

Wachusett Regional School District



Professional Development Plan 2019 – 2020

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Wachusett Regional Professional Development Plan

The purpose of the Professional Development Plan is to provide a framework to guide the District's professional development initiatives based on the expressed needs of District stakeholders. District and school goals, District strategic initiatives, staff needs, as well as state requirements were all used to guide the creation of this plan.

In developing the Wachusett Regional School District (WRSD) 2019-20 Professional Development Plan (PD Plan), several resources were foundational to helping with the identification and prioritizing of initiatives. These included the District Strategic Plan, survey results from staff and administration, results from the strategic planning focus groups, and the current Technology Plan. It should be noted that the PD Plan will be updated as needed and has been expanded in scope to meet the training needs established by the WRSD Strategic Plan, which was adopted early in the 2016-17 school year.

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

1. Philosophy, Strategic Plan and District Responsibilities

Philosophy of High-Quality Professional Development

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

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

Vision, Mission and Core Values

A few years ago, the Wachusett School Committee adopted a new Strategic Plan. This five-year plan has served to guide our work and training efforts as an educational community. As part of developing the plan, a new mission, vision, and core values were identified. These are presented below.

Vision

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

Mission

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

Core Values

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

2016-2021 WRSD Strategic Plan

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

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

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

The details presented below were used to guide the development of the 2019-20 professional development plan.

Strategic Plan Domain 1: Leadership, Governance and Communication

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

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

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

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

Strategic Plan Domain 2: Aligned Curriculum

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

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

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

Strategic Plan Domain 3: Effective Instruction

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

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

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

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

Strategic Plan Domain 4: Professional Development and Structures for Collaboration

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

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

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

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

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

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

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

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

Please refer to <http://www.wrsdonline.net/documents/WRSDStrategicPlan.pdf> for a copy of the WRSD Strategic Plan.

MA State Law & Professional Development - District Responsibilities

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

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

School Committee - Professional Development Policy

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

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

2. Needs Assessment

Teaching Staff Survey Results

In the spring of 2019, District staff were surveyed on a variety of aspects related to professional development. The survey asked staff to identify areas where they would like to see training offered as well as asked them to evaluate a variety of practices related to professional development. The major areas of focus for training, as identified by the survey, are presented below, ranked by the % of respondents that chose each area. In addition, feedback from the evaluation results from 2018-19 training initiatives were also used to develop and refine the major areas of focus. The top 5 areas from this survey will be included in the 2019-20 District professional development plan.

Staff-Top Ranking Areas for Training

- 1. Content Specific Training (a priority with 64% of respondents)**
- 2. Social/Emotional Learning (50%)**
- 3. Providing effective interventions and monitoring student progress (41%)**
- 4. Effective Instructional Strategies (39%)**
- 5. Differentiating Instruction (37%)**
6. Teaching Students with Disabilities (33%)
7. Teaching Gifted and Talented Students (32%)
8. Integrating Technology into Instruction (28%)

Staff Responses to PD Questions

The survey also asked respondents to rate how much they agreed or disagreed with various statements relating to professional learning practices in the District. The number who chose Agree or Strongly Agree were summed together with this year's responses being compared to the last three year's responses in the table on the next page. Some positive results are noted below:

- 86% of respondents feel that PD offerings are aligned to school and District goals
- 74% feel that there is enough PD time available during the year to meet their needs.
- For the fourth year in a row, more staff felt that PD is being differentiated to meet their needs.
- 77% of respondents indicated that PD encouraged them to reflect on their practice.
- 72% of respondents indicated that PD offered in 2018-19 enhanced their ability to improve student learning.
- For a fourth year in a row, more staff feel that there are sufficient resources available in the District to meet their professional development needs, with now more than half agreeing with this statement.

Some areas for the District to grow are:

- Although more staff felt that there is follow-up to PD, the overall number of respondents agreeing with this statement is only 42%. This will be a priority for the District in 2019-20 Professional Development Plan.
- Only 32.8% of staff felt that PD is evaluated and the results communicated back to them. This will also be a priority area for the 2019-20 PD Plan.
- Only 47.1% of staff indicated that they had opportunities to collaborate with colleagues, and only 48.9% of staff indicated that they had been trained to examine student work with colleagues. Both of these areas will be a priority area as well in this new plan.

