



<http://www.watertown.k12.ma.us/wps/pd/index.html>

Professional Development Handbook 2008-2009

Watertown Public Schools

Watertown, MA

Acknowledgements

This Professional Development Program is predicated on the work and design concepts developed by the Professional Development Council 2006-2008. We appreciate and acknowledge their significant contribution to the current Professional Development Program.

Professional Development Council 2006-2008

Stephen Billhardt, Principal, Cunniff
Kimo Carter, Principal, WMS
Donna Calleja, Art Teacher, WHS
Mena Ciarlone, Grade 4 Teacher, Cunniff
Jim Duffy, Teacher, WMS
Debbie King, Grade 2 Teacher, Hosmer
Veronic Knight, Guidance, Lowell
Ann Koufman, Assistant Superintendent
Lynsey Kraemer, Science Teacher, WHS
David Mastro, Social Studies Teacher, WHS
Bill McCarthy, Co-Principal, Hosmer
Maurin O'Grady, English Teacher, WHS
Elissa Willoughby, Science Teacher, WMS
Elisabeth Schaefer, Director of Student Services
David Sheehan, Social Studies Curriculum Coordinator, WHS
Michael Spillane, Math Teacher, WHS
Rob Stergis, ELL Curriculum Coordinator
Anne Sudbay, Instructional Technology Teacher, Lowell
Judy Zimmerman, Reading Teacher, WMS

Watertown Public Schools

30 Common Street, Watertown, MA 02472-3492 (617) 926-7700 Fax (617) 923-1234



STEVEN A. HIERSCHKE, Ed.D
Superintendent
 shiersche@watertown.k12.ma.us

ANN KOUFMAN-FREDERICK, Ph.D
Assistant Superintendent
 akoufman@watertown.k12.ma.us

Welcome to the Professional Development Program, 2008-2009

This Professional Development Handbook is a guide to the professional development program available to you. It is a comprehensive program with various opportunities designed to meet your learning needs and stretch your thinking.

Our goal with this program is to support you through professional development so that Watertown can improve educational practice and student achievement by:

- *aligning WPS Teaching & Learning Goals to the Professional Development Program*
- *focusing on student learning and data-driven decision-making*
- *enabling teacher-to-teacher communication and collaboration about practice*
- *emphasizing educator self-assessment*
- *using new technologies effectively*

This handbook and the district PD web site include information about:

- *The Purpose of Professional Development*
- *Watertown Public Schools Teaching & Learning Goals*
- *Details, Procedures and Forms for the Watertown Public Schools Professional Development Program*

Our responsibility is to enhance the professional development program in collaboration with you, and keep you informed about its implementation. Please feel free to contact your building representative with any ideas for improvement or questions.

This handbook is available on the district web site at
<http://www.watertown.k12.ma.us/wps/pd/index.html>

Sincerely,

Professional Development Council 2008-2010

Katie DiNardo, High School Assistant Headmaster
Kimo Carter, Middle School Principal
Elizabeth Kaplan, Grade 7 Science
Mena Ciarlone, Cunniff Grade 4 Classroom Teacher
Lidia Dileo, Cunniff Grade 4 Classroom Teacher
Jill Fantasia, Hosmer Special Education Teacher
Bill McCarthy, Hosmer Co-Principal
Bethan Nazzaro, Lowell Grade 5 Classroom Teacher
Sara Patashnick, Hosmer Music Teacher
Rob Stergis, ELL Curriculum Coordinator
Ann Koufman-Frederick, Assistant Superintendent

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The Purpose of Professional Development

Watertown Public Schools Overview

Adult Learning to Enhance Knowledge, Skills, and Expertise

Professional Development in Watertown Public Schools is committed to adult learning that enhances educators' knowledge, skills, and expertise. Through professional development, educators deepen their content knowledge, learn research-based instructional strategies, and strive to understand all students' diverse learning needs while holding them to high expectations. The Professional Development Council in collaboration with principals and curriculum coordinators plans and implements the Professional Development Program. The Professional Development Program is for Faculty in Units A, B, and C.

The Professional Development Program provides:

- A systemic and close alignment with school and district improvement goals
- Educator opportunities to choose appropriate professional development activities
- Collaboration with colleagues to share knowledge, reflect on beliefs and practices, and problem solve
- Application of new knowledge, skills, and technology
- A rigorous and intentional process that starts with data driven decision-making, cycles through the teacher learning process, and results in improved student learning

The overarching themes of the program are: Teacher-to-Teacher Collaboration, Data-Driven Instruction, and Curriculum & Technology Integration.

The program includes four main components:

- Department/Grade Level
- District/School
- Technology-In-Practice
- Various Formats /Activities

Professional Development in Watertown Public Schools incorporates various activities for faculty: five full-day and two half-day professional days, department professional development meetings, workshops/seminars, task forces, collaborative action research, curriculum planning, lesson study, an Induction & Mentoring program, outside conferences, and graduate courses with tuition reimbursement.

We have several professional development partnerships that extend and enrich our program, including: EDCO Collaborative, Primary Source, Focus On Math, and Teaching American History.

We use MyLearningPlan to manage our program and ensure that faculty has access to the opportunities that best suit their needs and professional goals.

Connection to Supervision and Evaluation

The Professional Development programming is designed to coordinate with the goals and activities of the Teacher Supervision and Evaluation process. Teachers set professional goals at the beginning of the school year, with the support and assistance of their principal and curriculum coordinator/director. (See “How to Write Professional Goals” in the Appendix.) Teachers submit their goals into their MyLearningPlan profile so that all professional development activities can be chosen and aligned to professional growth plans. This year the Teacher Evaluation Design Team is developing and piloting a new supervision and evaluation process and tool with accompanying forms. The Professional Development Council and the Teacher Evaluation Design Team will continue to ensure alignment between PD activities and the Supervision and Evaluation process.

