

Newburyport Public Schools

Professional Development Guide





Newburyport Public Schools

70 Low Street, Newburyport, Massachusetts 01950-4087

Dear Colleagues,

There are virtually unlimited ways to participate in Professional Development and we encourage all staff to continually enhance and expand their skills through quality professional development.

This document outlines the **professional development goals and objectives** of the Newburyport Public Schools and provides guidance for educators in understanding the professional development expectations and systems.

Our professional development programs are offered through partnership with several groups, including:

- Newburyport Education Business Coalition (EBC)
- Staff Development and Curriculum Network (SDCN)
- The Swasey Foundation

As a Massachusetts school district and a registered professional development provider, Newburyport Public Schools is required to:

- offer all staff opportunities to meet their professional development points requirements for licensure
- maintain records of district-sponsored professional development activities in the event of a state audit
- issue professional development points to staff that complete approved activities sponsored by the school system

PDP's are provided for teacher, group or individual projects or teacher led workshop seminar presentations. They are also provided for all formal staff development programs offered by Newburyport Public Schools. This guide does not discuss or set standards and procedures for professional development that is offered by other providers.

In this Professional Development Guide, we communicate details and procedures for the Professional Development activities that are a responsibility and concern of the Newburyport Public Schools. Licensure is achieved through completion of eligible professional development programs and activities designed to support and increase student learning. We also include information about licensure requirements. **It is the responsibility of each teacher to maintain proper records of their own professional development.**

Sincerely,

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Newburyport Public Schools Professional Development Goal & Objectives

The Newburyport Public Schools professional development goal is to enhance teaching, learning, and educational leadership through sustained and intensive high-quality professional development programs.

Objective 1:

To provide high quality professional development programs that are aligned with the Newburyport Public Schools Strategic Plan, Vision, Annual District Goals and Objectives; and School Improvement Plans.

Objective 2:

To provide professional development that promotes standards/skills based teaching and learning.

Objective 3:

To provide professional development in technology that improves teaching, learning, and educational administration experiences.

Objective 4:

To establish a professional development system linked that supports continuous improvement, as informed by state and district data.

Guiding Influences for Professional Development

- Visioning for the Newburyport Public School Graduate
- Developing strong standards/skill based teaching and learning practices
- Enhancing Social Emotional Learning practices
- Creating safe and inclusive learning environments
- Integrating technology into the curriculum
- Enhancing educational leadership
- Using data to drive decisions
- Supporting NPS District Goals

District Goals

2019-2020 District Goals

I. PROFESSIONAL LEARNING GOAL: INSTRUCTIONAL LEADERSHIP

By June 2020, we will increase our instructional leadership expertise and capacity within the district to support teachers in meeting the needs of all learners.

II. STUDENT LEARNING GOAL: SUPPORT MEASURABLE ACADEMIC IMPROVEMENT

By June 2020, we will increase supports that improve student achievement for ALL students while closing existing achievement gaps for economically disadvantaged students and students with learning disabilities.

III. SCHOOL IMPROVEMENT GOAL: PROFESSIONAL LEARNING COMMUNITIES

By June 2020, we will increase the ability of grade-level and content-specific professional learning communities to use student-friendly/teacher-friendly data cycles.

IV. DISTRICT IMPROVEMENT GOAL: GUARANTEED AND VIABLE CURRICULUM

By June 2020, we will have a system to provide a comprehensive, rigorous, equitable, and relevant curriculum that is aligned to the Massachusetts curriculum frameworks.

Professional Development Focus

- Skills Based Teaching and Learning (District)
- Standard Aligned Assessments (District)
- Building World Language Programming (Middle and High Schools)
- Collaborative Cultures in a Standards Based System (Middle School)
- The Science of Reading (Early Elementary)
- Reading and Writing Practices (Upper Elementary)