Table 1: A Comparison of Current and Prior Staff Survey Results

Questions from Teaching Staff Survey	2016	2017	2018	2019	18->19 Difference
1. PD offerings align to school and district goals	38.8%	83.3%	85.2%	86.0%	+0.8%
2. Sufficient resources are available to meet PD needs	11.6%	36.4%	47.5%	55.4%	+7.9%
3. Enough PD time provided during the year to meet needs	47.6%	71.5%	74.6%	73.9%	-0.7%
4. Release days allow for beneficial PD to occur	48.1%	64.4%	74.4%	68.8%	-5.6%
5. PD is differentiated to meet my needs	15.1%	40.6%	56.5%	61.5%	+5.0%
6. PD deepens my content knowledge	17.4%	26.4%	60.7%	58.7%	-2.0%
7. PD encourages me to reflect on my practice	53.4%	67.4%	84.4%	76.7%	-7.7%
8. Follow up to PD is provided	20.4%	27.8%	37.5%	42.0%	+4.5%
9. PD provides opportunities to collaborate with colleagues	42.5%	48.3%	55.8%	47.1%	-8.7%
10. All PD is evaluated and results communicated	15.6%	28.2%	32.5%	32.8%	+0.3%
11. PD enhances my knowledge of meeting diverse needs	22.8%	48.6%	76.0%	66.4%	-9.6%
12. PD enhances my ability to improve student learning	32.2%	61.3%	79.3%	71.5%	-7.8%
13. I have been trained to examine student work w/colleagues	47.3%	43.6%	48.8%	48.9%	+0.1%
14. I have been trained to analyze data and make adjustments	50.7%	50.0%	57.0%	56.9%	-0.1%

Blue indicates 75% or more agreeing with the statement; Red indicates 45% or less agreeing.

Administration Survey Results

In the summer of 2019, district and school administrators were surveyed on a variety of aspects related to professional development. The survey asked them to identify areas where they would like to see training offered, as well as asked them to rate how much they agreed with several statements. The major focus areas for training identified from the admin survey are presented below, ranked by the % of respondents that chose each area. The top 5 areas for training are included in the District professional development framework for 2019-20.

Administration-Top Ranking Areas for Training

- 1. Meeting diverse needs and differentiating instruction (a priority with 61% of respondents)**
- 2. Using data to inform instructional decisions and adjustments to practice (57%)**
- 3. Meeting the social and emotional needs of students (43%)**
- 3. Difficult conversations/conflict resolution (43%)**
- 5. Variety of assessments/Common formative assessments (36%)**
- 5. Budget Development (36%)**
7. Effective instructional strategies and practices (32%)
7. Providing meaningful observation feedback (32%)

Comparing 2017 Administration Survey Results to 2019 Results

2017 Administration Survey Results-Top Ranking Focus Areas for PD

- 1. Integrating technology (a priority with 65% of respondents)**
- 2. Meeting the social/emotional needs of students (58%)**
- 3. Identifying a variety of effective teaching strategies and practices (42%)**
- 3. Using a variety of formal and informal assessments (42%)**
- 3. Teacher collaboration & Professional Learning Communities (42%)**
- 3. Observation look-fors and providing meaningful feedback (42%)**
- 3. Using multiple data sources to evaluate educator and school performance (42%)**

As can be seen, the top areas for training as identified by district and school administrators has changed somewhat over the past two years. Meeting the social-emotional needs of students is still one of the top areas for PD, but integrating technology and identifying a variety of effective teaching practices have been replaced with differentiating instruction to meet diverse student needs and using data to inform instructional decisions and make adjustments to practice. Administrators are still interested in learning more about using a variety of assessments to measure student progress and to provide students with focused feedback, but one new area that was identified by the administrators has to do with developing school-based budgets. The table on the next page compares administrator's response to statements similar to those asked of the teachers.

Table 1: A Comparison of Current and Prior Administrator Survey Results

Questions from Admin PD Survey	2017	2019	17->19 Difference
1. PD opportunities are aligned to school and district goals	87.5%	96.4%	+8.9%
2. Sufficient resources are available to meet my PD needs	45.8%	60.7%	+14.9 %
3. Enough PD time provided during the year to meet my PD needs	68.0%	71.5%	+3.5%
4. The current PLT/Curriculum meeting format allows for beneficial PD to occur	85.0%	75.0%	-10.0%
5. The current summer retreat format allows for beneficial PD to occur	88.5%	78.6%	-9.9%
6. PD is differentiated to meet my needs	61.9%	50.0%	-11.9%
7. PD encourages me to reflect on my practice	100%	96.5%	-3.5%
8. PD provides opportunities to collaborate with colleagues	87.5%	71.4%	-16.1%
9. All PD is evaluated and results communicated	68.7%	77.8%	+9.1%
10. PD enhances my knowledge of teaching strategies that meet student needs	69.9%	74.1%	+4.2%
11. PD enhances my ability to provide feedback to staff	73.9%	96.4%	+22.5 %
12. I have been trained to examine student work w/colleagues	40.0%	67.9%	+27.9 %
13. I have been trained to analyze data and make adjustments	60.0%	59.3%	-0.7

