



Canton Public Schools

Professional Development Handbook



2010 - 2011

ADMINISTRATION

JEFFREY GRANATINO

Superintendent of Schools

DEBRA BROMFIELD

Director of Student Services

JENNIFER HENDERSON

Interim Director of Curriculum and Instruction

KENNETH D. LEON

School Business Administrator

SCHOOL COMMITTEE

Reuki Schutt, Chair

John Bonnanzio · Elisabeth Salisbury · Jill Stevens · Cindy Thomas

Canton Public Schools do not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.

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CANTON PUBLIC SCHOOLS

VISION

To develop students who are competent and creative thinkers, curious and confident learners, and compassionate citizens.

DISTRICT GOALS

1. To nurture a school culture that embraces constant learning.
2. To systematically examine our curriculum, instruction and assessment practices to ensure optimal student learning.
3. To build a more inclusive school community.
4. To engage the entire community in supporting our vision and achieving our goals.

Dear Colleagues,

In order to support continuous improvement in teaching and learning, we provide a variety of professional development opportunities, which are outlined in this handbook. As stated in the goals above, one of our district goals is to nurture a school culture that embraces constant learning. Beginning in 2007-08, our stated goal for professional development was:

To develop a professional learning community where teachers and administrators continuously seek and share learning and then act on what they learn in order to enhance their effectiveness, so that students benefit.

One of my responsibilities as Interim Director of Curriculum and Instruction is to provide leadership and direction for our professional development program. My commitment to professional development planning is to:

- Work collaboratively with staff at each level – elementary, middle, and high school - to design meaningful professional plans for the year.
- Plan sustained professional development focused on identified improvement goals - at department, school, and district levels.
- Ensure that professional development time is meaningful and productive, with clear outcomes.
- Provide frequent opportunities for collaboration around teaching and learning.

We will continue to strive to provide the best teaching and learning environment for teachers and students and to maximize opportunities for growth, reflection and continuous improvement.

I hope you have a wonderful year!

Jennifer A. Henderson
Interim Director of Curriculum and Instruction

2010 - 2011 PROFESSIONAL DEVELOPMENT GOALS

- ☆ To provide ongoing support for standards-based (Understanding by Design) curriculum, instruction and assessment.
- ☆ To continually expand teachers' repertoire of effective strategies in order to maximize their ability to meet the needs of diverse learners.
- ☆ To increase instructional practices that enhance student thinking and engagement.
- ☆ To expand the integration of technology to advance teaching and learning across the curriculum.
- ☆ To provide ongoing staff development for all faculty and staff around diversity issues.
- ☆ To provide teachers with Sheltered English Immersion training as required by the MA Department of Elementary and Secondary Education.
- ☆ To support the implementation of *learning groups* as a vehicle for professional development.

Professional Development Schedule 2010 - 2011

	K-12 Prof Dev Full Day	K-12 Prof Dev Early Release	6-12 Prof Dev Early Release	K-5 Common Plan Early Release
SEPT	Thur 9/2			
OCT			Wed 10/20	Wed 10/20
NOV	Tue 11/2			
DEC		Wed 12/8		
JAN			Wed 1/12	Wed 1/12
FEB		Wed 2/2		
MAR			Wed 3/9	Wed 3/9
APR			Wed 4/6	
MAY			Wed 5/4	
JUNE			Wed 6/8	Wed 6/8

PROFESSIONAL DEVELOPMENT POSTINGS

All information relative to professional development, including notices about current professional development opportunities, will be posted in the *FirstClass* Professional Development Conference. Information about onsite (Canton) workshops and courses, as well as many offsite opportunities, will be posted as they become available. The Professional Development Conference is maintained by Jennifer Henderson, Interim Director of Curriculum and Instruction. If you learn of a professional development opportunity that may be of interest to others, please email details to hendersonj@cantonma.org so it can be posted. **Be sure to check the Conference frequently for new opportunities!**

In addition to professional development opportunities, all forms included in this document will be available on the PD Conference. These include forms for:

- Professional Development Reimbursement
- Salary Schedule Advancement
- Innovative Curriculum & Instruction Institute
- Professional Development Activity Approval
- Curriculum Development Application
- Course Approval/Change Form (Middle & High School only)

DISTRICT MEMBERSHIP

For 2010-2011, Canton is a member of The Education Collaborative (TEC) which provides professional development opportunities for our teachers. We are also members this year of the Greater Boston Students of Color Achievement Network (through EDCO). Information about TEC or EDCO offerings will be posted as they become available. TEC Professional Development booklets are distributed at all schools.

TEC also hosts “job-alike” groups, which consist of monthly get-togethers for professionals in a particular field (e.g. Guidance Counselors, Science Teachers, Elementary Teachers, Administrators, etc.). These meetings provide professionals with the opportunity to discuss common issues, seek best practices, and share program ideas among their peers. In addition, Job-Alike groups have access to various guest speakers to address topics of common interest.

CANTON-SPONSORED AFTER SCHOOL WORKSHOPS & COURSES

Canton teachers who have expertise that they would like to share with their colleagues by conducting an after school workshop series or course are encouraged to contact the Director of Curriculum and Instruction and submit a Professional Development Activity Approval Form. All workshop or course offerings must be pre-approved and will be posted on the Professional Development Conference. Instructors are paid at the rate of \$27.50 per hour.

