenging Times K-6 Art Educators: Art of Education Virtual Training and Post Training Collaboration K-6 Literacy and Writing General Education Teachers and All Special Education Teachers: Data Analysis, Small Group Planning and Progress Monitoring
6/5/24 Half Day	Center School: Vertical Transition Meetings Early Childhood Program Educators: Vertical Grouping/Transition Meetings Elementary Paraprofessionals: New IEP Overview Elementary Specialists PLC Collaboration High School: Portrait of the Graduate - Session 3 JHS: Vertical Transition Meetings Library Media Specialists PLC Collaboration Nurses Vertical Transition Meetings Old Hammondtown School: Vertical Transition Meetings Rochester Memorial School: Vertical Transition Meetings Secondary Paraprofessionals: New IEP Overview Sippican School: Vertical Transition Meetings Social Workers, Guidance Counselors, School Psychologists and High School Liaisons, OT/PT: Vertical Transition Meetings

APPENDIX A:



OLD ROCHESTER REGIONAL SCHOOL DISTRICT MA SUPERINTENDENCY UNION #55

New Teacher Orientation Agenda

**Old Rochester Regional Superintendent's Large Conference Room
Thursday, August 24, 2023**

- 8:30-9:00 Welcome - Continental Breakfast
Photos for the First Day of School Teachers Meeting
- 9:00-10:00 **Shari Fedorowicz, Ph.D., Assistant Superintendent of Teaching & Learning**
New Teachers Introductions
Meet Central Office Staff
Teaching & Learning Initiatives
Technology Instructional Resources:
 - SmartPD (<https://app.smartedu.net/orr/pd/default.cfm?>)
 - Atlas Rubicon [Rubicon Atlas](#)
 - Aimsweb
 - IXL
- 10:00-10:10 Break
- 10:10-10:40 **John Ashley, Technology Coordinator**
Everything you need to know in the world of technology
 - How to get IT Assistance (<https://oldrochester.supportsystem.com/>)
 - PowerSchool (<https://powerschool.oldrochester.org/teachers>)
 - District & School Websites (<https://www.oldrochester.org/>)
- 10:40-10:50 Break
- 10:50-11:30 **Kristine Lincoln, M.Ed., Interim Director of Student Services**
Overview of Student Services & eSped
- 11:30-12:15 Lunch with Administrators and Mentors in the ORR Cafeteria
- 12:15-12:30 Ticket to Leave
- 12:30 Visit Your Building; Time with Your Mentors

SAVE-THE-DATES

2023/2024 Mentor/Mentee Meetings Schedule

9/28/23 Promethean Board Training
10/26/23 IXL Training
11/16/23 Classroom Management Strategies
12/14/23 Collaboration Time
1/18/24 Classroom Management Strategies (continued)
2/29/24 (Student Services Overview)
3/28/24 Collaboration Time
4/25/24 Parent Communication
5/23/24 End of Year Celebration

DISTRICT STRATEGIC PLAN

Vision 2028 Strategic Plan

*Planning for Success
In Massachusetts*

Old Rochester Regional School District
Massachusetts Superintendency Union #55
DISTRICT Plan for Success 2023-2028

MISSION

The mission of our school system is to inspire all students to think, to learn, and to care.

VISION

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

CORE VALUES

The core values of Old Rochester Regional School District and Massachusetts Superintendency Union #55 foster a strong sense of pride and belonging among all school community members. These values represent how our school community embraces the pursuit of academic excellence, models the respect and appreciation of human differences and prepares students to be responsible and accountable global citizens.

Our school community will inspire us to:

THINK:

Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication.

LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.

CARE:

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

THEORY OF ACTION**IF WE...**

implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate...

AND...

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

AND...

enhance our multi-tiered, comprehensive systems of support in all schools...

AND...

provide an inclusive and supportive climate and culture for all school community members...

AND...

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

THEN WE WILL...