Blue indicates 75% or more agreeing with the statement; Red indicates 45% or less agreeing.

Results from the Wachusett Regional Strategic Plan

Strategic Plan Focus-Groups

Over the winter of 2015-2016, input was gathered from various stakeholders throughout the Wachusett Regional community. Stakeholder groups included the School Committee, staff from each school, community members from all five towns, administration, and the Strategic Plan Steering Committee. All participating groups were asked to pinpoint strengths and weaknesses of the District as well as identify opportunities and threats that the District should examine as part of the strategic planning process. Executive summaries from each of these focus groups were examined to identify any specific professional development initiatives and guidance for the development of this plan.

The following is a list of these areas, ordered from most often mentioned to the least frequently mentioned. These top five areas are included in the 2019-20 professional development framework.

- 1. Aligned K-12 curriculum (identified by 11 focus groups)**
- 2. Technology integration (identified by 10 focus groups)**
- 3. Effective instructional practices (identified by 5 focus groups)**
- 4. Staff collaboratively examining student work (identified by 3 focus groups)**
- 5. Managing workload and stress (adults) (2 focus groups)**
6. Student stress (1 focus group)
6. SPED (1 focus group)
6. ELL (1 focus group)
6. Evaluation Process (1 focus group)
6. More effective co-teaching (1 focus group)
6. Early Intervention (Response to Intervention) (1 focus group)

General/overarching themes:

- One training implication from examining these top four areas is the need for teachers and administrators to work together collaboratively to examine curriculum, assessments, and instructional practices. The Professional Learning Communities (PLC) framework provides a proven way to support these conversations and the associated work, and will be used to implement this plan.
- When the top focus area, having an Aligned K-12 curriculum, is unpacked, the training implications include:
 - Developing priority learning targets
 - Developing and implementing common assessments
 - Examining student work
- Many of the focus groups also identified teachers as a strength of the District. It makes sense to leverage our staff to help meet professional development needs.

- Different training is needed for different subjects and grade levels
 - Our funding has to support a variety of group sizes as well as meet individual teacher needs
 - The District will continue to use Title IIA federal grant funds as well as the locally budgeted Wachusett Regional Education Association PD funds to support the priority areas of need identified in this plan.

Technology Plan

Professional development is mentioned in several parts of the 2016-2021 WRSD Technology Plan⁵ (Tech Plan) as well. Important aspects are discussed below, along with any implications for training.

- The executive summary⁶ provides a detailed District vision for student learning and has several areas of focus:
 - “...all students can learn and continuously grow as independent, confident, resilient and thoughtful individuals who are able to explore new ideas, reflect on progress, and challenge themselves in today’s ever changing world.”
 - With respect to technology, “...District technology must support the communication needs of teachers and students alike, allowing them to exchange ideas and feedback at anytime. In addition, students and teachers must be able to utilize web-based tools and digital resources in order to collaborate, analyze data, and share information with others.”
 - More specifically, “...technology is used to enhance student learning by creating personalized, student-centered learning environments, where every student has equal access to the curriculum.”
- The plan goes on to make the following statement about the importance of staff training and the ultimate success of the plan’s initiatives:
 - “...our teachers need to have access to quality, on-going professional development. We believe that developing teachers who are comfortable and experienced integrating technology into their instruction is one of the most important goals of our District and its schools today.”⁷
- In a later section of the Tech Plan (Benchmark 5), expectations of the use of virtual learning and communications are outlined:
 - “...2. Utilization of digital tools and software (by staff) to assess student learning and provide immediate student feedback. 3. Utilization of web-based tools to encourage student centered learning, and collaborative projects.”⁸
- Clearly, providing ongoing, high quality training to staff is recognized in the plan as being a critical area for overall success.