Professional Development **Newburyport as the Provider**

I. Criteria for High-Quality Professional Development

1. Integrates the Massachusetts Curriculum Standards.
2. Applies current research including principles of adult learning and the organizational change process.
3. Involves participants in professional development design, implementation, and evaluation.
4. Includes technologies for classroom management, instruction, and professional growth.
5. Promotes multiple strategies for professional growth that could include reflection, mentoring, guided practice, and study groups.
6. Provides opportunities to learn from peers across and within differing educational roles.
7. Understands effective approaches to professional development and their relationship to the culture of the school and district.
8. Encourages and supports experimentation and risk-taking.
9. Includes discipline-specific and interdisciplinary approaches to teaching, learning, and assessment that incorporate high expectations for all students.
10. Includes developmentally appropriate strategies for instruction and curriculum that meet the needs of diverse student learners.
11. Includes strategies for reaching out to and involving families and communities.
12. Provides leadership skill training for school administration and management.
13. Focuses on the application of professional development to improve student learning.
14. Promotes continuous growth and improvement.

DESE Regulation: Educators must have a minimum of 10 hours on a topic in order to receive PDPs.

Program for In-Service Credit

In-Service Credit, which may be used for horizontal movement on the salary schedule, is provided for in Article XX-C In-Service Program of the “*Agreement Between the Newburyport Public Schools and the Newburyport Teachers Association.*”

The In-Service Credit will be awarded on an annual basis to groups, or individuals, for courses or projects with system-wide impact. Courses or project considered for In-Service credit must be equivalent in content and rigor of graduate level work. Teachers interested in such credit must submit a Group, or Individual, In-Service Credit Proposal Form to their building principal for approval. This form will be forwarded to the Director of Curriculum with the recommendation of the principal, for approval.

The specific requirements, options, and exclusions, contained in the Article must be followed in order to be eligible for the program. Please consult your contract for specific details if you are interested in pursuing In-Service credit.

Professional Development **Other Providers**

A. Graduate Courses

Requires completion of Newburyport's Graduate **Course Approval and Tuition Reimbursement Form.**

B. Procedures for receiving salary step increases and tuition reimbursement:

1. As early in the school year as possible and prior to beginning the course fill out and submit one **Graduate Course Approval and Tuition Reimbursement Form** for each graduate course you plan to take during the year.
2. Submit form(s) to the Curriculum Office for approval. You will be entered in the queue for tuition reimbursement based on the date that you submit your form. The form will be returned to you (all parts) with approval noted in section 3.
3. Complete the course. Resubmit the 3-part form to the Curriculum Office with **a copy of your grade transcript and proof of payment.** Your documentation - grade transcript and proof of payment - is mandatory to complete the next step.
4. The Curriculum Office will submit the form with proof of payment to Accounts Payable for tuition reimbursement. Acknowledgment of credits earned will be awarded upon submission of the grade transcript, regardless of availability of funds for tuition reimbursement (Article XX –D Tuition Reimbursement of Teachers' Contract).
5. Movement across the Salary Schedule occurs once a year. All grade transcripts must be submitted by August 30 of the upcoming school year in order to move across the salary schedule. Anyone who achieves a different status during a school year must wait until the following year to move on the schedule. (Example: Master's Degree earned in January 2017, salary scale movement effective in Sept.2018.)

Summary of 2012 and 2017 License Renewal Regulatory Changes and Guidelines Updates

Regulatory Changes

Effective June 2012, the Board of Elementary and Secondary Education adopted updated Regulations for Educator Licensure and Preparation Program Approval ([603 CMR 7.00](#)) and Educator License Renewal Regulations ([603 CMR 44.00](#)). **ESE established the inclusion of the Sheltered English Immersion (SEI) Endorsement for both teachers and administrators as part of the 2012 licensure regulation changes. This requirement impacts core academic teachers and core academic administrators. To support the implementation of this new requirement, ESE offered a series of no-cost courses to educators in districts with ELLs during specific cohort years. Educators who hold a Professional level license may be restricted from renewing the license if they were required to obtain the SEI Endorsement but failed to do so.**