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

STRATEGIC OBJECTIVES

Teaching & Learning		Support Systems	Climate & Culture	Safe Schools
Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.	Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.	Strengthen the multi-tiered and comprehensive academic, behavioral, and social emotional systems of support in all schools.	Provide an inclusive, equitable, and positive climate and culture in all schools that <u>promotes sense of belonging</u> for all school community members.	Ensure safe, secure, and equitable learning environments in all schools.

STRATEGIC INITIATIVES

Teaching & Learning		Support Systems	Climate & Culture	Safe Schools
1.1 Define, create, and implement a Portrait of the Graduate that encompasses equitable practices in students' academic and social lives.	2.1 Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time.	3.1 Review, design, and expand consistent district-wide systems of support available to all students through the general education setting.	4.1 Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students.	5.1 Provide professional development to school community members regarding physical and cyber safety and security practices.
1.2 Adopt and implement a curriculum review cycle and continue the implementation of the Literacy Action Plan.	2.2 Align the purpose and responsibility of the curriculum leadership team to drive teaching and learning initiatives system-wide through professional development and train the trainer models.	3.2 Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings.	4.2 Develop and promote a unified brand that embodies the spirit of the school-system and the school community at large.	5.2 Establish annual review and audit procedures of all facility systems and related phase replacement plans.
1.3. Identify structure, purpose, roles, responsibilities and resources to establish a district-wide curriculum leadership by grade span.	2.3 Provide educators with ongoing professional development in curriculum writing and planning (UbD) to support the implementation of a curriculum management system (i.e., standards-based curriculum, instruction, and assessment).	3.3 Identify and provide professional development in all schools that fosters the full implementation of the systems of support.	4.3 Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing.	5.3. Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology.

1.4 Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction.	2.4 Provide and prioritize dedicated time and resources for the planning and implementation of a district-wide Portrait of the Graduate.	3.4 Review and enhance a district-wide system for data collection and screenings to assess students' behavioral and social emotional needs.	4.4 Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all.	5.4 Establish short and long term capital plans for all school buildings, grounds, and facility operations.
1.5 Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade level transitions, daily instruction, and assessments.	2.5 Provide professional development to support and implement adoption of <u>current</u> Literacy Action Plan.	3.5 Provide systems of support that ensure successful grade level transitions based on students' academic, behavioral, and social emotional learning needs.	4.5 Provide professional development to support and implement best practices related to tracking and improving student behavior and discipline.	5.5 Identify and fiscally support the needed personnel, technology, and material resources to ensure a safe, secure, and effective learning environment.

OUTCOMES

OUTCOMES: Objective 1 - Teaching & Learning: Portrait of the Graduate and Curriculum

- 1.1 - By June 30, 2028, the school-system has an articulated Portrait of a Graduate (Preschool - 12th Grade) that includes defined competency areas for student mastery.
- 1.2 - By June 30, 2028, the curriculum review cycle guides the school-system's process to provide students with high-quality curricula at all levels and content areas and the literacy program is successfully implemented which is reflected in improved student outcomes.
- 1.3 - By June 30, 2028, the school-system has a fully structured and operational curriculum leadership team supporting district-wide curricular needs.
- 1.4 - By June 30, 2028, common assessment practices are vertically and horizontally scheduled and utilized, and data is collected and analyzed on a consistent basis to inform instruction.
- 1.5 - By June 30, 2028, a curriculum management system is used by educators throughout the school-system to inform curriculum, instruction, and assessment.

OUTCOMES: Objective 2 – Teaching & Learning: Professional Development

- 2.1 - By June 30, 2028, the school-system offers relevant, high-quality professional development.
- 2.2 - By June 30, 2028, the curriculum leadership team is fully facilitating, guiding, and supporting teaching and learning initiatives to promote best evidence-based practices (Preschool - 12th Grade).
- 2.3 - By June 30, 2028 educators are engaged in purposeful professional development aligned with standards-based curriculum which is integrated into instruction and assessments.
- 2.4 - By June 30, 2028, time is provided in master schedules and professional development days for educator collaboration focused on Portrait of a Graduate (i.e., Preschool -12th Grade vertical teams, grade level planning, subject area collaboration).
- 2.5 - By June 30 2028, professional development is centered around implementation of the Literacy Action Plan.

