

Braintree Public Schools

PROFESSIONAL DEVELOPMENT HANDBOOK

2011-2012

**Braintree Public Schools
Professional Development Handbook
2011-2012**

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INTRODUCTION

Main Goals of Professional Development

In light of the Education Reform Act of 1993, the Braintree School Committee and the Braintree Education Association believe that the main goals of professional development are to assist professional staff to:

- improve student learning through high quality classroom teaching and school operation;
- access opportunities for ongoing support, challenge, feedback, application, and follow-up;
- acquire new knowledge and skills to enhance performance;
- meet licensure requirements for professional currency.

Professional Development Council

In 1995 the Braintree School Committee and the Braintree Education Association created a Professional Development Council to help achieve the district's goals for professional development. The Council is comprised of ten (10) members, as follows:

- a. two (2) elementary, two (2) middle, and two (2) high school teachers, appointed by the Association;
- b. two (2) principals and one (1) director, selected by the Superintendent;
- c. the Assistant Superintendent of Schools.

The Council is charged with the following responsibilities:

- a. planning an annual professional development program and implementing activities and courses within the town based upon a needs assessment conducted among the staff;
- b. communicating and disseminating information, including dates, course descriptions and number of professional development points, in a timely fashion to all appropriate personnel;
- c. evaluating all programs offered;
- d. keeping a record of those participating in continuing education.

The Council meets regularly throughout the school year to consider suggestions for professional development activities, to plan events and to discuss and evaluate programs. All staff members are encouraged to forward ideas for professional development they would like to see offered to any member of the Council.

PROFESSIONAL DEVELOPMENT COUNCIL

Membership 2011-2012

Maureen S. Murray	Assistant Superintendent
William Kendall	Director, Mathematics and Technology
Gorman Lee	Director, Social Studies
Mary Struzziero	Principal, Flaherty Elementary
Donna Bonarrigo	Principal, Ross Elementary
Matthew Riordan	Teacher, Braintree High
Kyle Fredericks	Teacher, Braintree High
Sharon Parisi	Teacher, Braintree High Pre-School
Laurie Melchionda	Nurse, Middle School
Kerri Waite	Teacher, Elementary
Melanie Chiles	Teacher, Elementary
Stacey O'Dowd	Teacher, East Middle School
Jean Witt	Teacher, South Middle School

Types of Professional Development Activities

District-sponsored staff training courses and workshops: Each year there are a number of courses and workshops on a variety of topics offered to staff members. In some cases, teachers are released from regular responsibilities to participate in training during the school day. Some of these courses and workshops are planned by the Professional Development Council; others are arranged by the administration to address systemwide goals. Information about professional development opportunities, along with instructions about how to register, is disseminated to the staff in September and periodically updated as new opportunities are developed during the course of the year.

Induction Program: The district has a formal induction program for new teachers and administrators. The induction program includes orientation, support teams and a mentor program. The mentor program pairs new teachers with experienced professionals. Compensation are provided for the mentors.

Summer workshops: Funding is available for staff to work during the summer on curriculum development and other professional projects. Principals and directors submit proposals to the Assistant Superintendent for summer workshops. Teachers are compensated at the contractual summer workshop rate for a six-hour day.

Individual staff conferences, workshops and seminars: A limited amount of funding is allotted to each school and academic department for staff members to attend appropriate training opportunities outside the district. Teachers who wish to attend an outside conference, workshop or seminar should complete a **Conference Request Form** (a copy is included in this handbook), obtain the approval of the director and/or principal, and submit the form to the Assistant Superintendent of Schools, at least five (5) days before the conference date. When considering attending outside conferences, teachers should be mindful of changes in the Massachusetts relicensure requirements, as some conferences are no longer eligible for PDPs. Further information about activities eligible for PDPS can be found in the “Licensure and Relicensure” section of this handbook.

Professional Development Points

In order to be relicensed in Massachusetts, educators must earn a minimum number of Professional Development Points (PDPs) in each 5-year cycle. Specific information regarding the number and type of PDPs that must be earned can be found in the “Relicensure” section of this handbook. The Braintree Public Schools issues the appropriate number of PDPs to staff members who participate in district-sponsored professional development activities. Guidelines for how to obtain PDPs can be found in the “Professional Development Activities” section of this handbook.

Evaluation of Professional Development Activities

Administrators, teachers and school support personnel are asked to complete written evaluations relative to professional development activities. The evaluations are presented and discussed at the Professional Development Council meetings. Staff surveys regarding professional development activities attended and suggestions for future topics form a basis for prioritizing program offerings.

Professional Development Budget, 2011-2012

School Allotments		\$ 4,767
Braintree High	1,350	
East Middle	645	
South Middle	527	
Flaherty	330	
Highlands	358	
Hollis	443	
Liberty	422	
Morrison	392	
Ross	300	
Department Allotments		\$8,175
Alternative Education	400	
Art	525	
Business	275	
Computer Services	650	
English	650	
ESL	300	
Family and Consumer Science	400	
Foreign Language	525	
Guidance	400	
Health	400	
Mathematics	650	
Music	525	
Physical Education	525	
Science	650	
Social Studies	650	
Special Services	650	
Professional Development Committee		\$ 25,000
Summer Curriculum Workshops		\$ 25,000
Tuition Reimbursement		\$ 50,000
Professional Development Coordination		\$ 8,682
Mentoring Program		\$ 13,000

LICENSURE AND RELICENSURE

Guidelines for Relicensure

Because of recent changes in licensure regulations, there are two different sets of nomenclature with which educators should be familiar.

- **Level 1:** Provisional Certificate is now **Preliminary License**.
- **Level 2:** Provisional with Advanced Standing Certificate is now **Initial License**.
- **Level 3:** Standard Certificate is now **Professional License**.

Level 1 and Level 2 teachers are not renewing their license; they are moving toward Level 3 license. Only Level 3 Professional License educators are working toward relicensure.

To move from **Preliminary** to **Initial**, teachers must have

- teacher training at either undergraduate, graduate level, or through a district training program
- supervised practicum
- passing score on MTEL test
- additional requirements may apply

To move from **Initial** to **Professional**, teachers must have

- three full years of employment in the role
- earn a Masters degree or complete an approved district based program for the professional licensure sought
- complete a one-year induction program with mentoring
- additional requirements may apply

While the state requires only teachers with Professional licenses to have an Individual Professional Development Plan, the Braintree school district requires all teachers in its employ to have an IPDP. The IPDP for teachers with Professional level licenses will specify goals and activities planned for the five-year relicensure cycle. The IPDP for teachers with Preliminary or Initial licenses will specify the goals and activities planned to move to Professional licensure.

The professional development activities in the Braintree Public Schools have been planned to allow professional staff members to earn Professional Development Points (PDPs) that can be applied towards relicensure requirements, which include the following:

- All educators must prepare an Individual Professional Development Plan (IPDP) for each five-year relicensure cycle. These must be approved by the educator's supervisor.
- Educators have to earn 150 PDPs for each 5-year relicensure cycle.
- At least 80% (120) of the PDPs applied toward relicensure must be in the content/pedagogy of the primary area, with at least 60% (90) in content.

- At least 80% (120) of the PDPs applied toward relicensure must be directly related to school and district improvement goals.
- In order to count towards relicensure, a minimum of 10 PDPs must be earned in a specific topic, and there must be some observable demonstration of learning. This might be a written product or some other type of assessment.
- Most professional development activities are eligible for PDPs on a 1PDP/1 clock hour basis. Some (e.g. advanced academic study or Department of Education activities) are eligible for “super” PDPs on a 1.5 PDP/clock hour basis.