- 1. Requirement of the SEI Endorsement for License Renewal: Possession of the SEI Endorsement is not required for all educators renewing a Professional level license. Who needs to have the SEI Endorsement at the time of renewal is largely based on what subject(s) the educator teaches (core or non-core) and whether they have any ELL students in their classroom. If the educator is a core academic teacher who had one or more ELLs in their classroom during their district's cohort training window, they must possess the SEI Teacher Endorsement in order to renew the license.** If the educator is a principal/assistant principal or supervisor/director (hereafter referred to as "building administrator") who supervised or evaluated one or more core academic teachers of ELLs during their district's cohort training window, they must possess the SEI Administrator Endorsement in order to renew the license thereafter. This requirement applies to educators that work in a Massachusetts public school, including a charter school, or are employed by an educational collaborative.
- 2. Using the Educator Plan in License Renewal:** The Department of Elementary and Secondary Education's license renewal process requires all educators to work collaboratively with their district to develop an Individual Professional Development Plan (IPDP) for continued growth and development. This IPDP must be aligned with the educational needs of the school and/or district and enhance the ability of the educator to improve student learning. Educators who are employed in a Massachusetts public school may elect to use the professional practice goals established under their Educator Plan for license renewal, or in combination with the professional learning goals in their IPDP. If applicable, educators may be able to use activities completed under the Educator Plan towards meeting the requirements for renewal of any Professional level licenses employed under.
- 3. Professional Development Points (PDPs):** Effective July 28, 2017, the required distribution of PDPs for all academic educators renewing a Professional level license has been amended as stated in the regulations (CMR 603 44.05). The required minimum breakdown to renew a Primary area is as follows:

License Renewal:

- At least 15 PDPs in content (subject matter knowledge)
- At least 15 PDPs in pedagogy (professional skills and knowledge)
- At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL)

- At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles
- The remaining required 90 PDPs may be earned through any combination of “elective” activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

The renewal of each Additional area license(s) will require 30 PDPs, of which 15 out of the 30 must be content related.

Guidelines Updates

1. Additional PDP options

- Educator Evaluation Implementation Trainings:** Professional Development (e.g. training) related to implementation of the educator evaluation process: These trainings can be accepted for license renewal as content PDPs and is not subject to the required minimum of 10 hours on a topic.
- Passing the General Curriculum Math subtest:** Educators who hold the following licenses can earn 15 PDPs by passing the General Curriculum Math subtest, assuming they have not previously passed that exam: Elementary, Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Visually Impaired and Teacher of the Deaf and Hard-of-Hearing. These PDPs are only available the first time the educator obtains a passing score on the test.
- Passing the Sheltered English Immersion (SEI) MTEL:** Educators with a Professional level license who pass the SEI MTEL to obtain the SEI Endorsement are eligible for 15 PDPs.

Performance Assessment for Leaders (PAL): Principals/Assistant Principals who have not previously completed the PAL for the purposes of earning their Initial license can obtain 15 PDPs for each task that is successfully completed.

Professional Development

Educators are required to earn 150 professional development points (PDPs) in order to be recertified in their primary area of licensure, and 30 PDPs for each additional license. Generally, 1 clock hour of professional development activity is equal to 1 PDP, although Advanced Academic Studies and some Department professional development can award 1.5 PDPs for each hour of activity. Please consult the professional development [Frequently Asked Questions](#) if you have additional questions.

Additional professional development guidelines and tools:

- Department of Elementary and Secondary Education’s [Professional Development website](#)
- [Guidelines for Reviewing, Approving, and Endorsing Individual PD Plans](#)
Information for supervisors who must review and approve educators’ IPDPs and endorse recertification applications.
- [Template for Individual PD Plans](#) 
A sample format for the plan that individual educators are required to develop and maintain with review and approval of a supervisor.

- [Template Activity Record Sheet](#)  150 PDPs/each additional license: 30 PDPs. A license with an Invalid status requires 150 PDPs to renew.