OUTCOMES: Objective 3 – Support Systems

- 3.1 - By June 30, 2028, the general education settings have identified and established vertical and horizontal systems of support.
- 3.2 - By June 30, 2028, the school-system has an operational intervention systems of support that supplement the general education setting for students in small group or individual settings.
- 3.3 - By June 30, 2028, all educators are trained in implementing effective systems of support across all school buildings to address the academic and social emotional needs of all students.
- 3.4 - By June 30, 2028, data collection and screening practices are scheduled, utilized, and analyzed on a consistent basis to assess behavioral and social emotional outcomes to meet the needs of students.
- 3.5 - By June 30, 2028, grade level transitions are successful in addressing the academics, behavioral, and social emotional needs of each student.

OUTCOMES: Objective 4 – Climate & Culture

- 4.1 - By June 30, 2028, evidence-based practices related to teaching and discipline are implemented to decrease behavioral issues and referrals.
- 4.2 - By June 30, 2028, a unified brand embodying the spirit of the school community has been established across all districts.
- 4.3 - By June 30, 2028, school-system stakeholders are well informed and connected by a cohesive school-system plan for comprehensive communication.
- 4.4 - By June 30, 2028, a respectful and successful learning environment is demonstrated and articulated through student leadership, input, and feedback.
- 4.5 - By June 30, 2028, educators consistently track student discipline and utilize strategies to improve student behavioral issues as a result of evidence-based professional development.

OUTCOMES: Objective 5 – Safe Schools

- 5.1 - By June 30, 2028, policies and procedures are in place to protect our school community's physical and digital safety and all staff have been trained on current and best practices.
- 5.2 - By June 30, 2028, our operating and phased replacement plans have ensured that our facilities and infrastructure meet the academic and safety needs of our school community members.
- 5.3 - By June 30, 2028, learning spaces are well maintained with modern technological tools to ensure equitable learning opportunities for all.
- 5.4 - By June 30, 2028, our capital and phased replacement plans have continued to ensure that our facilities and infrastructure are safe and meet modern learning needs.
- 5.5 - By June 30, 2028, all our schools will have the needed staffing, equipment, and resources to adhere to all educational and safety plans based on current best practice.

To determine the perspectives of our teachers regarding professional development, on-line surveys are used after workshops. Following each workshop, teachers are able to weigh in on the utility and application of their learning. Below are the evaluation questions.

SmartPD Survey

1. * Required

Please rate the following statements.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
This workshop/seminar/P.D. day was well organized.	☐	☐	☐	☐	☐
The presentation was grounded in current research and best practices.	☐	☐	☐	☐	☐
The presenter was knowledgeable about the topic(s) presented.	☐	☐	☐	☐	☐
The PD was relevant for my role and can be applied directly to my specialty and/or classroom.	☐	☐	☐	☐	☐
The PD was a good use of my time.	☐	☐	☐	☐	☐
I would recommend this professional development to others.	☐	☐	☐	☐	☐

2. Additional comments/suggestions/questions:

2023-2024 Professional Development Needs Assessment Surveys

In the spring of 2024, Professional Development Needs Assessment Surveys were offered to all District Staff and Caregivers. Below are each of the surveys.