The Five Steps to Renewal of License

The following is a brief explanation of the steps in the relicensure process. Each of the steps is explained in more detail later in this section.

Step 1: Write an Individual Professional Development Plan that Aligns Your Professional Development Goals with Your District's and/or School's Improvement Goals
Guidelines for developing IPDPs follow.

Step 2: Seek Your Supervisor's Approval
The process for having your IPDP approved follows..

Step 3: Complete Your Professional Development Activities and Keep Records
Options for professional development activities are given below. It is the responsibility of the educator to maintain documentation that the activities have been completed. The Assistant Superintendent’s office will issue certificates for PDPs earned as a result of eligible district-sponsored activities.

Step 4: Seek Your Supervisor's Endorsement
Educators who are employed in a Massachusetts public school must include their supervisor's endorsement of their completed professional development plan with their application for renewal of professional license.

Step 5: Apply for Relicensure
You may apply online or by mail. A copy of the “Application for Renewal of PreK-12 Professional Level License” follows.

Step 1: Write an Individual Professional Development Plan

All Braintree educators must have an approved IPDP. It is important for both the educator and his or her supervisor to keep track of when IPDPs need to be developed, reviewed and signed off. Educators who are new to the Braintree schools must develop and submit an IPDP to their supervisors for approval by October 15 of their first year of employment in Braintree.

Steps to follow in developing your IPDP:

*If you have a **Professional License**:*

- 1) Determine the total number of PDPs you have to earn.
- 2) Determine how many of your PDPs have to be in the content/pedagogy of your primary area.
 - a. 80% of the PDPs must be in content/pedagogy, with a minimum of 60% in content.
 - b. “Content” is defined as the topics listed under the subject matter knowledge for your particular license. If you need this information it is contained in the *Regulations for the Certification of Educational Personnel*, which is available on the DESE website at www.doe.mass.edu/licensure
 - c. “Pedagogy” is defined as teaching methods.
- 3) Review the Braintree Public Schools systemwide objectives. Review the individual school and departmental objectives that apply to you.
- 4) Determine which district, school or departmental goals your IPDP will address.
- 5) Review the professional development activities offered by the district.
- 6) Select the district PD opportunities that are appropriate to your goals.
- 7) Select any other PD opportunities (seminars, courses, etc.) that may or may not be subsidized by the district. Consult the Relicensure Options published by the DOE and included in this section. Note that some activities have a maximum number of PDPs that can be applied towards relicensure (e.g. 15 PDPs per year for mentoring).
- 8) Be sure that the PD activities you select reflect a minimum of 10 hours in a specific topic. A topic is defined as a single or tightly integrated area of study within an academic discipline or related to a particular method of teaching or administration (e.g. river civilizations, organic chemistry, effective disciplinary techniques, cooperative learning).
- 9) Use the template included in this section to write your plan.
- 10) Number the district, school and individual goals you use.
- 11) Key your activities to your goals.
- 12) Submit your IPDP for approval.

*If you have a **Preliminary or Initial License**:*

- 1) Determine what requirements you need to meet to qualify for a Professional License.
- 2) Use the template to write an IPDP that specifies the professional development you will undertake to fulfill your requirements for licensure.
- 3) In the goals section, indicate the school, district and individual goals that are consistent with your plans to receive your Professional License.
- 4) Number the goals.
- 5) Key your activities to your goals.
- 6) Submit your IPDP for approval.

Braintree Public Schools
Individual Professional Development Plan

Requirements for Renewal of Professional License
Effective as of December 1, 1999

Category	Total PDPs required	Initial approval of Individual Professional Development Plan (IPDP)	Minimum # of PDPs per Topic (to count for relicensure)	Content PDPs required for relicensure
Primary professional license	150	Within three months of date of issue, or by Oct. 30, 2011	10	At least 120 PDPs in content or pedagogy; at least 90 of those PDPs in content
Each additional license	30	Within three months of date of issue, or by Oct. 30, 2011	10	At least 30 PDPs in content or pedagogy

Definitions

<ul style="list-style-type: none"> • Advanced Academic Study: upper level undergraduate course (or equivalent) where content is new to the educator or graduate level course (or equivalent). • Content Area: academic discipline/subject matter of license. • District Professional Development Plan: delineates district goals; includes School Improvement Plans' goals; defines activities through which staff will meet professional growth and relicensure requirements, including no-cost options and specific content to be addressed; sets forth a professional development budget; includes district's professional development offerings. • Individual Professional Development Plan: the educator's five-year plan which outlines professional activities for purposes of relicensure. 	<ul style="list-style-type: none"> • No Cost Option: in requiring Massachusetts' educators to renew their licenses, the Education Reform Act provides that there shall be a no-cost option. The Board of Education has charged districts with this responsibility. • Pedagogy: teaching methods. • Primary License: when an educator holds more than one license, s/he designates one as the "primary" license, generally the one under which the educator is working. • Professional Development Point (PDP): unit created to measure professional development activities: <ul style="list-style-type: none"> ✓ 1 clock hour = 1 PDP ✓ 1 semester hour = 15 PDPs ✓ 1 CEU = 10 PDPs ✓ Advanced Academic Study or DOE Activities = 1.5 PDPs/clock hour • Topic: A single or tightly integrated area of study within an academic discipline or related to a particular method of teaching or administration.
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Name: _____ Date: _____

Position: _____ District: _____

License Number: _____ School: _____

Primary License: _____ **Code:** _____

Which type of certificate do you hold (check appropriate box)?

Professional

How many PDPs in content and pedagogy? _____

Initial *

Preliminary*

Additional License: _____

Code: _____

Which type of certificate do you hold (check appropriate box)?

Professional

How many PDPs in content and pedagogy? _____

Initial *

Preliminary*

STEPS TO FOLLOW IN CREATING AN INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

1. Review license(s). Determine number of content PDPs required.
2. Review district goals.
3. Select district goals to be addressed.
4. Review school goals.
5. Select school goals appropriate to your grade level/subject area/needs.
6. Review district PD opportunities, both contractually required (for example, in-service) and other offerings.
7. Select appropriate district activities.
8. Select any other professional development activities (seminars, conferences, courses, etc.) which may or may not be subsidized by the district.

The district goals that my plan addresses are: (please number)**

The school goals that my plan addresses are: (continue numbering)**

My individual goals are: (continue numbering) *(these should be related to curriculum, instruction, assessment, student management, etc.)*

** Preliminary and Initial licenses are good for five years of employment. To move from Initial to Professional licensure requires the completion of a Masters Degree.*

*** The principal or immediate supervisor must provide each teacher with a copy of the district goals and school goals. The educator selects the goals s/he will address in the IPDP.*

For more information on the Massachusetts Department of Education's relicensure regulations and guidelines, or to see an example of a completed Individual Professional Development Plan, go to the MTA web page at <http://www.massteacher.org> or the Massachusetts Department of Elementary and Secondary Education web page at www.doe.mass.edu/licensure

Record of Approved Professional Development Activities for Primary Area

Professional Development Activity	Professional Growth Goal (Goal Number)	Content PDPs	Other PDPs (pedagogy or professional skills)	Date Completed

Record of Additional Professional Development Activities for Elective PDPs

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

Use additional copies of this form if necessary.

Educator's Name

License Number

Initial Review and Approval

Date: _____

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

Supervisor's Name (print)

Title

Signature

First Two Year Review

Date: _____

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

Please check one.