Example of Professional Development Activities Eligible for PDP's

Undergraduate & Graduate Courses, Seminars, or Institutes

| ELIGIBLE ACTIVITY | ELIGIBLE PDPS | DOCUMENTATION |
|--|--|---|
| Participants who successfully complete undergraduate or graduate level courses through an accredited college or university may be able to equate credits earned to PDPs. | | |
| Undergraduate Course | 1 credit = 15 PDPs | Official Transcript or Grade Report |
| Undergraduate Course or approved equivalent (Only when substantially new to the educator) | 1 credit = 22.5 PDPs | Official Transcript or Grade Report |
| For example: an elementary generalist teacher taking an advanced math course at the undergraduate level, such as a calculus or geometry course, may count each credit as 22.5 PDPs . | | |
| Graduate Course or approved equivalent | 1 credit = 22.5 PDPs | Official Transcript or Grade Report |
| Audited Course (undergraduate or graduate course or equivalent audits) | 1 credit = 7.5 PDPs | Official Transcript |
| Seminar or Institute | 1 clock hour = 1 PDP | Certificate of Completion |
| Instructor of an undergraduate/graduate-level course or approved equivalent | 1 credit = 45 PDPs PDPs may be awarded for the first time the course is taught in a five-year cycle | A letter, on official letterhead, signed by the Dean or Registrar |

1 CEU = 10 PDPs

Micro-credentials:

Micro-credentialing is a new and exciting area of learning where educators can demonstrate proficiency in a variety of topics through competency-based models. Upon successful completion, you can receive PDPs for micro-credentials you've earned. To earn a micro-credential, a certain number of activities, assessments, or projects related to the topic must be completed. For example, an educator can identify a specific skill for which they want to earn a micro-credential, submit the required evidence of their competence, and have it assessed by a trained reviewer from the registered PD Provider. If the reviewer assesses the evidence favorably, the issuer will award the educator a micro-credential, which can be shared in the form of a digital badge that proves the educator has demonstrated competence in a specific skill. Bloomboard is an example of a registered PD Provider in the Commonwealth that offers micro-credentials.

| ELIGIBLE ACTIVITY | ELIGIBLE PDPS and the Maximum Number of Points per Years | DOCUMENTATION |
|-------------------------|--|--|
| Micro-credential | 2 badges = 10 PDPs as long as the badges are in a related topic area 1 badge bundled with other related PD activities may amount to a minimum of 10 PDPs. (Refer to “Bundling” on p. 17.) | Digital badge in the form of a hard copy. Digital badge in the form of a hard copy in addition to certificates of completion, PD transcript or a My Learning Plan, etc. |

NOTE: When counting one badge towards PDPs, the actual number of hours may vary. Micro-credential topics are diverse. Not all micro-credentials are created equally. You should check with the Provider to see what the value may be as some badges may be equal to 2 PDPs or 5 PDPs depending on the time involved.

Educators who participate in the following professional development programs within a five-year renewal cycle are eligible to receive 1 PDP per contact hour but may not apply more than the identified maximum number of points per year:

| ELIGIBLE ACTIVITY | ELIGIBLE PDPS and the Maximum Number of Points per Years | DOCUMENTATION |
|--|---|--|
| Mentoring | 15 PDPs | Certificate of Completion issued by the school or district |
| Peer Coaching | 15 PDPs | Certificate of Completion issued by the school/ district |
| Supervising Practitioner | Up to 20 PDPs may be awarded for serving as a supervising practitioner. Up to 10 PDPs may be awarded to the individual completing the supervising practitioner training. NOTE: The minimum required hours for training to earn 10 PDPs is 6 hours. | Certificate of Completion issued by the school or district or sponsoring College or University |
| Peer Assistance and Review Programs | 15 PDPs | Certificate of Completion issued by the school/district |
| Team for State Program Approval, Accreditation or Inspection: NOTE: PDPs for accreditation or inspection visits may be used for points not subject to supervisor approval | | |
| Team member | 30 PDPs in five-year cycle | Certificate of Completion |
| School faculty member preparing for visit | 30 PDPs in five-year cycle | Certificate of Completion |

| | | |
|---|--|---------------------------|
| National Board of Professional Teaching Standards (NBPTS) | 120 PDPs for successful program completion (30 PDPs in content, 60 PDPs in pedagogy, and 30 PDPs as elective) | Certificate of Completion |
|---|--|---------------------------|

Educator-Designed Activities

The following is a listing of some eligible activities. Educators may, however, participate in other innovative activities that are worthy of earning PDPs. Educators should contact the Office of Educator Licensure at 781-338-6600 to determine if an activity that is not listed below is eligible for PDPs.