Moving from Step to Step, Column to Column

Teachers are encouraged to enroll in approved programs of graduate study. Step increases and column adjustments on the salary scale are commensurate with completed graduate credits. Details of salary step increases and column changes are listed in the Watertown Education Association contract.

Advancing to Bachelor +15 requires work in a Masters’ program. To advance to steps 3, 6, and 9, teachers are required to pass a 3-credit graduate course during the three years before moving to those steps. A copy of the graduate school transcript, sent to the Personnel Office, is required proof of successful completion. Teachers applying for tuition reimbursement for graduate course registration should apply through MyLearningPlan. Details on requirements for move from step to step and column to column are in the Watertown Education Association contract.

Professional Development Scheduling

Full and Half Day Meetings

The Professional Development Full and Half day schedule is organized into three main strands:

- Strand I: Department/Grade Level
- Strand II: Technology-In-Practice (T-I-P)
- Strand III: District - School-based

Dates and strands are outlined here; more detail about each session is available in MyLearningPlan.

DATE	Strands	TIME
September 2 Full		
	District - School-based	8 - 10
	Faculty Mtg	10:15 – 12:15
	T-I-P with Department/GradeLevel	1 - 3
September 3 Full		
	Department/Grade Level	8 - 10
	T-I-P	10:15 – 12:15
	District - School-based	1 - 3
October 1 Half		
	Department/Grade Level	12:45-3:45
November 4 Full		
	Department/Grade Level	8 - 10
	T-I-P	10:15 – 12:15
	District - School-based	1 - 3
January 20 Full		
	Department/Grade Level	8 - 10
	T-I-P	10:15 – 12:15
	District - School-based	1 - 3
February 27 Full		
	Department/Grade Level	8 - 10
	T-I-P	10:15 – 12:15
	District - School-based	1 - 3
May 6 Half		
	Department/Grade Level	12:45-3:45

Wednesday Meetings

Each Wednesday there are monthly meetings scheduled as follows:

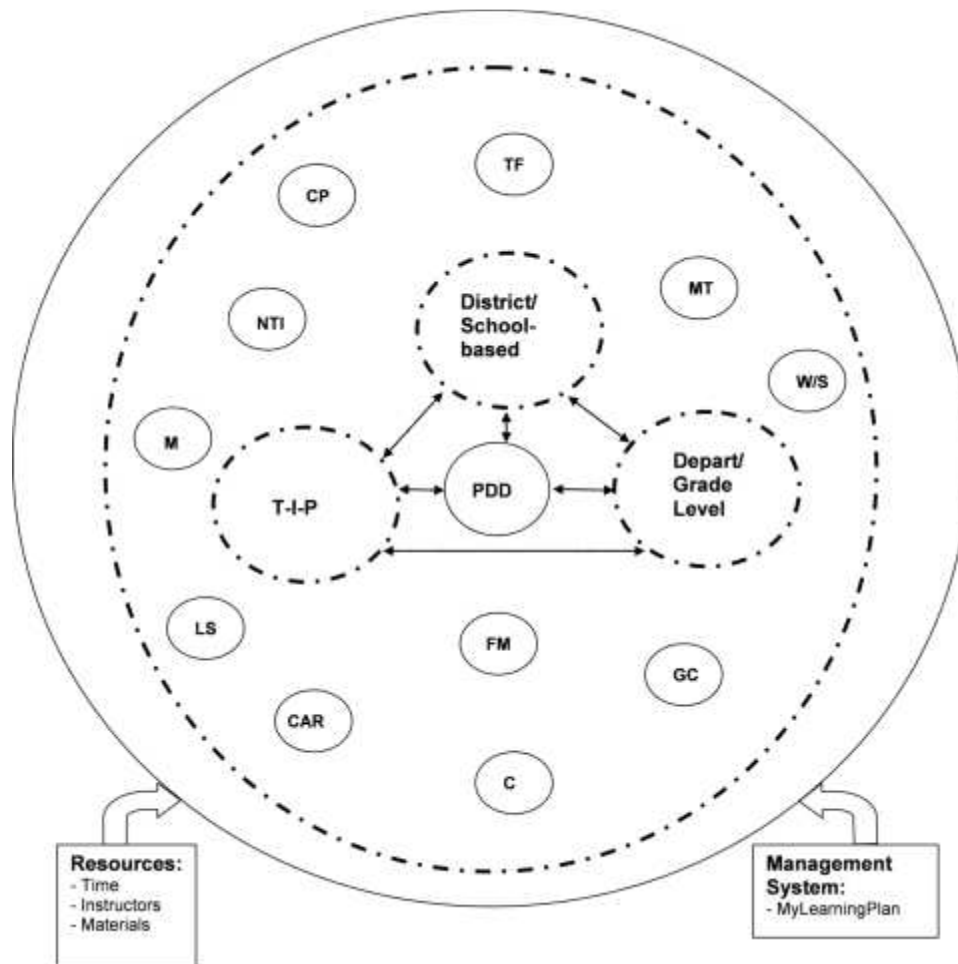
- First Wednesday*: Faculty Meetings, 2:45-3:45
- Second Wednesday: Department Meetings, 2:45-4:45
- Third Wednesday: District - School Meetings, 2:45-3:45

(* Available Wednesdays)

The Full and Half day meeting schedule and the Wednesday meeting schedule are designed to complement each other. The 2nd and 3rd Wednesday monthly meetings occur on both the Full and Half days.

There is no formal summer schedule of meetings. However, there is a wide variety of professional development available for teachers throughout July and August.