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

Supervisor's Name (print)

Title

Signature

Second Two Year Review

Date: _____

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

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

Supervisor's Name (print)

Title

Signature

Final Endorsement

Date: _____

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

Supervisor's Name (print)

Title

Signature

(The format for this document was adapted from a combination of the M.T.A. and D.O.E. samples)

Sample Individual Professional Development Plan

Name: Joan Doe Date: Sept. 15, 2011

Position: Elementary Teacher District: Braintree

Certificate Number: 123456 School: Hollis

Primary License: Elementary 1-6 Code: 1234

Which type of certificate do you hold (check appropriate box)?

Professional

Which category (from chart – circle one): (I) II III IV

How many PDPs in content and pedagogy? 73

Initial*

Preliminary*

Additional License: Reading Code: 5678

Which type of certificate do you hold (check appropriate box)?

Professional

Which category (from chart – circle one): (I) II III IV

How many PDPs in content and pedagogy? 30

Initial*

Preliminary*

STEPS TO FOLLOW IN CREATING AN INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

1. Review license(s). Determine number of content PDPs required.
2. Review district goals.
3. Select district goals to be addressed.
4. Review school goals.
5. Select school goals appropriate to your grade level/subject area/needs.
6. Review district PD opportunities, both contractually required (for example, in-service) and other offerings.
7. Select appropriate district activities.
8. Select any other professional development activities (seminars, conferences, courses, etc.) which may or may not be subsidized by the district.

The district goals that my plan addresses are: (please number)**

1. *Promote high order thinking skills..*
2. *Use a variety of assessment tools.*
3. *Implement mentoring program*
4. *Remain current on curriculum issues and effective teaching techniques.*

The school goals that my plan addresses are: (continue numbering)**

5. *Assimilate and implement standards-based instruction.*
6. *Highlight instruction in writing.*
7. *Improve instruction in math.*

My individual goals are: (continue numbering) (these should be related to curriculum, instruction, assessment, student management, etc.)

8. *Gain expertise in elementary reading.*
9. *Remain current in educational issues.*

* Preliminary and Initial licenses are good for five years of employment. To move from Initial to Professional licensure requires the completion of a Masters Degree.

** The principal or immediate supervisor must provide each teacher with a copy of the district goals and school goals. The educator selects the goals s/he will address in the IPDP.

For more information on the Massachusetts Department of Elementary and Secondary Education's recertification regulations and guidelines, or to see an example of a completed Individual Professional Development Plan, go to the MTA web page at <http://www.massteacher.org> or the Massachusetts Department of Elementary and Secondary Education web page at www.doe.mass.edu/licensure

Record of Approved Professional Development Activities for Primary Area

Professional Development Activity	Professional Growth Goal (Goal Number)	Content PDPs	Other PDPs (pedagogy or professional skills)	Date Completed
<i>Graduate Course: Reading Across the Curriculum</i>	<i>2,4,5,7</i>	<i>67.5</i>		<i>8/11</i>
<i>District-sponsored workshops in guided reading (2010-2011 and 2011-2012)</i>	<i>8</i>	<i>24</i>		
<i>Mentor Training (summer 2011)</i>	<i>3</i>	<i>3</i>	<i>12</i>	<i>8/11</i>
<i>Serving as mentor (2010-2011)</i>	<i>3</i>	<i>3</i>	<i>12</i>	<i>8/11</i>
<i>Summer Curriculum Workshops with work products (2011, 2012)</i>	<i>1,2,4,5,6,7</i>	<i>25</i>		
<i>District-sponsored training related to elementary content areas (2011-2012, 2012-2013, 2013-2014)</i>	<i>1,2,4,5,6,7</i>	<i>30</i>		
<i>For Additional Certificate: Graduate course in reading(2011-2012)</i>	<i>8</i>	<i>67.5</i>		

Record of Additional Professional Development Activities for Elective PDPs

Professional Development Activity	Professional Growth Goal (Goal Number)	Content PDPs	Other PDPs	Date Completed
<i>MTA Summer Conference with work product (2011)</i>	<i>9</i>		<i>15</i>	

Use additional copies of this form if necessary.

Step 2: Seek Your Supervisor's Approval of Your Individual Professional Development Plan

Some Braintree educators already have an approved IPDP on file. If you have an IPDP that was approved in another school district, you must review it with your supervisor by October 15 of your first year of employment in Braintree.

Principals will approve IPDPs for staff at the elementary level. Curriculum Directors will approve IPDPs for K-12 specialists and all other educators at the middle school and high school levels. The Assistant Superintendent will approve IPDPs for Curriculum Directors. The Superintendent will approve IPDPs for Principals.

The supervisor will approve the IPDP if the PDPs in the plan are consistent with current district, school or departmental goals. The supervisor will return the approved IPDP to the educator within ten days after receiving it.

If the supervisor does not approve the IPDP, he or she will state the reasons in writing, and will specify what changes need to be made in order to gain approval. This information will be given to the educator within 10 days after the supervisor receives the IPDP. The same procedure will be followed if the plan is amended or if approval is withdrawn at any time during the relicensure cycle.

An educator on leave of absence will have three months from the date of return to gain approval of his or her IPDP.

The supervisor will review the IPDP at least every two years and will give final endorsement to the completed plan before the educator applies for relicensure.

Step 3: Complete Professional Development Activities and Keep Records

Educators are responsible for maintaining documentation related to their IPDPs and professional development activities. In the event that an educator's relicensure application is selected for a DESE audit, it will be necessary to produce the endorsed IPDP as well as reasonable documentation of the topics and types of professional development activities, dates, and points earned.

The Massachusetts Department of Elementary and Secondary Education has outlined the following examples of professional development activities that count toward relicensure. In an effort to ensure that all activities are professionally relevant and academically meaningful, certain activities that in the past were eligible for PDPs are no longer eligible.

PROFESSIONAL DEVELOPMENT OPTIONS

<p>1) Undergraduate and Graduate Courses, Seminars or Institutes</p> <p>a. Upper-level or equivalent undergraduate course (except as noted in c. below) or lower-level undergraduate course</p> <p>b. Graduate-level course or approved equivalent in the content area (addressing topics listed under subject matter knowledge for the certificate)</p> <p>c. Upper-level undergraduate course or approved equivalent in the content area only when the content is substantially new to the educator. (For example, an elementary teacher with limited content expertise in the area of mathematics may take an upper-level undergraduate course in mathematics and receive 22.5 PDPs per semester hour. A high school mathematics teacher taking the same course would receive 15 PDPs per semester hour, as this would not be substantially new content for the individual.)</p> <p>d. Audited undergraduate or graduate course or equivalent</p> <p>e. Instructor of a Graduate-level Course or Approved Equivalent for Educators</p>	<p>1 semester hour = 15 PDPs</p> <p>1 semester hour = 22.5 PDPs</p> <p>1 semester hour = 22.5 PDPs</p> <p>1 semester hour = 7.5 PDPs</p> <p>45 PDPs per semester hour for the first time the course is taught in a five-year renewal cycle</p>
<p>2) Department of Elementary & Secondary Education-Sponsored Initiatives</p> <p>a. Professional development programs that total at least 10 hours, include a product or pre- and post-content assessment and include a follow-up component</p> <p>b. Professional development activities that do NOT have a pre- and post-content assessment</p>	<p>1.5 PDPs per clock hour</p> <p>30 PDPs maximum in a five-year cycle.</p>