Spring 2024 Staff Need Assessment Professional Development Survey

1. At which location(s) do you work?
2. Grade Level:
3. What is your job function?
4. Pick your **top three priorities** from the following topics for the District's professional development in the 2024/2025 school year. The following topics are aligned to our current strategic plan:
 - Content area pedagogy and strategies
 - Common assessment alignment
 - Student data analysis and individualized instruction
 - UbD: Curriculum design
 - Literacy and Writing Strategies
 - Utilizing Curriculum Review Cycle for Curriculum Spills
 - Project-Based Learning
 - Portrait of a Graduate
 - Social Emotional Learning
 - Sense of Belonging
 - Technology Integration
5. If you have an additional topic not listed above that is a priority to you, please type in the space below.
6. Do you currently feel the professional development opportunities offered by the district align with your needs to advance your skills in your content area and pedagogy?
 - 1 = Dissatisfied
 - 2 = Neutral
 - 3 = Satisfied
7. Which is your preference for the first two work days of school in 24/25?

Day 1: Opening Day	Day 2: Professional Development
Day 1: Professional Development	Day 2: Opening Day
8. Would you like a guest speaker to start the year? Yes or No
9. If yes, what type of guest speaker would you like or what suggestions do you have?
10. What does an effective opening day look like to you?

Spring 2024 Caregiver Need Assessment Professional Development Survey

1. Which school(s) does your student(s) attend? Select all that apply.
2. In which grade(s) do you have students? Select all that apply.
3. Our Professional Development is led by our District's Strategic Plan, [Vision 2028](#) along with educator needs and input from parents and guardians. Please pick your top three priorities from the following topics for the District's professional development in the 2024/2025 school year. These topics are aligned to our current strategic plan. Pick your **top three priorities**:
 - Teaching Strategies
 - Analyzing Student Data to Inform Instruction
 - Designing Curriculum
 - Teaching Social Emotional Learning
 - Cultivating a Sense of Belonging
 - Technology Integration
4. If you have an additional topic not listed above that is a priority to you, please type in the space below.

PROFESSIONAL DEVELOPMENT PROJECTED ACTIVITIES

Massachusetts 2001 State Plan for Professional Development

As required by the [Education Reform Law of 1993](#), the Massachusetts Department of Elementary and Secondary Education herein presents its 2001 Massachusetts State Plan for Professional Development. This Plan supports the implementation of the state [curriculum frameworks](#) through curriculum, instruction, and assessment practices, and promotes professional development as an integral part of Department activities. The Plan is based on the premise that strong classroom teachers, visionary instructional leaders, and high quality professional development are essential to the reform of public education and to the improvement of student learning.

This Plan addresses the following topics:

- Massachusetts Priorities for Educator Professional Development
- Features of Effective Professional Development
- Responsibilities of the Department of Elementary and Secondary Education
- Responsibilities of School Districts
- Responsibilities of Professional Development Providers

This Plan calls for the alignment of district, regional, and statewide programs to provide a coherent professional development system that will improve educator content knowledge and instruction at every grade level.

Priorities for Educator Professional Development

In this Plan, the Department has identified four priorities for district and statewide professional development. The Plan calls for districts, institutions of higher education, associations, and other professional development providers to focus their staff-development resources, structures, time, and funding on the following priorities:

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

Features of Effective Professional Development

The National Governors' Association Report, entitled "Transforming Professional Development for Teachers: A Guide for State Policymakers," identifies certain "critical tests" by which to measure all professional development activities. In particular:

- Are they intellectually challenging?
- Do they add to the participants' repertoire of skills and content knowledge?
- Do they enhance educators' contributions to the school community?
- Do they lead to improvement in teaching practice?

Elements of an Effective District Plan Plan Development

- Focuses on clearly defined goals and priorities for district-sponsored professional development.
- Aligns professional development resources with district academic goals.
- Allows for the evaluation of professional development activities.
- Ensures that professional development activities are coordinated across the district.

Plan Structure

- Fosters a professional learning community that encourages teachers to work together, not in isolation.
- Encourages educators to solicit feedback from each other to improve their practice.
- Identifies the primary models for delivering professional development in order to accomplish each of the indicated plan priorities.
- Emphasizes content-based offerings.