Professional Development Framework



Key: Activity Formats

C = Conference
 CP = Curriculum Planning
 GC = Graduate Course
 MT = Mandated Trainings
 M = Mentoring
 NTI = New Teacher Induction

PDD = Professional Development Days
 CAR = Collaborative Action Research
 TF = Task Force
 W/S = Workshop/Seminar
 LS = Lesson Study
 FM = Faculty Meeting

Program Framework

The instructional core of the comprehensive program includes four main components:

- Strand I: Department/Grade Level Professional Development
- Strand II: Technology-In-Practice Professional Development
- Strand III: District/School Professional Development
- Various Other Activities

All the components are designed to complement each other to deliver a comprehensive program that meets the needs of all educators.

Strand I: Department/Grade Level Professional Development

Meetings Occur:

- 8 - 10 AM on Full Day Professional Development Days
- 12:45 PM - 3:45 PM on Half Day Professional Development Days
- 2:45 PM - 4:45 PM on the 2nd Wednesday meeting of each month

Secondary and K-12 Department meetings provide designated times for faculty to meet with Curriculum Coordinators. These meetings focus on department improvement plans, district and state assessments, Massachusetts curriculum standards, and content specific material.

Elementary Grade Level meetings are designed to create and implement curriculum. Task forces include Math, Reading, Science, Watertown Curriculum Accommodation Planning, Early Childhood, and Educational Technology. Topics address instructional practices, assessing student work, data-driven instruction, Massachusetts curriculum standards, and School Improvement Plans.

See the Appendix for a complete listing of ELEMENTARY Department and Grade Level Meetings and topics. Please consult MyLearningPlan for the most updated meeting schedule throughout the school year with topics by Departments and Grade Levels.

Strand II: Technology-In-Practice Professional Development

Meetings Occur:

- 10:15 AM - 12:15 PM on Full Day Professional Development Days
- Optional - 2:45 PM - 3:45 PM on the 3rd Wednesday meeting of each month for a T-I-P Extended project

Based on information gathered from the Watertown Talks Tech survey in the spring, the T-I-P programming is designed to provide teachers and administrators with the opportunity to learn to use one or more new applications in their practice. A variety of six-hour mini-courses have been organized into three levels: Emergent, Proficient, and Advanced. Teachers self-select their level, choose their mini-course, and develop a classroom-embedded project as a result of taking the course.

The T-I-P mini-courses include:

- Office in Your Classroom
- Powerpoint Mechanics
- Powerful Powerpoint Presentations
- Google Academy
- iSkills for Humanities
- Introduction to Web 2.0
- Blogs, Podcasts, and Beyond

- Thinkfinity Curriculum Resources
- TeacherWeb: Emergent
- TeacherWeb: Proficient
- Barrier-Free Learning with Universal Design & Assistive Tech
- Advanced Plus for Innovators

Information about T-I-P Professional Development and the syllabi for the T-I-P Mini-courses are posted on the T-I-P Professional Development web site <http://teacherweb.com/MA/WatertownHigh/TIP/h0.stm>, and easily accessible from the WPS Professional Development web site <http://www.watertown.k12.ma.us/wps/pd/index.html>

By September 15th please carefully read each T-I-P mini-course description in MyLearningPlan to identify and register for your choice. The T-I-P mini-courses will fill on a first-come, first-serve basis.

Teachers can elect to expand their T-I-P learning and use their District/School professional development time to enhance their T-I-P project. Choose the T-I-P Extended proposal form in MyLearningPlan to request approval from your principal to take advantage of this option.

Strand III: District - School-based Professional Development

Meetings Occur:

2:45 PM - 3:45 PM 3rd Wednesday meeting of each month

1PM-3PM November 4th Meeting is for Mini-Courses, Task Forces, and other D/S choices

The 3rd Wednesday of the month meeting, District - School-based Professional Development, is designed to give teachers a range of choice and deepen their learning in an area of particular interest. This is also a time when Task Forces, Leadership Councils, and some Teacher Induction meetings are held. Teachers who are not participating in these activities or are otherwise assigned, register for one of the District - School mini-course activities found in MyLearningPlan.

During this time, teachers may also elect to do a Collaborative Action Research Project, a Curriculum Planning Project, or a T-I-P Extension Project. These projects are teacher-initiated. Choose the Collaborative Action Research proposal form, the Curriculum Planning Project form, or the T-I-P Extension proposal form in MyLearningPlan to request approval from your principal to take advantage of either of these options.

By September 15th please carefully read all District - School-based descriptions in MyLearningPlan to identify and register for your choice of a District - School-based activity or mini-course. Task Forces and Leadership Councils are chosen through an application process, and members will be pre-registered. Teachers interested in the mini-courses need to register themselves. Please note that the mini-courses will fill on a first come, first serve basis. Sign-up before September 15th.

The District - School-based activities and mini-courses include:

- Task Forces and Leadership Councils
- Collaborative Action Research Projects
- Curriculum Planning Projects
- T-I-P Extended Projects
- Building Positive Classroom Management
- Student Health & Safety: What should you do?
- Teaching & Learning in the Language-based Classroom
- Teaching Diverse Learners (Teacher Induction)
- Reading Practices Forum (Teacher Induction)
- Lesson Study in Mathematics
- Applied Behavior Analysis Training

- Teacher Roundtable
- Diversity Workshops

Information about District – School-based Professional Development and the syllabi for the District – School-based Mini-courses are posted on the District – School-based Professional Development web site <http://teacherweb.com/MA/WatertownHigh/DistrictSchoolProfessionalDevelopment/h0.stm> and easily accessible from the WPS Professional Development web site <http://www.watertown.k12.ma.us/wps/pd/index.html>

Teachers and Administrators who participate on a Task Force or a Leadership Council are preregistered in MyLearningPlan, so no action is required from them in MyLearning Plan for these professional activities.

Professional Development Activity Formats

There are a variety of formats for professional development activities. Each activity comes with PDPs awarded by Watertown or an approved professional association, and some specific activities receive graduate credits from approved graduate credit providers. Please see the Professional Development Activity Format chart in the Appendix for details about the characteristics of the various formats.