<p>3) Initiatives sponsored by Districts, Collaboratives or Registered Providers</p> <ul style="list-style-type: none"> a. Professional development program (minimum of 10 hours on a topic) with an observable demonstration of learning that could include a written product or other documentable product. b. Mentoring c. Peer Coaching d. Peer Assistance and Review Programs e. Cooperating Teacher 	<p>1 PDP per clock hour</p> <p>1 PDP per contact hour, maximum of 15 PDPs per year</p> <p>1 PDP per contact hour, maximum of 15 PDPs per year</p> <p>1 PDP per contact hour, maximum of 15 PDPs per year</p> <p>1 PDP per contact hour, maximum of 15 PDPs per year</p>
<p>4) National Board for Professional Teaching Standards</p>	<p>120 PDPs for successful completion (30 PDPs in content, 60 PDPs in pedagogy and 30 PDPs in elective)</p>
<p>5) Team for Accreditation or Inspection</p> <ul style="list-style-type: none"> a. Team member b. School faculty member preparing for visit 	<p>30 PDPs in five year cycle</p> <p>30 PDPs in five year cycle</p>
<p>6) Educator Designed Activities</p> <ul style="list-style-type: none"> a. Professional Conference <ul style="list-style-type: none"> i) Attendance at conferences sponsored by registered professional development providers that include 10 hours or more on a topic and that have an observable demonstration of learning that could include a written product or other product that can be documented The provider will issue the PDPs. 	<p>1 PDP per clock hour</p>

<p>c. Presenters/Trainers</p> <p>i) Developing and presenting a minimum of 3 separate sessions in a professional development series.</p> <p>d. Curriculum Development</p> <p>i) Authoring a new curriculum unit that is published in a school or district guide or formally shared in other ways, including software, student text book or professional resource</p> <p>e. Published Written Materials</p> <p>i) Doctoral dissertation</p> <p>ii) Master's or CAGS thesis</p> <p>iii) Book(s)</p> <p>iv) Professional journal articles or chapters in a professional book</p> <p>v) Published results of action research</p>	<p>Twice the number of PDPs given to participants, with the presenter receiving a minimum of 10 PDPs and a maximum of 24 PDPs. These points may be counted the first time the training is provided in a five-year cycle</p> <p>15 points per curriculum unit with a maximum of 60 points in five years.</p> <p>90 PDPs in five years</p> <p>45 PDPs in five years</p> <p>90 PDPs per book</p> <p>30 PDPs per chapter or article in a book or journal</p> <p>30 PDPs in five years</p>
<p>7) Continuing Education Units</p> <p>a. Courses provided by professional development providers that meet specific standards are often measured in Continuing Education Units (CEUs) as defined by the International Association for Continuing Education. For more information call 703-506-3275 or visit the website at www.iacet.org.</p>	<p>1 CEU = 10 PDPs</p>

Step 4: Seek Your Supervisor's Endorsement

A supervisor's endorsement indicates that the supervisor has reviewed the record of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved professional development plan.

Step 5: Apply for Relicensure

You may apply for relicensure online or by mail. A copy of the Department of Elementary and Secondary Education's paper application follows.

Guidelines for Obtaining Professional Development Points

Educators in Massachusetts renew their professional licenses by earning Professional Development Points (PDPs) for participating in high-quality, relevant professional development activities. In order to count towards relicensure, a minimum of 10 PDPs must be earned in a specific topic and there must be some demonstrable evidence of learning. A topic is defined as a single or tightly integrated area of study within an academic discipline or related to a particular method of teaching or administration (e.g. river civilizations, organic chemistry, effective disciplinary techniques.) Evidence of learning might be a written product or some other kind of product or assessment.

The Braintree Public Schools is a registered provider of Professional Development Points and issues PDPs for district-sponsored staff training activities. In addition, Braintree educators may receive PDPs from outside organizations, such as colleges and private professional development providers, by participating in activities that they sponsor. The types of activities for which PDPs may be earned, along with their PDP values, may be found in the “Professional Development Options” on pages 16-19 of this document.

The following guidelines are meant to cover the various ways that Braintree educators may earn PDPs that can count towards renewal of their professional licenses:

Braintree-sponsored course or workshop of 10 or more hours:

- The presenter or administrator in charge will determine what will be evidence of learning.
- Only those summer curriculum workshops that result in a curriculum unit that is published in a district guide or formally shared in other ways are eligible for PDPs. The administrator in charge will consult with the Assistant Superintendent to determine whether the workshop is eligible.
- At the conclusion of the activity, including the development of any product that is required, Braintree will issue PDPs for the total number of hours.
- The educator is responsible for keeping the PDP certificates. In the event that the educator is selected for an audit, documentation will have to be presented for review by the Department of Elementary and Secondary Education.

Braintree-sponsored course or workshop of less than 10 hours:

- The presenter or administrator in charge will determine what will be evidence of learning.
- At the conclusion of the activity, including the development of any product that is required, Braintree will issue a Certificate of Completion for the total number of hours.
- The educator is responsible for keeping the certificates. In the event that an educator is selected for an audit, documentation will have to be presented for review by the Department of Elementary and Secondary Education.
- Educators may collect Certificates of Completion that can be linked within a given topic and turn them in to the Assistant Superintendent’s office for PDPs when at least 10 hours have been accumulated. The “Professional Development Linking Form”, included on page 27 of this document, is to be used for this purpose. The educator must submit the original copies of the certificates in order to receive the PDPs.

Out-of district course or workshop:

- The college or other professional development provider will issue PDPs, certificates or Continuing Education Units (CEUs).

- Educators may combine out-of-district activities within a given topic to meet the 10-hour requirement. Out-of-district activities may also be combined with Braintree-sponsored activities.
- The Braintree Public Schools can only issue PDPs for Braintree activities that total at least 10 hours within a topic. However, educators may still use documentation other than Braintree PDPs for relicensure as long as the activities represent, either alone or in combination, at least 10 hours in a topic and include demonstrable evidence of learning.
- The educator is responsible for keeping all documentation of out-of-district activities to be made available to the Department of Elementary and Secondary Education in the event of an audit.

Other professional development activities:

- Educators should consult the “Professional Development Options” on pages 16-19 of this handbook for guidance.

BRAINTREE PUBLIC SCHOOLS

Linking form for Professional Development Points

Name: _____ School: _____

Grade/Department: _____ Date: _____

Directions: *In order to receive PDPs, a minimum of 10 hours in a topic and a final product are required. Use this form to combine PDP's from various activities to meet the 10 hour requirement.*

1. What is the **TOPIC** of the activities? (Note: a topic is defined as a single or tightly integrated area of study within an academic discipline or related to a particular method of teaching or administration ,e.g. river civilizations, organic chemistry, effective disciplinary techniques.)
2. List the workshops or other Braintree-sponsored activities that you will use to link your Certificates of Completion into 10 or more PDPs.

Activity	Dates	Hours

Total Hours: _____

3. Attach original copies of your Certificates of Completion and submit this form to the Assistant Superintendent's office. The form will be signed and returned to you along with a certificate for the appropriate number of PDPs.

Assistant Superintendent's Signature

Date

SUBMIT TO THE OFFICE OF THE ASSISTANT SUPERINTENDENT

Increment Credit/Tuition Course Approval/Tuition Reimbursement Procedures

Complete and submit to the Assistant Superintendent of Schools **two (2)** copies of the Increment Credit/Tuition Course Approval/Tuition Reimbursement form **30 days prior** to the initiation of the course of study or activity.

One copy will be returned to you upon approval.

Courses must be related to the employee's job area, licensure area, special education, technology or other areas normally approved for increment credit.

A grade of B or better must be obtained in order to receive reimbursement and/or increment credit.

The fiscal year includes three terms: summer, fall and spring.

In order to apply for tuition reimbursement, approved tuition course approval forms must be resubmitted to the Assistant Superintendent of Schools with a transcript and proof of payment by June 1, 2012.