- Requires individual school-improvement plans to outline how professional development is to be linked to improving student achievement.
- Provides ongoing, yearlong assistance to educators.
- Includes methods and procedures for evaluating the quality of each offering.

Financial Aspects of Plan

- Includes analysis of current spending.
- Focuses spending on priority areas, such as literacy and math.
- Uses external funding sources to support the overall district plan, rather than implementing separate systems for utilizing each source of funding.
- Ensures that spending is aligned with district goals.

Elements of an Effective Professional Development Offering/Activity

- Aligns with district and school improvement goals.
- Encourages teams of teachers working together.
- Focuses on content knowledge.
- Provides on-the-job, ongoing support throughout the school year.
- Includes follow-up activities in the educator's own classroom.
- Connects professional development to the workplace and encourages teachers to develop curriculum and lesson plans that show students real world applications of their learning.
- Utilizes videotapes of the educators' own teaching for guided discussion, analysis, and review with the educator.
- Utilizes in-class observation of educators by mentors or peers.
- Includes pre- and post-assessments.
- Requires product of some kind from participants, such as a lesson plan or curriculum unit.
- Identifies the party responsible for quality of offering.

Responsibilities of the Department of Elementary and Secondary Education

The Department encourages quality professional development for Massachusetts' educators via the following mechanisms. The Department will:

- Maintain a file of current research on professional development programs and produce concrete summaries of that research for use by districts.
- Publish guidelines to assist districts in forging their professional development plans.
- Publish guidelines to help districts use student test scores to determine areas of greatest need for professional development.
- Design rubrics to assist districts and participants in evaluating professional development programs and providers.
- Continue to sponsor professional development activities of high quality for teachers, administrators, school council members, parents, school committee members, community members, and others, including the Summer Content Institutes, Administrator Institutes, and Mentoring Institutes.
- Prepare an annual calendar of all ESE-sponsored professional development opportunities.
- Award and disseminate professional development grants and funding opportunities to schools and districts.
- Encourage partnerships between school districts and institutions of higher education, associations, and other providers to offer high-quality professional development programs.
- Encourage the development and use of online offerings for professional development.
- Maintain guidelines for providers of professional development.
- Maintain the Provider Registry of professional development providers, which allows registered providers to maintain up-to-date and widely accessible contact information, course offerings, times and dates of classes, and registration information.
- Explore the possibility of implementing an online professional development delivery system which would enable educators to maintain their individual professional development plans in an online database, to receive confirmation of a plan's validity, and to register their professional development points via an online registry of offerings.
- Further clarify, based on educator inquiries, aspects of the [Recertification Guidelines for Massachusetts Educators](#), and evaluate the effectiveness of current methods for point assignment and for educator assessments.
- Distribute this Plan to school districts after approval by the [Board of Education](#).

Responsibilities of School Districts

School districts are required annually to adopt and implement a professional development plan for all principals, teachers, other professional staff employed by the district, and school council members. The Department encourages districts to make use of [local professional development committees](#) to strengthen the participation of all constituencies and to enhance professional development planning. Further, districts should be sure to recognize within their plans the overlapping and different needs of preservice, beginning-year, and veteran educators. Districts are encouraged to provide a copy of their plan to the Department of Elementary and Secondary Education. ([Massachusetts General Laws, Chapter 71, Section 38Q](#))

Districts are strongly encouraged to connect professional development with continuous district- and school-improvement planning. This connection is strengthened by recertification, which requires educators to have professional development plans that are in line with school and/or district improvement plans. Districts are further responsible for utilizing student learning gains and test scores to identify areas of greatest need in professional development and for selecting providers of professional development that are of high quality and that address the identified learning needs in the district. Districts are encouraged to partner with institutions of higher education, associations, and other providers of professional development, as well as with non-traditional providers (e.g., laboratories or corporations, via work externships) to provide professional development opportunities. Districts are responsible for identifying the data to be collected on professional growth and on the quality and impact of district-sponsored professional development activities.