| ELIGIBLE ACTIVITY | ELIGIBLE PDPs and the Maximum Number of Points per Years | DOCUMENTATION |
|---|--|--|
| Curriculum Development | 15 points per curriculum unit and may accrue up to 60 points in five years | Certificate of Completion from school/district where formally shared |
| Doctoral dissertation | 90 PDPs in five years | A letter, on official letterhead, signed by the Dean or Registrar |
| Master's or CAGS thesis | 45 PDPs in five years | Official Transcript |
| Book(s) | 90 PDPs per book | Copy of book and/or ability to view that product |
| Professional journal articles or chapters in a professional book | 30 PDPs per chapter or article in a book or journal | Product |
| Published results of action research | 30 PDPs in five years | Product |
| Presenter at a Professional Conference | 30 PDPs maximum in a 5-year cycle as a first time presenter | Certificate of Completion or letter from organization |
| Attending a Professional Conference (Attendance at a series of sessions/workshops must span two or more days) | 10 hour minimum on the same/similar topic= 10PDPs | The final product that serves as an assessment of learning |
| School-Based Activity: The development and implementation of an activity for students, parents, or teachers that incorporates the learning standards of the curriculum frameworks | 1 PDP per clock hour with a maximum of 30 points in all, over a 5-year cycle | Certificate of Completion or a letter from the school/district |

Curriculum Development: Educators who author a new or innovative curriculum unit that is published in a school or district guide or formally shared in other ways, including software, student textbook or professional resource, may earn 15 PDPs per curriculum unit and may accrue up to 60 PDPs in a five-year renewal cycle.

Published Written Materials: When a professional development activity includes the development of work to be used, distributed, or published, legal issues concerning ownership and copyright protection may arise. Educators who write copyrightable material while “on the job” should discuss these issues with their employers.

Professional Conference: Educators who attend a professional conference for less than 10 hours in a given topic may extend their learning to reach the required 10 hour minimum by developing a school-based activity or curriculum, or by publishing written material. For example, educators may bundle a one-hour conference and combine the 1 hour with one or more related topics for a minimum of 10 or more hours.

School-Based Activities: Educators may count PDPs from school-based activities toward the license renewal content requirement when the activity is directly related to the content area of the license. Educators may earn PDPs for a school-based activity when it is distributed or implemented within a local school, district, or university.

Types of School-Based Activities:

- Design and coordinate a series of Family Mathematics Nights within a school.
- Design and coordinate extended learning activities for students.
- Design and implement a series of seminars for teachers and/or parents.

Training topics might include:

- Developing and implementing standards-based units
- Designing instructional practices that support learning in a standards-based classroom
- Supporting special needs students within a standards-based classroom
- Supporting gifted and talented students within a standards-based classroom

Guidelines for Educators **with Massachusetts Educator License**

Information from DESE Educator Licensure Website <http://www.doe.mass.edu/licensure/>

Advancing a license

Issue and expiration dates:

Each license issued has a specific period of validity. Educators are expected to take note of the amount of time for which each license is valid and work toward advancement of each license to its next stage, i.e., from Provisional to Initial or from Initial to Professional. Licenses at the Professional stage must be renewed every five years or else they become inactive/invalid.

Validity dates by license:

- Temporary license – valid for one year of employment (cannot be extended; must advance to Provisional or Initial)
- Provisional – valid for five years of employment (cannot be extended, must advance to initial). Starting on July 1, 2019, individuals who hold more than one Provisional license will have no more than five total years of prospective employment under the Provisional licenses.
- Initial – valid for five years of employment (may be extended once, must be advanced to Professional)
- Professional – valid for five calendar years (renewable every five years thereafter)

How to Advance a License:

To advance a license from one type to the next type: Provisional to Initial; Initial to Professional; you will need to apply for the new type of license and send in all required documentation verifying that the requirements for the new/advanced license have been met.

To determine the requirements for a particular type of license, please use our [Licensure Requirements Tool](#).

The quickest way to [apply for](#) the new/advanced license is through the Educator Licensure And Renewal (ELAR) system.

Calendar years (Professional licenses only):

A Professional license is valid for five (5) calendar years. Time elapses regardless of employment status under this license.