Proof of payment consists of a cash payment receipt, a copy of your cancelled check, or a copy of your credit card statement with all information blacked out other than your name and the one line pertaining to the tuition fees.

All tuition reimbursements will be made in June 2012. If the amount requested exceeds the sum identified in the Agreement between the Braintree School Committee and the Braintree Education Association, article 25, section 3, the total sum will be divided by the total amount of all submissions, with individuals reimbursed proportionately, based upon the reimbursement request, not to exceed \$500.00

Braintree Public Schools

Increment Credit / Tuition Course Approval / Tuition Reimbursement

Fill out and submit two (2) copies to the Assistant Superintendent 30 days prior to the initiation of the course of study or activity. One copy will be returned to you upon approval.

Name: _____ School: _____ Date: _____

Field of Certification: _____

Application for: (Please check all appropriate categories.)

<input type="checkbox"/> Course Approval for tuition reimbursement (Attach course description.) <input type="checkbox"/> Increment Credit: <input type="checkbox"/> In Field <input type="checkbox"/> Out of Field (Attach course description. Credit will be awarded upon submission of transcripts.) <input type="checkbox"/> Tuition Reimbursement (Proof of payment and transcripts are required.)
--

Title of Course: _____

Institution/Provider: _____ Semester: Summer Fall Spring

Total Number of Credits: _____ Cost of Course: _____ Course Start Date: _____

Is This Course Part of a Planned Degree Program?: Yes No Graduate Level: Yes No

Is this an on-line course? Yes No

Master's Degree CAGS Master's +30 Master's +45 Master's +60

Course Approved for: Increment Credit Tuition Reimbursement

Approved: _____ Date: _____

Assistant Superintendent

For Tuition Reimbursement:

Resubmit signed approval form. Please attach official transcript and proof of payment (cancelled check or copy of credit card statement). Reimbursements will not be made for a course unless a grade of B or better is attained. If requests are greater than the allocated amount, reimbursement will be based on a percentage as identified in the agreement between the Braintree School Committee and the Braintree Education Association, article 25, section 3. All reimbursements will be made in June.

Application Approved: _____ Date: _____

Assistant Superintendent

Reason If Not Approved: _____

Tuition Reimbursement Amount: _____ Date: _____

To Be Completed By Increment Committee:

Approved: In-field: _____ Out of Field: _____ Date: _____

Technology Course: _____ Special Education Course: _____

INCREMENT COMMITTEE

Rules and Regulations

The Increment Committee is advisory in nature. Final decisions in all matters will be made by the School Committee.

PERSONNEL

The personnel of the Increment Committee are comprised of the following:

1. Superintendent/Assistant Superintendent
2. Member of the School Committee
3. One High School BEA member
4. One Middle School BEA member
5. One Elementary School BEA member

The latter three shall be BEA members appointed by the President of the Braintree Education Association for a term effective September 1st and shall serve for three years. A chairperson of the Increment Committee shall be elected at the first fall meeting to serve for the school year. The Secretary to the Assistant Superintendent will serve as secretary without voting privileges.

RESPONSIBILITIES

The responsibilities of the Committee are as follows:

1. To act upon all requests submitted for increment credit as provided under General Provisions.
2. To recommend to the School Committee the approval of transfers between columns and advancements on steps as earned.

MEETINGS

The Committee shall meet three times annually during September, January and May and at other times as may be called by the chairperson.

DEFINITION OF INCREMENT

An increment is defined as an increase in salary in recognition of professional improvement. Teachers are advised that although they may not expect to qualify for the increment for several years, it is essential that the courses used to progress toward the semester hour accumulation be submitted each year in advance.

GENERAL PROVISIONS

- A. Salary is increased every year on the basis of satisfactory service. This provision is part of the current salary schedule and is subject to changes in the collective bargaining contract in effect.
- B. Any teacher may appeal any recommendation made by the Increment Committee:
 - 1. First Appeal: Increment Committee
 - 2. Second Appeal: Superintendent of Schools
- C. The Increment Committee will consider special cases not covered by any of the Rules and Regulations.
- D. The following sections do not preclude or prohibit any teacher from obtaining any additional certification or any advanced degree, or from taking any course, in any field, at any time, for any purpose for which increment credit is not being sought. The Rules and Regulations of the Increment Committee relate only to those instances where a teacher plans to utilize the credit for increment purposes.

I. Course Approval

- a. All courses for increment credit not part of an approved degree program or an approved Certified Advanced Graduate Studies (C.A.G.S.) Program must be submitted for prior approval to the Increment Committee.
- b. Non-degree program courses (Masters + 30 credits; Bachelors + 10 years completed service in Braintree + 30 credits)
 - 18 semester hours graduate credit required in teacher's special field
 - 12 semester hours graduate credit accepted outside teacher's special field.
- c. Non-degree program courses (Masters +45 credits)
 - 9 semester hours graduate credit required in teacher's special field
 - 6 semester hours graduate credit accepted outside teacher's special field.
- d. Non-degree program courses (Master's +60 credits) 9 semester hours graduate credit required in teacher's special field 6 semester hours graduate credit accepted outside teacher's special field.
- e. Graduate courses in Computer Science (up to 12 semester hours) and Special Education (up to 12 semester hours) may be considered in-field.
- f. All courses for increment credit not on the graduate level or conducted by an institution not accredited by the NEASC must be submitted for prior approval and accompanied by a brief explanation of the purpose for taking the course.
- g. For unusual courses not affiliated with a degree-granting institution, the applicant must submit for prior approval an estimate of the number of hours of classroom and outside work and a brief description of the course verified by the instructor.
- h. When courses on the graduate level are not available, requests for increment credit for courses in special subject areas on the undergraduate level will be considered, pending evaluation of the content of the course and its relevancy to subject being taught.

CONFIRMATION OF APPROVED COURSES WILL BE ACKNOWLEDGED FOLLOWING EACH MEETING.

II. PROGRAM NOTIFICATION

All persons entering a degree program or a C.A.G.S. Program for increment credit should ---

- a. Submit prior notification in writing to the Superintendent of Schools and include the following:
 - Name of College or University
 - Full title of degree
 - Copy of program outline of program course requirements of the College or University
 - Anticipated or projected completion date
- b. Upon receipt of program approval by the Increment Committee:
 - Prior course approval for each course will not be required
 - Grade reports should be submitted for each course as completed
 - Official transcript or copy of degree should be submitted on completion of program
- c. Notification of approaching transfer must be submitted by October 1st of the year preceding actual date of transfer.

III. ACCEPTANCE OF COURSES FOR CREDIT

- a. Grade reports or transcripts of courses which have previously been approved by the Increment Committee will be accepted for credit at the time they are submitted.

TEACHERS MUST SUBMIT EVIDENCE OF SUCCESSFUL COMPLETION OF APPROVED COURSE(S) BEFORE INCREMENT CREDIT WILL BE GRANTED.

- b. Grade reports or transcripts submitted for increment credit for courses not having been previously approved by the Increment Committee in accordance with “I. Course Approval” must be submitted for approval by the Committee before increment credit will be granted.

IF THE INCREMENT COMMITTEE HAS NOT RECEIVED PRIOR NOTIFICATION, TRANSCRIPTS/GRADE REPORTS WILL BE RETURNED TO THE TEACHER FOR SUBMISSION OF THE INCREMENT CREDIT FORM.

CONFIRMATION OF CREDITS GRANTED WILL BE FORWARDED TO THE TEACHER UPON RECEIPT OF GRADE REPORTS OR TRANSCRIPT FOR APPROVED COURSES ONLY.