The [recertification regulations](#) outline minimum requirements for professional development. However, the Department encourages educators to participate in professional experiences that support and expand their content and professional skills *beyond* the minimum requirements. Accordingly, districts may choose to offer additional incentives, through collective bargaining, for educators to go beyond the minimum requirements for recertification and to continue to participate in professionally relevant and academically meaningful professional development. Districts are required to set forth a budget for professional development within the confines of the foundation budget. The proposed FY02 state budget requires districts to spend at least \$125 per pupil from state aid funds on professional development. These funds may be used for tuition, conference fees, contracted services, stipends, salaries, and materials.

School Councils

The [Education Reform Law](#) requires school councils to annually draft School Improvement Plans, which focus on meeting the identified learning needs of all students. These plans should include professional development to support staff in meeting these needs.

Local Professional Development Committees

Many districts form professional development committees that include administrators, teachers, parents, and community members. The Department encourages the formation of such committees. The collaboration of the different constituencies represented in such a committee is essential to the success of a comprehensive and effective professional development program. Such committees are most effective when they are empowered to make meaningful decisions.

These district-wide committees may be responsible for designing the district's annual professional development plan. The committee ensures that there are strong connections between district and school improvement plans and that professional development provides educators with opportunities to build on their subject-matter knowledge and learn additional effective practices that improve student learning and achievement. This group is often responsible for advising the school community on the professional development process, on local guidelines and policies, and on no-cost options to fulfill recertification requirements.

Responsibilities of Professional Development Providers

Professional development providers are as varied as their offerings. Providers include:

- Institutions of higher education
- Educator associations
- School districts and collaborative
- Independent contractors
- Massachusetts Department of Elementary and Secondary Education
- Other professional development organizations

The primary mission of professional development providers is to assist educators in enhancing subject-matter knowledge and ways to develop student understanding of that subject through varied standards-oriented instructional and assessment

practices. Professional development providers also assist districts in integrating professional development into system-wide and school improvement planning.

All providers are expected to:

- Evaluate the effectiveness of professional development offerings and to assess their impact, if any, on classroom practice
- Address the content of the relevant state Curriculum Frameworks
- Conduct professional development with clear objectives, relevant learning activities, and conclusions
- Conduct professional development that recognizes the overlapping and different needs of beginning and veteran educators
- Incorporate technology tools and appropriate media, as warranted
- Build on educators' prior knowledge and experience
- Use principles of adult learning theory to engage educators in professional growth
- Employ a variety of teaching techniques such as direct instruction, practice, discussion, problem-solving, Socratic dialogue, and research projects
- Provide many and varied opportunities for educators to incorporate new knowledge and skills into classroom practice or school and district management
- Evaluate teacher learning through an appropriate assessment. This may be a written exam, a lesson plan or a curriculum unit



Massachusetts Department of Elementary and Secondary Education

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TTY: N.E.T. Relay 1-800-430-2370

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

NAME _____ LICENSE or MEPID# _____

NAME OF SCHOOL/NAME OF DISTRICT: _____

An Individual Professional Development Plan (IPDP) must be in place for the five-year validity cycle of the Professional level license(s) issued, according to 603 CMR 44.04(1). This applies to all educators renewing, whether working in a Massachusetts public school or not. If employed, the district must provide each educator with a copy of the district/school goals. The educator, potentially with support from their supervisor, selects the goals s/he will address in the IPDP (603 CMR 44.05). For additional information on completing your IPDP, and as it may correlate to your Educator Plan, please refer to the **License Renewal Guidelines for Massachusetts Educators**, and reference the section on *Educator Evaluation and License Renewal*, Page 11 at: <http://www.doe.mass.edu/licensure/advance-extend-renew-license.html>.