Task Forces and Leadership Councils

This year we have many Task Forces and Leadership Councils. Task Forces are teams of teachers, co-facilitated by a lead teacher(s) and an administrator, to accomplish specific program review, curriculum planning, and implementation goals. Task forces typically meet twice a month; usually once during District - School PD Meeting time, and again at a meeting time of their choice.

Task Force members are selected through an application process, and teachers receive an honorarium for working on a Task Force. Task Forces this year include:

- K-5 Math (MTF)
- K-3 Reading (RTF)
- 4-5-6 Science (STF)
- Early Childhood (ECTF)
- Watertown Curriculum Accommodation Plan (WCAP)
- Mentors
- Educational Technology & Web Liaisons
- T-I-P Instructors

Leadership Councils include administrators and teachers. Most meet once a month either during the school day or after school; some meet quarterly and as the need arises. Leadership Councils this year include:

- Teaching & Learning Council
- Professional Development Council
- High School Teacher Leadership Team
- Teacher Evaluation Design Team
- The “Big” Administrator Group

Teachers and Administrators who participate on Task Forces and Leadership Councils are preregistered in MyLearningPlan, so no action is required from them in MyLearning Plan for these professional activities.

Collaborative Action Research Projects

Teachers have the opportunity to develop their own professional development project in collaboration with their colleagues to enhance teaching and promote student success in school. Collaborative action research is most effective when it is designed to improve student learning, not only to enhance teacher practice. Teachers consider the following guidelines when planning their projects. The proposed learning is:

- directly related to a clear and compelling student need
- collegial, interactive, and sustained over time
- likely to improve student achievement

Collaborative action research project work is encouraged during the hours of District - School PD meeting time (3rd Wednesday meeting of each month), but is not limited to that timeframe, or that amount of time. Teachers may use the Collaborative Action Research Project hours provided or develop an alternate schedule to complete their projects.

School principals or their administrative designees are responsible for supporting and monitoring teacher teams as they work on their projects. Teachers will meet with their administrator at least three times through the year.

A Collaborative Action Research proposal form is included in MyLearningPlan. Teachers submit a proposal for approval to Principals, Curriculum Coordinators/Directors, and the Assistant Superintendent.

Curriculum Planning Projects

Teachers have the opportunity to develop their own professional development project in collaboration with their colleagues to enhance curriculum development and planning. They can acquire Curriculum Planning PDPs for designing or updating specific units of study, projects, or courses. This curriculum planning requires work beyond the normal lesson planning of daily teaching. It involves collaborating with colleagues, applying curriculum design strategies using a specific framework (i.e. Advanced Placement, Teaching for Understanding, Understanding by Design), and a final work product that is explicitly shared with colleagues.

Professional development Curriculum Planning includes these elements, but is not limited to:

1. Identification of overarching course goals to which this unit or project contributes
2. Explanation of the importance of key topics
3. List of main goals that align to curriculum standards and include student learning outcomes
4. Explicit identification of learning activities with student evidence of understanding
5. Description of how technology is integrated into teaching and learning
6. Plans and evidence of ongoing student assessment (formal, informal, self, peer, instructor)

Finally, the implementation of Curriculum Planning is expected to inform the improvement of subsequent teaching of this unit, project, or course. The expectation is that this curriculum planning and the subsequent teaching of the curriculum unit, project or course will result in examples of student work that exemplify agreed upon benchmarks of student learning outcomes.

Curriculum planning work is encouraged during the hours of District - School PD meeting time (3rd Wednesday meeting of each month) but is not limited to that timeframe, or that amount of time.

Teachers may use these Curriculum Planning hours provided or develop an alternate schedule to complete their projects. Under certain circumstances (i.e. planned summer work), teacher stipends may also be available for curriculum planning.

A Curriculum Planning proposal form is included in MyLearningPlan. Teachers submit a proposal for approval by Principals, Curriculum Coordinators/Directors, and the Assistant Superintendent.

T-I-P Extended Projects and T-I-P A+ Innovator Projects

Teachers can choose to extend their T-I-P learning by using the District - School time to work on their projects. Teachers and administrators are members of Atomic Learning, an online learning resource for numerous digital tools. Teachers should use this tool to supplement their extended study and project work. Atomic Learning is available on the District's Faculty Resources web site. (Middle and High school students also have access to Atomic Learning).

A T-I-P Extended Project proposal form is included in MyLearningPlan. Teachers submit a proposal for approval by Principals, Curriculum Coordinators/Directors, and the Assistant Superintendent.

Conferences

Teachers are encouraged to attend professional conferences, particularly those held locally. However, funding is very limited for conference registration and priority is given to Task Force teachers. For all other teachers, if substitute coverage is unnecessary or minimal, then conference attendance will often be approved without funding. If teachers would like to seek grant funding to support attendance at a specific conference, it is important to plan this well in advance.

Mandated Trainings

The Watertown Public Schools is required to provide information and training on various topics to the school community. This training is provided in a variety of formats, and during the school year. Often teachers learn about these topics during Faculty meetings and Professional Development days. Many of these resources are also available on the Human Resource web site, and posted in the First Class District News.

Mandated Reporting: Teachers and paraprofessionals are “mandated reporters” of abuse and neglect by Massachusetts state law. The presentation explains state requirements and expectations of mandated reporters, and how the school department handles these reports.

Harassment and Non Discrimination: Harassment, and in particular Sexual Harassment, is a problem in society and in the workplace. Harassment on the basis of disability, national origin, race, religion, gender and sexual orientation is prohibited under the Watertown School Committee policy and state and federal law. This presentation discusses the harassment and discrimination reporting protocol and what is expected through the process.

Civil Rights: The school department is required to annually and continuously communicate the civil rights to which members of our school community are entitled. Civil Rights presentations explain the statutes for which the Department of Primary and Secondary Education reviews periodically for compliance.