IV. COLUMN TRANSFERS

- a. Transfer between columns is obtained by:
 - Award of advanced degree
 - Accumulation of 30 credits beyond advanced degree
 - Accumulation of 45 credits beyond advanced degree
 - Accumulation of 60 credits beyond advanced degree
 - Accumulation of 30 credits beyond Bachelor's +10 years years completed service in Braintree. (In this case, an advanced degree must be earned to advance to the M + 30 column).
- b. Notification of approaching transfer by reason of any of the above must be made in writing to the Superintendent of Schools by October 1st of the year preceding actual date of transfer.
- c. Transfer between columns by virtue of advanced degree (M column) or by virtue of C.A.G.S. program (M + 30 column) should be accomplished in accordance with "Section II, Program Notification".
- d. Transfer between columns by virtue of 30 accumulated credits beyond Bachelor's Degree plus ten years service (M column) or by virtue of 30 accumulated credits beyond Master's Degree, not in a C.A.G.S. Program, (M + 30 column) or by virtue of 45 accumulated credits beyond Master's Degree, not in a C.A.G.S. Program (M+45) or by virtue of 60 accumulated credits beyond Master's Degree, not in a C.A.G.S. Program (M+60) should be accomplished in accordance with "Section I, Course Approval" and "Section II (c) "Notification of Approaching Transfer".

TEACHERS PLANNING TO TRANSFER BETWEEN COLUMNS MUST SUBMIT EVIDENCE OF SUCCESSFUL COMPLETION OF APPROVED COURSES OR DEGREE RECEIVED.

V. SPECIAL CREDITS

- a. Published Writings: Published writings of a worthwhile educational nature pertaining either to the teacher's field of instruction or to a general educational procedure, for which there is no financial remuneration, at the rate of forty-five (45) clock hours, the equivalent of one (1) semester hour credit.
- b. Special Committees: The Superintendent and/or his representative may from time to time request information of a committee to investigate and work on a specific school subject for which upon the recommendation of the superintendent increment credit may be granted. Increment credit will be granted at the rate of 24 clock hours for one (1) semester hour credit. The person who chairs the committee will submit names of committee members to the Increment Committee for increment credit.
- c. Teachers seeking special increment credit must produce evidence of published writing (Para. (a) above) or evidence of having met *the* conditions for special committee (Para. (b) above).

VI. CREDIT NOT ALLOWED

- a. No claims for credit will be allowed if submitted more than five years after the date of completion of the work.
- b. No credit will be allowed for any work of an educational nature that carries a stipend. Exceptions to this rule are scholarship and foundation grants.
- c. No credit will be allowed for a teacher repeating a course.
- d. No credits for in-service courses taken while employed outside the Braintree Public Schools will be considered.
- e. No credits beyond a completed degree will be allowed for courses taken prior to joining the Braintree Public Schools unless transcripts for these are submitted within one year of time of employment.
- f. No credit will be granted for auditing courses.
- g. No credit will be allowed for travel.

Braintree Public Schools

Increment Credit / Tuition Course Approval / Tuition Reimbursement

Fill out and submit two (2) copies to the Assistant Superintendent 30 days prior to the initiation of the course of study or activity. One copy will be returned to you upon approval.

Name: _____ School: _____ Date: _____

Field of Certification: _____

Application for: (Please check all appropriate categories.)

<input type="checkbox"/> Course Approval for tuition reimbursement (Attach course description.) <input type="checkbox"/> Increment Credit: <input type="checkbox"/> In Field <input type="checkbox"/> Out of Field (Attach course description. Credit will be awarded upon submission of transcripts.) <input type="checkbox"/> Tuition Reimbursement (Proof of payment and transcripts are required.)
--

Title of Course: _____

Institution/Provider: _____ Semester: Summer Fall Spring

Total Number of Credits: _____ Cost of Course: _____ Course Start Date: _____

Is This Course Part of a Planned Degree Program?: Yes No Graduate Level: Yes No

Is this an on-line course? Yes No

Master's Degree CAGS Master's +30 Master's +45 Master's +60

Course Approved for: Increment Credit Tuition Reimbursement

Approved: _____ Date: _____

Assistant Superintendent

For Tuition Reimbursement:

Resubmit signed approval form. Please attach official transcript and proof of payment (cancelled check or copy of credit card statement). Reimbursements will not be made for a course unless a grade of B or better is attained. If requests are greater than the allocated amount, reimbursement will be based on a percentage as identified in the agreement between the Braintree School Committee and the Braintree Education Association, article 25, section 3. All reimbursements will be made in June.

Application Approved: _____ Date: _____

Assistant Superintendent

Reason If Not Approved: _____

Tuition Reimbursement Amount: _____ Date: _____

To Be Completed By Increment Committee:

Approved: In-field: _____ Out of Field: _____ Date: _____

Technology Course: _____ Special Education Course: _____

Procedure for Attending a Conference/Workshop

All conferences/workshops MUST receive approval prior to attending the conference/workshop, including in-house workshops

- If the cost of the conference/workshop is to be paid by purchase order:
 - a. Complete a Conference Request Form and submit form to department and/or school secretary for approval by supervisor. Upon administrative approval, the secretary will process a requisition.
 - b. Forward completed conference request form and requisition to the Assistant Superintendent of Schools **five days prior to the conference/workshop.**
 - c. Following the conference, the teacher will inform the secretary, who will then sign the requisition and forward it to the Business Office.

- If the teacher is paying for the conference/workshop and seeking reimbursement, :
 - a. Complete Conference Request Form and submit form to department and/or school secretary for approval by supervisor.
 - b. Forward completed Conference Request Form to the Assistant Superintendent of Schools **five days prior to the conference/workshop.**
 - c. A copy of the Conference Request Form will be returned to the secretary.
 - d. Following the conference, the secretary should complete a Request for Reimbursement form and process a requisition. The teacher must submit a copy of the cancelled check or credit card statement and any original receipts to the principal or director who will sign the form and send it to the Assistant Superintendent for approval.

- The teacher is responsible for calling the substitute line and registering for the conference.

- If the conference/workshop is cancelled, the teacher must cancel the substitute teacher, notify the secretary and return all materials to Carolyn Loud, Business Office.

BRAINTREE PUBLIC SCHOOLS
CONFERENCE REQUEST FORM (Professional Day)

Must be submitted to Assistant Superintendent for approval at least five (5) days **before** the conference, workshop or in-house event. Please forward two (2) copies of this form and a purchase order signed by your Director and/or Principal to Maureen S. Murray, Assistant Superintendent.

NAME: _____ SCHOOL: _____

Date of Application: _____

Title of Conference/Workshop _____

Sponsor _____ Location _____ Date(s) _____

Substitute Teacher Needed YES _____ NO _____

To be completed by Principal/Director:

Account to be charged for substitute teacher _____

FEES

Account to be charged for conference fees _____

Registration _____ Purchase Order # _____

Meals _____

Lodging _____

Mileage _____ (_____ miles X .51* = _____)

TOTAL _____

APPROVED _____
Director/Supervisor

APPROVED _____
Principal

APROVED _____
Assistant Superintendent

*Current IRS approved amount

Conference Reimbursement

Submit (1) a **Reimbursement Form**, (2) a **copy of your cancelled check or a copy of your monthly charge account statement**, and (3) **original receipts** for reimbursement of mileage, meals and lodging to Maureen S. Murray, Assistant Superintendent.