- The Department of Education (DESE) goal under Benchmark 3 of the technology plan is specific to professional development.
 - The first goal states: “At least 80% of teaching staff have participated in technology-related” professional development. We have met this goal as a District.
 - The second goal states: “At least 80% of teaching staff have participated in technology-related P.D. that enhances their instructional practices.” We have met this goal as well.
 - Although we have met these goals, the funding source to support these two professional development goals has come almost entirely from federal and state grants, and not from the local budget. At best, grants are a yearly source of funding that could vary, at worst the grant funds could no longer be available. Taking this into consideration, the plan recommends, “As we move into the next Technology Plan, local funds should also be used to support staff professional development needs instead of relying solely on grant funding to meet our needs.”⁹
- The plan goes on to describe specific actions that must be taken next and areas of focus:
 - “Expanded delivery models for technology professional development will continue to be used and will include blended learning classes (face-to-face time with an online component), job-embedded training/support, just-in-time training, staff-driven professional development, teacher and student led share fairs, and study groups.”¹⁰
 - The staff PD Survey was created in part to provide staff with input into the direction of our PD Plan.
 - The District has decided to revise how Title IIA federal grant funds are used to better support individual and small group training initiatives, as well as continue to support major District initiatives such as those identified in the PD and Technology Plans.
 - The next iteration of the Tech Plan will address the issue using local budget funds to support technology professional development.

3. Planning for Professional Development

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

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

Contractually Available Staff Time

Opportunity	Available Time
District-wide PD Day (6 hours/day)	12 hours
Early Release Day (2 hours each day)	8 hours
Faculty / Curriculum / Grade Alike Meetings (Per contract language, meetings occur, “no more than two (2) times per month, not to exceed two (2) hours total meeting time per month” ¹¹)	20 hours
Total Available Time	40 hours

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

Available Administrative Meeting Time

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

4. 2019-2020 Professional Development Framework

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

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

- Based on the feedback from the needs assessment, all professional development initiatives will be evaluated and the results communicated back to participants.
- Follow up to professional development, where appropriate, will be provided.
- The district will look to provide sufficient resources to meet staff professional development needs. The district will continue to include in the local budget funds to support individual teacher professional development. This will allow educators to identify opportunities that align to their expressed needs via their individual professional development plans and to help meet their individual needs for certification.
- The Professional Development Committee will review staff feedback and provide recommendations for improvement and will categorize the PDP's for district-sponsored professional development.
- District release and full days will be used primarily to support various District initiatives detailed below in the Professional Development Framework. Wherever feasible, professional development initiatives will be differentiated to meet the varying proficiency levels of educators across the District.
- The needs assessment identified our staff as a strength of the District and this plan looks to tap into staff expertise to help provide quality, differentiated professional development.
- From the needs assessment, we will expand the scope of offerings as well as the methods of delivery to allow more staff to participate in professional development. It should be noted, however, that we will continue to offer after school classes, as we have a limited amount of time available for training as detailed in part 3 above.
- We will use survey data on an annual basis to identify topics of greatest interest.

2019-20 Priority Areas for Professional Development

Priority Focus Areas	Details
<p>1. Effective Instructional Strategies</p> <ul style="list-style-type: none"> a. Content specific topics b. Providing meaningful feedback 	<p>The District will offer content specific training based upon identified priorities. For 2019-20, these priorities are science, literacy (reading and writing) and history. Title IIA funds will be used to support these initiatives as well as other content areas on a rotating basis by year. For administration, the PD will focus on conducting observations and providing meaningful feedback. WREA members are encouraged to use the district PD allotment to support their training needs beyond topics listed above.</p>
<p>2. Evaluating Student Work</p> <ul style="list-style-type: none"> a. Next steps with Professional Learning Communities (PLCs) b. Effective interventions c. Monitoring student progress d. Using Data to Improve Student Learning e. Variety of Assessments 	<p>District training under this section will focus on working together in collaborative teams to examine student work and use the findings to inform instructional decisions. Training will also focus on designing a variety of common assessments to measure student progress. Data from common formative assessments, student SEL surveys, student success indicators, and early literacy assessments will be used when training. Outside trainers mixed with local leaders will provide training. Title IIA, Title IV and competitive state grant awards will be used to support training in these areas.</p>
<p>3. Meeting the Social and Emotional Needs of Students</p> <ul style="list-style-type: none"> a. Student Emotional Health b. Student Success data c. Professional Culture d. Suicide Prevention e. Bullying Prevention f. SEI g. Special Education 	<p>District training initiatives will focus on student social/emotional health, examining student SEL survey data, improving professional culture, suicide prevention, bullying prevention and intervention, and managing work-related stress. In addition, the District will continue to offer SEI and Special Education courses that meet the Department of Education teacher recertification requirements. Staff are encouraged to use the district PD allotment to support their training needs beyond topics listed above. Grant funds from Title IIA, Title III, Title IV and SPED IDEA grants will be used to provide professional development in these areas.</p>
<p>4. Differentiating Instruction</p> <ul style="list-style-type: none"> a. Gifted and Talented b. Students w/Disabilities 	<p>Title IIA grant funds will be used to provide training in this area. In addition, any staff member may use their district PD allotment to support their training needs in this area. WREA PD funds do have a yearly limit of \$400/person.</p>