These include Federal laws such as Title VI of the Civil Rights Act of 1964, Equal Educational Opportunities Act of 1974, Title IX of the education amendments to the US

Code of 1972, and the Americans With Disabilities Act, with particular attention paid to Section 504 of the Rehabilitation Act and No Child Left Behind; Massachusetts General Laws Chapter 71, 69, and are among the included state statutes.

Restraint Training: Massachusetts General Law governs the use of physical restraint in the public schools and is designed to ensure that every student participating in a Massachusetts public education program is free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

Professional Associations

EDCO: Watertown is a member of EDCO, a collaborative of 21 urban and suburban school districts serving the Greater Boston Metropolitan area. The Assistant Superintendents in EDCO are the Program Advisory Committee, charged with designing inter-district professional programming for all the districts' teachers and specialists based on the districts' priorities. Each season (Fall, Winter/Spring, and Summer) EDCO offers a variety of workshops, seminars, and courses to member districts. Watertown teachers and specialists have access to and can register for these professional development programs through MyLearningPlan.

Primary Source: Through our district partnership with Primary Source, which is located in Watertown, our teachers have access to a wealth of curriculum development in history and humanities education. Each year Primary Source guarantees placement of a set number of K-12 educators in courses, workshops, and summer seminars that connect with cultures throughout the world (such as Asian, Latin American, and Middle Eastern cultures). The Clara Hicks Resource Library provides extensive research materials for curriculum planning, and it is open most school days and on weekends. Registration for Primary Source opportunities is primarily on an application basis and is through MyLearningPlan. Current information about Primary Source professional development is posted in MyLearningPlan and is sent out through District News. Contact David Sheehan, Social Studies Curriculum Coordinator, if you have questions.

Grant Projects

Teaching American History: This year, in conjunction with four other neighboring systems, Watertown Public Schools was awarded a \$1,000,000 three-year grant from the U.S. Department of Education under the Teaching American History (TAH) Program. Our TAH program, called "Liberty and Pursuit of Happiness: Narrative as a Lens on History" provides professional development to American history teachers, grades 3-12. TAH professional development providers include: Gilder Lehrman Institute of American History, Boston University, the Educational Development Center, the National Archives and Records Administration, Museum of Fine Arts, Peabody Museum of Archaeology and Ethnology at Harvard University, Plimoth Plantation, the Tsongas Industrial History Center, Discovering Justice, and the John F. Kennedy Presidential Library and Museum. Registration and information about TAH programming is through MyLearningPlan. Contact David Sheehan, Social Studies Curriculum Coordinator, if you have questions.

Focus on Mathematics: Focus on Mathematics is a unique partnership funded by the National Science Foundation to improve student achievement by providing mathematics teachers with the content knowledge and skills valuable in their profession. For the past five years, Watertown has participated in this collaboration along with four other area school districts (Chelsea, Lawrence, Waltham and Arlington) and three higher education institutions (Boston University, UMass Lowell and WPI). Teachers in grades 5-12 have participated in seminars and study groups, run Math Fairs at the high school, and attended lectures hosted by the partner institutions. This year, we are

working with extension funds from the NSF. The seminars will continue, and there are additional funds pending that would allow the study groups to continue. The grade level of teachers allowed to participate may change this year. Notification of available seminars and other possible activities will be made in District News and MyLearningPlan, and permission to attend will be based on availability of funds and permission of principals if there is more interest than seats available. Registration is through MyLearningPlan. Contact Dan Wulf, Mathematics Curriculum Coordinator, if you have any questions.

Graduate Courses and Tuition Reimbursement

The District provides tuition reimbursement for teachers and administrators who elect to enroll in graduate courses outside of school hours and commitments. In accordance with the Teacher's contract, \$10,000 is earmarked each term (Fall, Spring, Summer) for tuition reimbursement. These awards are made on a first-come, first-serve basis. Each award is limited to \$1000 or 50% of tuition per teacher, per term. Reimbursements are made when a course is finished and an official transcript is submitted to Central Office confirming successful completion with a grade of B- or better.

A Tuition Reimbursement proposal form is included in MyLearningPlan. Proposals are submitted for approval by Principals, Curriculum Coordinators/Directors, and the Assistant Superintendent.

Summer Programming

Summer programming includes all of the above professional development opportunities. In April the Professional Development Council will put out a call for curriculum planning proposals for Task Forces, Leadership Councils, and Curriculum Coordinators. In May and June once professional development activities are posted in MyLearningPlan, teachers may register for a wide variety of activities.

New Teacher Induction & Mentoring Program

New Teacher Induction & Mentoring is a two year comprehensive program to support new teachers with their practice. There are four components to the program: Summer Orientation, First Year Induction, Second Year Induction, and the Mentor Seminar.

Each First-year teacher to Watertown is partnered with a trained Mentor. The program begins with the Summer Orientation for new teachers to Watertown, a 4-day institute to introduce teachers to the district, its goals, programs, procedures, and practices. During the school year Mentors provide support for new teachers, through monthly Induction seminars that focus on instructional practice, student achievement, and parent communication. In addition, meetings with Mentors take place on an ongoing basis to ensure the necessary support and encouragement for a successful classroom.

Teachers in their second year have the opportunity to take a course called "Teaching Diverse Learners" which also fulfills ELL professional development requirements. Depending on their professional needs, second-year teachers may also fulfill their Second Year Induction program by participating on a district task force, a curriculum committee, a supervised collaborative action research project, or a supervised curriculum planning project.

Mentors work with three to five new teachers each year. Mentors plan and facilitate the summer and school year programs for first year teachers. Throughout the year Mentors are also engaged in professional development to hone their mentoring skills.

Student Services Programming

Student Services Programs are designed to integrate all the services that support student growth and development. Watertown provides an array of programs and services from pre-school through grade 12 including: community education, guidance, nursing, English as a second language, and special education.