REQUEST FOR REIMBURSEMENT FORM

TO: Braintree Public Schools
348 Pond Street
Braintree, MA 02184

FROM: _____

DATE: _____

AMOUNT: _____

Reimbursement for: _____

Account #: _____

Staff Signature: _____

Authorized signature: _____
Principal/Director

*******Original receipts must accompany all requests for reimbursements*******

Authorized signature: _____
Assistant Superintendent of Schools

Date: _____

INDUCTION PROGRAM

Overview

The Braintree Public Schools provide a comprehensive induction program for teachers in their first year of practice and/or in their first year of employment in Braintree. The induction program is intended to provide teachers with a systematic structure of support that helps them become familiar with their school and district, refine their practice and better understand their professional responsibilities. The program is an integral part of a teacher's first year of practice and is the beginning of a teacher's professional development activities.

The induction program in Braintree consists of the following components:

- Orientation
- Support Teams
- Mentoring

Orientation

The orientation program launches the comprehensive induction program for both beginning and all other incoming teachers. It provides the opportunity for the teacher to learn about the district and his or her specific assignment. The orientation program is held each year in August close to the start of the school year. During the orientation, new teachers meet with their principals and curriculum directors, representatives of the Braintree Education Association and the Superintendent, the Assistant Superintendent and the Business Manager.

Specific topics covered during the orientation include

- district curriculum overview
- school district profile
- district strategic plan
- district mission statement
- annual system-wide objectives
- various district policies, including those covering homework, acceptable use of internet, and harassment, confidentiality and student records
- teacher evaluation procedures
- tour of the school to which the teacher is assigned
- expectations of new teachers

Support Teams

Each beginning teacher is assigned a support team that consists of a mentor and one or two administrators, in most cases the teacher's principal and the appropriate subject area curriculum director. This team provides a support structure for the beginning teacher that includes multiple perspectives. Members of the support team will interact with the beginning teacher in various ways appropriate to their different roles. The team will meet with the beginning teacher throughout the school year to answer questions and address concerns.

Mentoring Program

Each new Braintree teacher, whether new to the profession or new to the district, is assigned a trained mentor who will support that teacher throughout the first year.

The purpose of the mentoring program is to facilitate the growth of the beginning teacher toward the highest levels of professional and personal development possible during the first year of teaching in Braintree. A long line of research tells us that beginning teachers experience problems during the induction period, which, if unaddressed, can lead to negative attitudes, poor instructional performance, and departure from the teaching profession. Mentoring programs have been shown to help solve or reduce problems faced by new teachers, improve the quality of their instruction and their students' learning, and help retain promising teachers.

Mentoring Committee

A Mentoring Committee, with representation from teachers and administration, developed guidelines for and planned the mentoring program.

The Role of the Mentor

The mentor will be readily accessible to the beginning teacher and will meet with her/him on a weekly basis. Observation and feedback sessions will occur. It is understood that the relationship between the mentor and mentee is a confidential one. Mentors will provide some or all of the following services:

- Model instructional techniques.
- Help to construct lesson plans.
- Arrange for the beginning teacher to visit other classrooms.
- Introduce the beginning teacher to other faculty members.
- Identify and provide curriculum and technology resources.
- Help the beginning teacher to develop the practice of reflective teaching through the use of a journal and other devices.
- Guide the mentee in practicing the tenets of the Massachusetts Curriculum Frameworks.
- Assist the mentee in establishing behavioral and academic standards and expectations.

Mentors will serve for a one-year appointment. The following qualifications will be considered in selecting the mentors:

- at least five years of teaching experience, preferably in the Braintree school system
- participation in mentor training
- accessibility to the beginning teacher, such as being located in the same building (may not always be possible in the case with specialists)

- professional qualities such as acknowledged mastery of a broad range of teaching skills, content and understanding of the district’s mission, social context, and regulatory environment
- personal qualities such as enthusiasm, commitment to teaching, and demonstrated ability to work with peers
- ideally, but not mandatory, a match in grade level and licensure area with the beginning teacher
- mastery of conference, observation and communication skills
- successful current evaluations.

The Superintendent of Schools may waive a qualification based upon the needs of the system.

Full year mentors will receive a stipend of \$1,000. to support a new staff member.

Mentors and mentees will sign an agreement outlining their responsibilities. These include the following:

- maintain a confidential non-evaluative relationship
- spend a minimum of one working day before the opening of school consulting on lesson plans. During this day a tentative schedule of visits, meetings, and observations will be planned.
- meet on a weekly basis to determine progress, identify needs, and volunteer assistance
- observe and provide feedback on a monthly basis at a mutually agreed upon time.
- incorporate the Curriculum Frameworks into practice
- arrange monthly observations between the mentor and the mentee, and/or between the mentee and other colleagues.
- mentors will submit a monthly log of all mentoring activities to their principals, and a copy will be sent to the mentee.
- original logs will be submitted to the Assistant Superintendent of Schools.
- attend systemwide meetings throughout the year. Mentor meetings will be held in January and May. A minimum of two meetings will be held for beginning teachers.

The mentor/mentee relationship may be terminated by mutual agreement at any time. In the event one party wishes to terminate the agreement, approval will be required by the Principal and/or Director, if applicable.

MENTOR/MENTEE AGREEMENT

Both parties agree to:

- Maintain a confidential non-evaluative relationship.
- Spend a minimum of one working day before the opening of school consulting on lesson plans. During this day a tentative schedule of visits, meetings, and observations will be planned.
- Meet on a weekly basis to determine progress, identify needs, and volunteer assistance.
- Observe and provide feedback on a monthly basis at a mutually agreed upon time.
- Incorporate the Curriculum Frameworks into practice.
- Arrange monthly observations between the mentor and the mentee, and/or between the mentee and other colleagues. Mentors will submit a monthly log of all mentoring activities to their principals. A copy will be sent to the mentee.
- Attend systemwide meetings throughout the year. Mentor meetings will be held in January and May. A minimum of two meetings will be held for beginning teachers.

The mentor/mentee relationship may be terminated by mutual agreement at any time. In the event one party wishes to terminate the agreement, approval will be required by the Principal and/or Director, if applicable.

Signed _____ Print Name _____
Mentor *Mentor*

Signed _____ Print Name _____
Mentee *Mentee*

Signed _____ Signed _____
Principal *Director*

MONTHLY MENTOR LOG

Month _____ Year _____

Mentor's Signature _____

Mentee's Signature _____

Principal's Signature _____

The mentor will use this log to document time spent in mentoring activities. The descriptions of activities should be brief and should indicate only the type of activity and topic, e.g. "discussed lesson plans", "discussed parent issue", "assisted with report cards". The logs should be sent to the Assistant Superintendent's office twice a year, in January and at the end of May, to support payment of the mentor stipends.

Date	Brief Description of Activity	Time Spent	
		Hrs.	Min.
<p>_____</p> <p><i>Mentor's Signature</i></p>		<p>Total Time for Month</p>	

**Braintree Public Schools Professional Development 2011-2012
Preparing All Students for the 21st Century**

<p>What do we want our students to learn?</p> <ul style="list-style-type: none"> -Curriculum Frameworks (Content) <ul style="list-style-type: none"> *Literacy -Common Core -21st Century Skills/Critical Thinking <ul style="list-style-type: none"> *Social Skills *Technology Skills *Critical Thinking -Co-teaching Model -RTI (Tier 1) Differentiation 	<p>How will we know if they've learned it?</p> <ul style="list-style-type: none"> - MCAS/PARCC - Data Collection (Aspen) - Data Team Meetings - Classroom Observations - Common Assessments <ul style="list-style-type: none"> *Formative *Summative *Universal Screening -Standards-Based Report Cards - Rubrics
<p>What do we do if they haven't?</p> <ul style="list-style-type: none"> -RTI (Tiers 2& 3) -Supporting students with disabilities -Supporting at-risk students -Sheltering Content for ELLs -Remediation -Moodle 	<p>What do we do if they have?</p> <ul style="list-style-type: none"> -Online Resources -Moodle -Webinars

The 2011-2012 professional development will continue to use the Professional Learning Communities (PLC) framework. All workshops, professional development half-day activities, and courses are designed to ensure that Braintree staff can effectively prepare all students for the 21st century.