The IPDP should focus on the educator's goals for strengthening his or her content knowledge and professional skills in his or her license area(s) and for remaining current with other educational developments. The IPDP also should identify the expected goals for improvement in teaching and learning to be achieved over the five-year period. In addition to the educator's goals, if employed, the Plan must address the goals of the school and/or the district. At least 80% of the proposed PDPs in the educator's plan must be consistent with the educational needs identified by the school and/or district plan. As outlined in 603 CMR 44.04, educators working in a Massachusetts public school must obtain initial approval and final endorsement of their Plan from their supervisor.

LICENSES TO BE RENEWED (Use a new line for each grade level)

LICENSE FIELD & GRADE LEVEL	EXPIRATION DATE	PRIMARY or ADDITIONAL AREA DESIGNATION
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ENDORSEMENT (Level Depends)

Endorsement

When renewing an Endorsement, such as the Autism or Transition Specialist Endorsement, unlike licenses these are not deemed as a Primary or Additional area, but simply as "Endorsement," and may be renewed with the accrual of 30 relevant PDPs.

GOALS AND ACTIVITIES

Educators of the Commonwealth are continually improving their content (subject matter knowledge) and pedagogy (professional skills and knowledge) through the implementation of well-planned Professional Development (PD) activities that include high-quality professional development training opportunities that address the needs of our growing student population, school communities, and the rapidly changing educational landscape. When developing goals and activities as part of the IPDP, we recommend that educators consider each area of PDPs required to renew a license (Content, Pedagogy, SEI/ESL/Bilingual, and Training in strategies for effective schooling for student with disabilities and the instruction of students with diverse leaning styles). Proposed activities should be designed to improve student learning and professional practice

SCHOOL AND/OR DISTRICT IMPROVEMENT PLAN GOALS

The following are the school and/or district Improvement Plan goals that my IPDP addresses include at least one):

1. _____
2. _____
3. _____
4. _____

Individual Professional Learning Goals and Activities (*At least one goal is required*)

Goal and Activities Sample

ESL/SEI/Bilingual: Enhance instruction in teaching academic language by developing a curriculum unit to include academic language for ELLs.

Pedagogy: Increase skills in writing instruction by participating in professional learning related to writing across the curriculum.

Elective: Increase proficiency in using spreadsheets in my lessons through participation in workshops and online learning using Excel.

MY PROPOSED GOAL(S) AND ACTIVITIES:

Content: _____

Pedagogy: _____

ESL/SEI/Bilingual: _____

Training in strategies for effective schooling for student with disabilities and the instruction of students with diverse learning styles:

PROFESSIONAL DEVELOPMENT ACTIVITY LOG

PRIMARY AREA: 150 PDPs

- ✓ **Minimum Required distribution of PDPs for all academic educators renewing a Primary area:**
- ✓ At least 15 PDPs in content (subject matter knowledge)
- ✓ At least 15 PDPs in pedagogy (professional skills and knowledge)
- ✓ At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL) or Bilingual,
- ✓ At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles

The remaining required 90 PDPs may be earned through either "elective" activities that address other educational issues and topics that improve student learning, or additional content, and/or pedagogy.

ADDITIONAL AREA (s): 30 PDPs each

Minimum Required distribution of PDPs for all academic educators renewing any Additional areas:

- ✓ 30 PDPs, of which At least 15 PDPs need to be in content.

The remaining 15 PDPs may be earned through either "elective" activities that address other educational issues and topics that improve student learning, or additional content, and/or pedagogy.

"INVALID"

ADDITIONAL AREA: 150 PDPs

A license in an Invalid status that is designated as an Additional Area for renewal will require 150 PDPs. A total of 150 PDPs is required to renew each Additional area license that has been deemed Invalid:

Unlike a "Primary Area, however, the minimum required distribution for an Invalid Additional area is

- ✓ At least 15 PDPs in content (subject matter knowledge)

The remaining required 135 PDPs may be earned through any combination of "elective" activities that address other educational issues and topics that improve student learning, or additional content, and/or pedagogy.