Some of the Student Services faculty, the special education teachers, community education teachers, and teachers of English Language Learners, all teach and consequently participate in many of the professional development activities designed for general education teachers as well as training focused on their specialty.

Other members of the Student Services faculty provide support services that may require specialized training in the areas in which they are certified, such as: nursing, psychology, guidance, speech and language therapy, occupational therapy, and physical therapy. These faculty members have access to the professional development offered for teachers as well as access to specialized training available through the Department of Student Services.

MyLearningPlan

We make Professional Development opportunities and resources available, and manage the system online through MyLearningPlan. You can visit MyLearningPlan from the District website or go directly to <http://www.mylearningplan.com>

Each teacher and administrator has a personal log in to access and register for appropriate professional development activities, and manage their own goal setting and professional development transcript.

Key Features:

- My Info - Portfolio, Personal Goals, File Library
- Activity Catalogues - District Catalog, Calendar
- Fill-In Forms - Out of District PD, Tuition Reimbursement, Action Research Project, Curriculum Planning, PDA Final Report, Past PD, etc.
- Activity Proposals - Propose a PD Activity
- Account Options - User Profile, Change Password

Log In Information:

Username: Your Watertown First Class email address

Password: Defined by you when you first register as a new user. (If you forget your password, you can retrieve it through the MyLearningPlan website.)

Please refresh and extend your understanding of how MyLearningPlan works by using the online tutorials in MyLearningPlan under the Product tab.

Assessment of Professional Development

What professional development makes the difference in student achievement?

Professional Development supports teachers to improve student achievement through improved practice and professional growth. As this PD programming evolves we hope to collect feedback and information about its effectiveness and areas for improvement. Typically, teachers are asked to complete a survey at the end of a program. This year the Professional Development Council is focusing on other appropriate venues for evaluating programming. We appreciate your ideas for future programming and hope you share them through the surveys and in conversation with members of the Professional Development Council and Principals.

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ASCD Standards for Effective Professional Development

The work of the Professional Development Council is predicated on the Association for Supervision and Curriculum Development's Standards for professional development. ASCD Standards at <http://webserver3.ascd.org/ossd/planning.html>

1. Directly focused on helping to achieve student learning goals and supporting student learning needs. A good question to ask frequently while planning staff development is "How will this improve student learning?" Just as students need to see connections in what they're learning, teachers in an effective program clearly see the connection of professional development to classroom practice.

2. A collaborative endeavor - teachers and administrators work together in planning and implementation. Involving teachers in identifying specific needs for professional development and how they might best be met, and in designing professional development activities, enhances teachers' sense of ownership and professionalism. For example, teacher-leaders can volunteer to facilitate mini-workshops for colleagues on specific instructional strategies they have researched and implemented in their classrooms.

3. School-based and job-embedded. Professional development takes place in many situations: during teacher planning, in grade-level or department meetings where teachers reflect together on their work and problem solve together; in the classroom, where teachers observe colleagues' lessons to see a strategy in action, and support and coach each other; and in small study or reading groups, or action research activities that teachers choose to participate in.

4. A long-term commitment. Developing the knowledge and deep understanding of an educational practice, as well as the skill to use it effectively in the classroom, does not occur overnight. Commitment to sustained professional development is demonstrated by administrators who create supportive structures such as teams, devise schedules that provide staff members with development time, and place a priority on funding for professional development activities.

5. Differentiated. Effective programs acknowledge that teachers, like their students, are at different levels of readiness and have varied interests and preferred ways of learning. To meet these varied needs, professional development is flexible and approached in several ways, such as whole-staff workshops, small study groups, reading groups, action research, mini-workshops, and independent or paired study. While a whole-staff workshop is often used as a starting point to establish a common base of knowledge, it can also be viewed as a way to help each of the teachers to identify specific instructional strategies or areas of interest that they would like to pursue in more depth. Teachers may then elect to engage in independent work or form small groups to pursue their interests. Small groups are flexible as well, in terms of when and how frequently they meet, what ways they decide to pursue their learning, what products they create as a result of their learning, how they share that learning with other members of the staff, and how long different groups exist.

6. Tied to the district goals. To have significant impact, the professional development plan must be integrated with whatever is driving change in the district – a strategic plan, a school improvement plan, a set of district goals, the performance evaluation system. The ultimate goal of all professional development is to build local capacity and improve student achievement, but it can't live in a vacuum, separate from the other work of the district. Look to the goals of the strategic plan or school improvement model to begin creating a comprehensive professional development plan for your school or district.

ELEMENTARY Department/Grade Level PD Schedule 2008-2009
Version as of: August 29, 2008

	Pre-Sch	Pre-K	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Guidance/ Behavioral Specialists	SPED	SLP	OT/PT	Nurse	ELL	FAPA	PE	Reading
9/17	EC	EC	EC	M	M	M	TBD	TBD	D	D	D	D	D	D	D	D	TBD
10/1	EC	EC	R	R	R	R	TBD	TBD	TBD	R	R	D	D	R	D	D	R
10/15	EC	EC	EC	TBD	M	M	M	M	D	M	D	D	D	D	D	D	TBD
11/4*	EC	EC	M	M	M	M	M	M	M	M	M	D	D	D	D	D	TBD
			W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
12/10	EC	EC	R	R	R	R	S	S	D	R	R	D	D	R	D	D	R
1/14**	EC	EC	EC	R	R	R	TBD	TBD	TBD	D	R	D	D	D	D	D	R
			W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
1/20	EC	EC	EC	M	M	M	M	M	D	M	D	D	D	D	D	D	TBD
2/11	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	D	D	LA	D	D	LA
2/27	EC	EC	R	R	R	R	TBD	TBD	D	TBD	TBD	D	D	D	D	D	R
3/18	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
4/8	EC	EC	EC	R	R	R	TBD	TBD	TBD	R	R	D	D	D	D	D	R
5/6	EC	EC	W	W	W	W	W	W	W	W	W	D	D	D	D	D	W
5/20	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	D	TBD	D	D	TBD	D	D	TBD
6/10	EC	EC	R	R	R	R	TBD	TBD	TBD	R	R	D	D	R	D	D	R

Key: EC: Early Childhood M: Math R: Reading S: Science W: WCAP SS: Social Studies LA: Language Arts D: Department
 C: Conferences TBD: To Be Determined

* The split sessions for Math and WCAP would last an hour each. During the Math time (the first portion of the session), WCAP is going to meet with K-5 Instructional Assistants only. Then WCAP would meet with other teachers for the second portion of the session.
 ** This is another split session day between Reading and Math.