Dynamic Indicators of Basic Early Literacy (DIBELS)

Teachers in grades K – 2 will learn to administer and score DIBELS in order to evaluate basic reading skills and provide appropriate instruction to students. Ten pdps will be awarded for completion of the one-day workshop and an assignment.

Instructor: Nan Roth, Braintree Public Schools

September 21, 2011

Time: 8:50 a.m. – 2:50 p.m.

Foundations of Reading Course

Course Topics:

- How Children Learn to Read
- Phoneme Awareness
- Oral Language and Vocabulary
- Phonics: Decoding and Spelling
- Fluency
- Comprehension
- Writing
- Implementing a 3-Tier Reading Model
 - Assessment That Drives Instruction
 - Delivering Tier I Instruction for All Students
 - Tier II and III Interventions
 - Flexible Grouping and the Use of Literacy Centers

3 Graduate credits

Dates: TBA

Reading and Writing Non-Fiction (Teachers ²¹)

Priority will be given to grades 5-12

Goal of 36-hour course:

- To learn techniques that will increase student's ability to access content through improved comprehension of non-fiction texts.
- To learn strategies to promote students' proficiency with "writing to learn" activities that strengthen student understanding of content.
- To examine strategies for formal writing in the content areas, including research writing and open-response questions.
- Learn strategies to improve vocabulary development.
- Learn strategies to improve inferencing skills.

Optional: 4 Graduate Credits through Endicott College

Instructor: Jennifer Miller T²¹

Dates: Oct. 20; Nov. 10, 17; December 1, 8, 20, January 5, 12, 19, 26; Feb. 2, 9

Second Step Training

One-day workshop designed to educate teachers on violence prevention and the use of the Second Step curriculum in grades K-3. Participants will learn how to facilitate a Second Step Lesson, as well as discuss the connections between the Second Step program and the research that links social and emotional skills to academic achievement.

Date: September 29, 2011 Grades K-1 8:30-11:00 a.m.; grades 2-3 12:15-2:45 p.m.

Instructor: Lisa Katilus, Paula Dowd

Differentiated Instruction in the Classroom

Teachers in grades pre K-12. A 36 hour, 4-credit graduate course (optional) offered from March through May. Specific dates and location to be announced.

Will provide participants with an understanding of what differentiated instruction in the classroom is and what it isn't. Research, theories, elements and practice are provided in differentiated instruction.

Instructor: Pamela Penna T²¹

Dates: March through May (TBA)

3:30 – 6:30 p.m.

Autism and Circle of Friends Workshop

This workshop for teachers K – 12 will provide behavioral and instructional strategies to successfully support a student with an autism spectrum disorder within your classroom.

- Overview of autism from diagnosis to current research and etiology.
- Instructional Strategies to help promote success for students with autism within the classroom.
- Behavior supports and strategies to help support the student (and you) with managing the day-to-day issues which can disrupt the flow of your classroom.
- A chance to come together to reflect after strategies are implemented.
- Develop strategies to foster socialization and establish relationships.

10 pdps will be awarded

Dates: September 28, October 5, 26, November 2 Times: 3:30-6:30 p.m.

Instructors: Pam TenEyck, Donna Wise, Braintree Public Schools
Circle of Friends trainer

Assessing Speaking and Listening Skills of English Language Learners MELA-O Training - ESL Category III

Participants will learn to administer the Massachusetts English Language Assessment-Oral (MELA-O), the assessment that is used to evaluate the English speaking and listening skills of limited English proficient (LEP) students.

Instructor: Meg Young, Braintree ESL Teacher

Dates: TBA 3:30 – 6:30 p.m.

Category II – Sheltering Content Instruction 36-hour course

This course provides training and initial guidance to mainstream elementary level teachers who have English Language Learners (ELLs) in their classrooms. Participation in this course will enable practitioners to make necessary adaptations in curriculum, learning outcomes and assessment and to be able to shelter content instruction in mainstream classrooms.

36 pdp's / Optional 4 graduate credits (\$200.00)

Instructor: Gail Arsenault T²¹

Dates: Sep. 27; Oct. 4, 11, 25; Nov. 1, 30; Dec. 6, 13; Jan. 10, 17, 24, 31

Time: 3:30 p.m. – 6:30 p.m.

Location: BHS Conference Room

Using an LCD Projector/Interactive Whiteboards

This three-day workshop is for those teachers who will have a new LCD Projector installed in their classroom or who are moving into a classroom in which an LCD Projector has already been installed. The two-session follow-up workshop is designed for teachers using interactive white boards, such as Smart Boards, Short Throws or Promethean boards. Both workshops are designed to assist teachers to effectively integrate this technology into instruction and assessment.

Instructor: TBA

Dates: TBA

Technology for the 21st Century

This 30 hour course will familiarize teachers with various Web 2.0 applications, such as moodle, wiki-spaces and google docs that can enhance instruction and assessment in all content areas. Participants will complete a project demonstrating integration of appropriate web 2.0 technologies into their curriculum area.

3 increment credits

Instructor: Matthew Riordan, Braintree Public Schools

Dates: Sept 12, 19, 26; October 3, 13, 20, 27; November 3, 10, 16

Times: October 3 only will run from 4:00 p.m. to 7:00 p.m.; all other dates will run from 3:30 – 6:30 p.m. / Room 359

Becoming America: The Defining Role of Immigration (Year 3 of 5)

This Teaching American History grant is sponsored by the Suffolk University History Department and the Tri-City Technology Educational Collaborative, or TRITEC, in Everett, Massachusetts. This five-year grant (2009-2014) is offered to K-12 teachers teaching American history in five Massachusetts school districts (Braintree, Chelsea, Everett, Malden, and Medford) and 1 charter school (Mystic Valley Regional Charter School). The aim of the Becoming America project is to help students see themselves reflected in the history of our nation, thereby making American history more relevant to their own experiences and promoting a common cultural heritage.

Teachers will begin to understand the theme of immigration and the pressures on these American immigrants to assimilate (1880-1920), and how these immigrants contributed to American nation building, by attending summer institutes, tours, and completing selected readings. Teachers will also become familiar with the targeted American history learning standards from the MA History and Social Science Curriculum Framework to create lesson units, and make connections among the varied primary source materials at historical sites and societies, libraries, archives and museums as well as national parks upon which their created lessons will focus.

Braintree teachers will meet in Room MC-17 at Braintree High School on the following dates, from 4:00 p.m. to 6:00 p.m.: September 15, 22, 27; October 6, 11, 13, 20, 25, 27; November 3, 8, 17; December 1; January 5, March 8, and April 5. There is also an end-of-year showcase held at Tufts University in May 2012. There are also online components that are required for the successful completion of the project.

Facilitating a Professional Learning Community

Data Team

Facilitators: Maureen Murray, Dianne Rees

Review of Professional Learning Communities as a means to ensuring that students learn by focusing on the questions: What do we want each student to learn? How will we know when each student has learned it? How do we respond when a student experiences difficulty? How will we respond when they already know it?

Participants will learn how to develop data review teams, using data from their own classes.

Facilitators will apply their knowledge by leading PLCs in their schools/departments.

Dates: October 18, November 29, 2011
3:30 p.m. – 5:30 p.m.
2 sessions with follow-up work – 10 pdp's