ENDORSEMENTS: 30 PDPs

(Autism and Transition Specialist): 30 PDPs

Like Licenses, the Autism Endorsement and the Transition Specialist Endorsement are each valid for five calendar years and may be renewed for successive five-year terms. However, since they are endorsements, and not licenses, the Autism and Transition Specialist Endorsements can be renewed without the need for an active Primary Area license.

The renewal of either of the endorsements will require a total of 30 relevant PDPs and an active prerequisite license, which could be active at the Initial or Provisional stage and not necessarily a Professional.

ACTIVITY LOG

LICENSE FIELD & GRADE LEVEL or ENDORSEMENT

PRIMARY or ADDITIONAL AREA

(Please copy this blank Activity Log for the listing of activities for each
Additional License or Endorsement being renewed)

Professional Development Provider	Activity	Date Completed	Activity Type (Please Indicate Content, Pedagogy, ESL, SEI, Bilingual, Special Needs, Diverse Learners, or Elective)	Total PDPs
<i>EXAMPLE</i> DESE	Course: Foundations for Inclusive Practice	6/17/2018	Pedagogy	15
TOTAL PDPS:				

IPDP REVIEW AND APPROVAL

Educators who are currently employed in a district are required to obtain signatures for approval (within six months of issuance or renewal of their Professional level license) and final endorsement. Educators who are not employed in the role of the license do not need to obtain signatures. (603 CMR 44.04 (5)).

Guidelines for Reviewing, Approving, and Endorsing Individual Professional Development Plans may be accessed via: <http://www.doe.mass.edu/pd/01guideline>.

Initial Review and Approval by Supervisor:

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.

NAME _____	TITLE _____
SIGNATURE _____	DATE _____

Final Endorsement:

The signature below indicates that the supervisor has reviewed this educator's professional development activities and that the reported activities are consistent with the approved professional development plan. **The educator remains responsible for the final accounting and documentation of all activities for licensure renewal (See Section on Audits).**

NAME _____	TITLE _____
SIGNATURE _____	DATE _____

PD RESOURCES AND TOOLS FOR EDUCATORS

The **PD Provider Registry** is a database option that allows the public to search the list of registered PD Providers for professional development according to several criteria (e.g., [content area](#) , grade level, PD format). Educators looking for current Department PD offerings and Registered PD Providers should visit: www.doe.mass.edu/pd.

PROFESSIONAL LICENSE RENEWAL AUDIT

License Renewal is applicable to all educators who hold a Professional level license or Endorsement issued pursuant to M.G.L. c. 71, § 38G. To ensure the integrity of the renewal process, a random sampling of renewal applications is selected periodically via ELAR for an audit. Selected candidates for an audit may include any educators who renewed one or more Professional level license(s) within the past five years, including those who are retired, employed, or not currently employed in the role of the license. It is, therefore, important that educators maintain their plan (IPDP and/or Educator Plan), verification of Plan approvals received, and documentation of all professional development used for renewal for five years following a renewal. An audit selection may occur anytime during the five years following the renewal application date.

During an audit, a team of auditors will review the educator's audit packet which will include evidence of the educator's professional development plan that has been reviewed and approved the educator's supervisor or supervisor's designee. Documentation of the earned PDPs in the form of an official certificate of completion, PD transcript issued by the school district, college transcripts, a My Learning Plan with an official signature from the administrator, etc.

For more information on the audit process, please refer to the Professional License Renewal Audit FAQs at: <http://www.doe.mass.edu/licensure/advance-extend-renew-license.html>.

Carrying over PDPs earned through the completion of the RETELL/SEI course

When an educator chooses to carry over PDPs earned in one renewal cycle to the next as a result of the completion the RETELL/SEI course, s/he must maintain the records for both cycles to ensure their eligibility to carry over the PDPs.