Appendix A: DESE Guidance on Certification

MA DESE Certification - Educator Requirements^{12, 13}

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

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

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

MA DESE Certification - SEI Requirements

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

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

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

Appendix B: WREA-WRSD Contract Language

Professional Development Specific Language

Article 16: Staff Development Planning

- A. The Professional Development Committee will be comprised of three (3) members of the WREA, appointed by the President, and up to three (3) members designated by the Superintendent of Schools. The committee will meet monthly to review the current professional development activities within the district, review participant feedback and to make recommendations. Additionally, the committee shall be given the opportunity to review and provide feedback on the annual program of professional development opportunities for the following school year and will categorize PDPs for each district-sponsored professional development activity offered. It is understood by both parties that this program will be included in the Superintendent's Report to the School Committee.
- B. This time shall be planned so as to provide eligibility for credit necessary to maintain professional status. Individual groups of teachers may submit proposals to the principal, for Superintendent and Principal approval, for staff development programs for these days.
- C. Bargaining unit members may submit proposals for the first professional development day to their building administrator and/or Superintendent prior to June 30th of the preceding school year and prior to December 31st for the second professional development day of that respective school year.
- D. Recognizing the importance of professional development in maintaining high qualified teaching staff, the District will set aside a sum of money for each fiscal year equal to two times the Masters, Step 1 salary for that year. These funds will be for the specific use by the members of the WREA to help defray the costs associated with professional development.
 1. These costs may include, but are not limited to, conference expenses, school visits, course fees, travel directly associated with professional development, workshop fees, and class coverage for WREA members attending professional development.
 2. WREA members who wish to avail themselves of professional development opportunities as outlined in this article may apply to the District in writing for payment up to, but not exceeding, the costs associated with such professional development, pending administrative approval. The District reserves the right to retroactively increase funding if all professional development monies have not been requested by June 1 of the school year.
 3. Any monies that have not been spent during the current school year will be forfeited.
 4. When possible, WREA requests for administrative approval and payment under this article must be made, in writing at least ten (10) school days prior to the opportunity and also must contain an explanation of the educational value of the request.
 5. Upon completion of professional development as outlined in this article, members may be requested to share this experience in writing and/or in person with other members of the District staff.¹³

References

1. DESE High Quality Professional Development, retrieved from <http://www.doe.mass.edu/pd/standards.html>
2. Massachusetts General Law, retrieved from <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section38q>
3. Massachusetts General Law, retrieved from <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section38G>
4. Wachusett Regional School Committee Policy, retrieved from https://www.wrsd.net/UserFiles/Servers/Server_214503/File/School%20Committee/General%20Information/Series%205000%20Personnel%20Management/P5251.pdf
5. WRSD Tech Plan retrieved from <http://www.wrsdonline.net/documents/TechnologyPlan.pdf>
6. 2016-2021 WRSD Technology Plan, retrieved from <http://www.wrsdonline.net/documents/TechnologyPlan.pdf>, page 3
7. Ibid.
8. Ibid., page 14
9. Ibid., pages 11
10. Ibid., page 12
11. WREA Contract, Page 16 Section E. 7.
12. Academic PreK-12 Forms, Guidelines, and Licensure Regulations, retrieved from <http://www.doe.mass.edu/licensure/forms-guidelines.html>
13. Educator Licensure and Preparation Program Approval Regulations, retrieved from <http://www.doe.mass.edu/lawsregs/603cmr7.html>
14. Collectively Bargained Agreement Between the Wachusett Regional Education Association, Inc., and the Wachusett Regional School District, (WREA Contract), July 1, 2018 through June 30, 2021, pages 19-20.