Calculation of “years of employment” (for Temporary, Provisional, and Initial licenses):

Time elapses only while actually employed by a school or district (that requires a license in the state of MA) and is used to calculate total years of employment with respect to how long a Temporary, Provisional, or Initial license remains valid. For example, if an educator works under an Initial license (in a MA school requiring that license) for one (1) year and is then

released or goes on maternity leave, that educator's license remains valid for an additional four (4) years upon his/her return to teaching.

Extending an Initial License

(Note: Initial Administrator licenses cannot be extended)

The Initial license is valid for five years of employment and may be extended at the discretion of the Commissioner for an additional five years. Educators who have been employed under an Initial license, are in their fifth (5) year of employment, and have not yet satisfied the requirements for advancing to the Professional license; have the option of applying for an Extension of their Initial license. 'Under a license' is defined here as meaning; "employment in the role and at the grade of the license from the date it was issued".

How to Apply to Extend an Initial License

To apply for an extension of your Initial license, you will need to apply for your Initial license again. The quickest way to [apply for](#) the Initial license is through the Educator Licensure And Renewal (ELAR) system. When you apply for the Initial license in the ELAR system, the system will tell you that you already hold the Initial license and ask if you wish to apply for an extension; select, yes, complete the application and make payment.

Please refer to the [Extension of Initial License Guide and Template](#)   for a checklist of what is needed to apply for and to obtain an Initial-Extension license. The guide also includes a form that may be used to verify that you plan to meet requirements for the Professional license.

Renewing a professional license

Professional licenses are valid for five (5) calendar years and must be renewed in order to remain active. Professional licenses that are either one (1) year from expiring or currently on inactive status can be renewed only if the required number of [Professional Development Points](#) (PDPs) has been earned.

Regardless of when an educator is expected to renew their professional license, if employed the educator must obtain final approval of their individual professional development plan by their supervisor; the educator must have a minimum of 10 PDPs in a topic area in order to use the PDPs towards license renewal. Each additional license that an educator renews requires 30 PDPs in the content area of each license to be renewed.

How to Renew a Professional License:

The quickest way to renew your Professional license is through the Educator Licensure and Renewal (ELAR) system. After you [log into the ELAR system](#), select the **Apply to renew your professional level license** link on your Welcome to ELAR home page. Follow all of the prompts, pay the required fees (\$100 for primary license, \$25 for additional licenses), and your license(s) will be renewed automatically.

Do not send in any of your supporting documentation (verifying the attainment of the required PDPs) unless you are selected for an audit. If selected for an audit, you will be required to submit documentation in support of the license(s) that you renewed.

Please note that the Office of Educator Licensure no longer sends out hard copies of newly approved or renewed licenses.

Professional development activities shall be identified by the educator and supervisor during the development of, and review of, the Individual Professional Development Plan (IPDP)* in order to better support student achievement. Individual professional development plans must include at least 150 PDPs that break down as follows:

NEW Guidance

At least 15 PDPs in content (subject matter knowledge)

At least 15 PDPs in pedagogy (professional skills and knowledge)

At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL)

At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles

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

Information on SEI/ESL and Special Education course offerings can be found at: <http://www.doe.mass.edu/news/news.aspx?id=23870> and <http://www.doe.mass.edu/edeval/guidebook/>

*As indicated in 603 CMR 44.04(1)(c), the same plan can be utilized to satisfy license renewal and educator evaluation.

Sheltered English Immersion (SEI) and its impact on Renewal:

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

All incumbent core academic teachers of ELLs, must earn a Sheltered English Immersion (SEI) Teacher Endorsement, and

All incumbent principals/assistant principals and supervisors/directors who evaluate core academic teachers of ELLs must earn an SEI Administrator Endorsement.

Application & Guidelines

[Renewal of License Application](#)  

[Recertification/Renewal Guidelines](#)  

[Professional License Renewal: Audit FAQs](#)  

[Verification of Professional Development Plan: Form A](#) 

[License Renewal Activity Log Primary Area Form B-1](#) 

[License Renewal Activity Log Additional Area Form B-2](#) 

Regulations

[License Renewal Regulations](#)