Professional Development Activity Format Chart

PD Formats & Characteristics	Length of work/study	Credits (PDPs, grad credits) and/or equivalent PDPs	In-district/ Out-of-district	Facilitated/ Instructor-led	Work Product	Other Characteristics
Graduate Course (GC)	Semester	Grad credits and/or equivalent PDPs	In-district Out-of district	Instructor-led	Grade, job-embedded project encouraged	Voluntary, Tuition Reimbursement approval required
Conference (C)	1-5 days	6-18 PDPs	Out-of-district	Many Instructors	Sharing at Dept mtg/Faculty mtg	Voluntary, Out-of-district approval required
Workshop (W)	1-6 hours	1-6 PDPs	In-district Out-of district	Instructor-led	Job-embedded project shared	Voluntary, Out-of-district approval required
Seminar (S)	6+ hours	6+ PDPs	In-district Out-of district	Instructor-led	Job-embedded project shared	Voluntary, Out-of-district approval required
Mini-Course (MC)	6+ hours	6+ PDPs	In-district	Instructor-led	Job-embedded project shared	Choice, approval required
Task Force (TF)	School year	45 – 90 PDPs	In-district	Admin & Teacher Facilitated	Identified tasks accomplished	Voluntary, honorarium, by application
Curriculum Planning (CP)	1-2 days	6 – 12 PDPs	In-district	Admin Facilitated	Curriculum articulated, posted on Dept web site, implemented	Voluntary, stipend (during summer, or by special arrangement), by invitation
Collaborative Action Research (CAR)	Semester or school year-long	10 – 20 PDPs	In-district	Teacher Facilitated	Accountable participation, professional journal, job-embedded project	Voluntary, approval required
Lesson Study (LS)	Semester or school year-long	3 Grad credits (optional), 45 PDPs	In-district	Curriculum Coordinator/ Instructor-led	Accountable participation, professional journal, job-embedded project	Voluntary, approval required
Mentoring (M)	School year	30 PDPs (15 summer, 15 school year)	In-district	Admin & Teacher Facilitated	Professional journal	Voluntary, stipend, by application
New Teacher Induction (NTI)	2 school years	30 PDP year 1, 30 - 45 PDPs year 2	In-district/ out-of-district	Admin & Teacher Facilitated	Accountable participation, job-embedded project, grade	DESE Required
ELL Education (ELL)	4 years	85 PDPs over 4 years	In-district/ out-of-district	Instructor-led	Job-embedded project, grade	DESE Required
Department and Faculty Meetings (DM/FM)	School year	5-20 PDPs	In-district	Admin Facilitated	Identified tasks accomplished	Contractual
Mandated Trainings (MT)	1 – 2 hours	1 – 2 PDPs	In-district	Admin Facilitated	Accountable participation	DOE Required
Professional Development Days	1 day or half-day	5 PDPs or 2.5 PDPs	In-district	Admin & PDC Facilitated	Accountable participation	Contractual

How to Login to MyLearningPlan the First Time

How to login:

1. Go to www.MyLearningPlan.com
2. On the homepage you will be prompted to enter your “username” and “password.” For all Watertown personnel your “username” is your **Firstclass email address:** (i.e. jmadison@watertown.k12.ma.us)
3. The “password” is: **changeme**
4. If this is your first time ever logging into MyLearningPlan you will be prompted to the “My User Profile” page. Please complete all relevant information. After you have completed this task, you will be able to navigate and use the resources of the site. Note: You will only be prompted to complete this task on your first time logging in; however you will always have the flexibility to update this page at your convenience.
5. **IMPORTANT:** Before logging out, do not forget to **change your password** from the “changeme” password. To do this, click on the “change password” link located on the left side of the screen.
6. Please choose a password you can easily remember. **HOWEVER, DO NOT** change your “username.” The standard “username” issued to all personnel is the only way District Administration and MyLearningPlan associates can recognize and assist you should you need assistance while utilizing the site.

If you experience difficulty logging in, review these steps for resolving the problem.

1. **Review the existing login tools**
Open a web browser and go to www.MyLearningPlan.com . Enter your User Name and Password and click the Login Button. Note the "I Forgot My Password" link to access the MyLearningPlan password retrieval tool.
2. **Can't remember your username**
A username is required to log in to www.MyLearningPlan.com The default username for all Watertown personnel is your **Firstclass email address:** (i.e. jmadison@watertown.k12.ma.us)
3. **If you do not know your password**
If you don't know your password, you should attempt to retrieve that password automatically by visiting the [automatic password retrieval](#) feature.

How to Write Professional Goals

GENERAL GUIDELINES:

Use this as an opportunity to:

- pursue topics and new learning that you are interested in;
- fine-tune strategies you're working on in your classroom practice;
- add to your portfolio for re-licensure

Keep your goals do-able and manageable.

Link your goals to the District and School improvement goals.

SPECIFICS:

Review the District and School goals.

Write 3 - 5 goals, one or two for each of these areas:

1. Professional development plan (which includes in-district and/or out-of-district professional development activities)
2. Classroom practice
3. Your choice (keeping in mind the current district and school initiatives)

State what you need to do to meet each goal. Describe how you will know when you have achieved the goal.

Enter your "personal goals" into your MyLearningPlan portfolio.

Use this format in MLP:

Subject/Title of Goal:

Description of Goal:

- Write 2 or 3 sentences describing the goal. Explain why it is an important goal for you.
- List what you will do (with a timeline) to meet the goal.
- List the evidence you will use to show you have achieved the goal.

TIMELINE:

September - Start writing your goals and enter a first draft of your goals into MyLearningPlan.

Before October ends - Schedule and have an appointment with your principal or key supervisor to go over your goals and finalize them.

ELL Department of Elementary and Secondary Requirements

The Massachusetts Department of Elementary and Secondary Education requires that all staff who teach English language learners (ELL) participate in professional development that addresses four categories of knowledge about ELL instruction. The professional development program for teachers of ELLs aims to address the four categories of knowledge.

Category 1: Second Language Learning and Teaching (10 - 15 hours)

- Key factors affecting second language acquisition
- Implications of these factors on classroom organization and instruction
- The implications of cultural differences on instruction

Category 2: Sheltering Content Instruction (24 - 40 hours)

- Instructional approaches to teach ELLs in subject-matter classrooms
- Emphasis on modeling, scaffolding, learning strategies, interaction and adaptation of materials

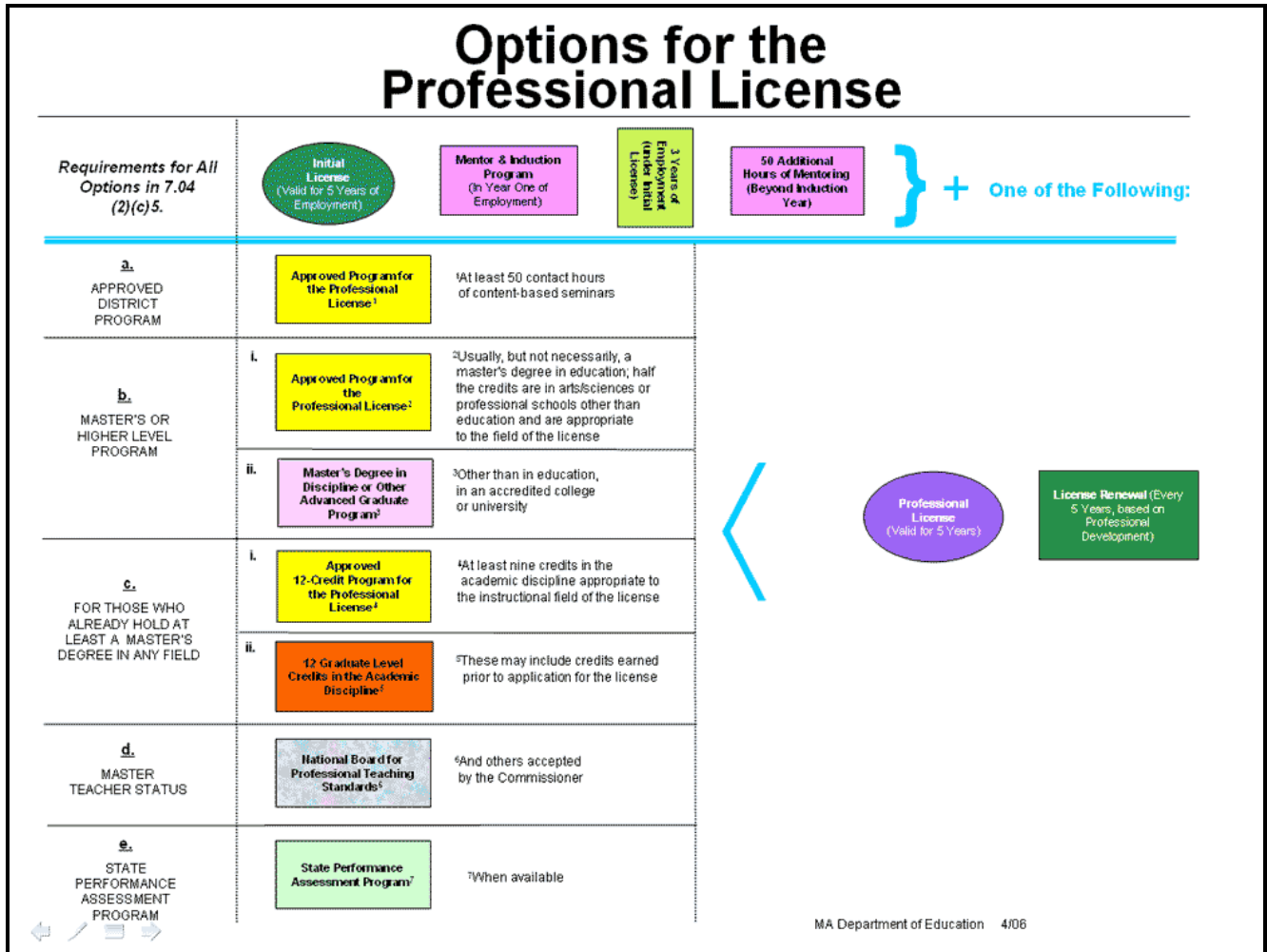
Category 3: Assessment of Speaking and Listening (8 - 10 hours)

- Assessment of ELLs' listening and speaking proficiency using the Massachusetts English Language Assessment Oral (MELA-O) instrument

Category 4: Reading and Writing in Sheltered Content Classrooms (15 - 20 hours)

- Instructional approaches for developing ELLs' reading and writing proficiency in subject-matter classes

Department of Elementary and Secondary Requirements for Licensure and Recertification



More detailed information about licensure and recertification is available on the DESE website [http://www.doe.mass.edu/Educators/e_license.html?section=k12] as well as our Human Resources web site [http://www.watertown.k12.ma.us/dept/personnel/licensurehelp.html].