CURRICULUM DEVELOPMENT & REVIEW

Paul Matthews Charitable Foundation Grant

The Paul Matthews Charitable Foundation Grant is a \$5000.00 grant available during the 2010-2011 school year that encourages experimentation and creative design that promote improved instruction. This grant will also promote teacher led research. This fund provides seed money to purchase materials, offer technical support, or underwrite participation in a workshop or training session for teachers who want to develop and try out an experimental idea aimed at supporting and strengthening student learning. All proposals are due no later than December 1, 2010, and a committee of principals, department heads and the Director of Curriculum and Instruction will evaluate and award project funding (maximum funding is \$1000.00 per proposal).

Innovative Curriculum & Instruction Institute

The Innovative Curriculum & Instruction Institute (ICII) was a new feature in the teachers' contract in 2007-08. The goal is to support the development of innovative curricular and/or instructional approaches. All teachers interested in completing an ICII project must complete an application and be pre-approved by the Director of Curriculum, Instruction & Technology. In 2010-2011, the stipend for completed projects will be \$500. The application due date is January 30, 2011.

Standards-Based Curriculum Development

Standards-based curriculum renewal and development is an ongoing process. The district provides support for curriculum development projects that meet district needs by providing stipends for after school or summer curriculum work and/or release time during the school year. All curriculum development project applications must be submitted by either a principal or department coordinator/advisor and must be pre-approved by the Director of Curriculum and Instruction. In general, funding is not approved for projects that only impact individual classrooms. Rather, funding is provided for the development of standards-based curriculum for specific subject/grade level(s) that require revision or for new course offerings (middle and high school only).

Curriculum Review

The Director of Curriculum and Instruction will provide leadership for district-wide curriculum review of targeted subject areas. Representative committees working in collaboration with the Director will accomplish this work. All committees will be selected using an inclusive process. In 2008-09, the district began a multi-year Curriculum Review process for K-8 English Language Arts, and a Committee was established. The Committee completed that project and a new ELA curriculum Pre-K – Grade 5 was adopted in June 2010. Members receive PDPs for participation. However, no compensation is offered at this time.

TECHNOLOGY TRAINING

We currently have two Technology Integration Specialists in Canton. Colleen McCarthy, Interim Director of Technology, oversees the technology department and supports Middle and High School teachers in the integration of technology to enhance teaching and learning. Canice Thynne, our new part-time Technology Integration Specialist, works in the same capacity with elementary teachers. In addition to their work with teachers during the school day, both Specialists offer after school workshops during the school year. Specific offerings will be posted on the Professional Development Conference.

Each year, we offer a Technology Course that is funded through the Title II-D Enhancing Education through Technology Grant when entitlement grant funding is available. Teachers have the option of taking it for PDPs, Canton Credit or graduate credit from a local college. Course details will be posted on the Professional Development Conference.

SHELTERED ENGLISH IMMERSION (SEI) TRAINING

Massachusetts teachers are now expected to learn about how to help English Language Learners continue to learn content while learning English. Canton offers a variety of opportunities for teachers to be trained in the four required SEI categories listed below. Details will be posted on the Professional Development Conference.

ELL teachers, Carla Dumont and Jasminka Friedman, JFK Reading Specialist, Yvonne Gunzberger, JFK teacher Jayne Moore, and GMS Reading teacher, Kristen Cabral, are all trained to train teachers in the areas of language acquisition and sheltering English in content learning.

Listed below are the four required categories of SEI training. Teachers at each level are strongly encouraged to participate in training that is offered. In addition to SEI workshops run by Canton teachers, we often provide support for teachers to participate in SEI trainings offered in other districts.

Category 1 Second Language Learning and Teaching is understanding the area of language acquisition. The intent is to develop skills and foundational knowledge in second language acquisition and teaching so we can work successfully with ELL learners. With this Category I Language Acquisition training, teachers will learn about factors that affect second language acquisition, implications of these factors, how culture and language are interdependent, and implications of cultural differences for classrooms.

Category 2 Sheltering Content Instruction provides teachers with understandings, strategies and approaches for sheltering content instruction for ELL students.

Category 3 Assessment of Speaking and Listening provides teacher training in the use of the six-level continuum of proficiency of the MELA-O rubric to assess student language skills.

Category 4 Reading and Writing in the Sheltered Content Classroom provides teachers with strategies for developing reading skills and comprehension, content vocabulary and writing skills for English Language Learners.

NEW TEACHER INDUCTION & MENTOR PROGRAM

All professional staff who are new to Canton are required to participate in a two day New Teacher Orientation program during the last week of August. In addition, new staff members are required to participate in a series of after school meetings scheduled during the school year. These meetings focus on topics of interest and are conducted by the Mentor Steering Committee along with the Director of Curriculum and Instruction.

Teachers who are new to teaching are provided with an individual Mentor to help them acclimate to their individual school's culture and practices and to provide support and guidance in the area of classroom instruction. Teachers new to Canton who have previous teaching experience receive a broad web of support from administrators, department and grade level colleagues, department coordinators/advisors, and the entire faculty. As a district, we are committed to working hard to support our new staff members and to offer help and guidance as needed to ensure success.

The Mentor Steering Committee, which is composed of representatives from each level and the Director of Curriculum and Instruction, coordinates the Mentor Program. This year, the Mentor Steering Committee includes Chairperson Karen Augenstern, high school; Jean Silva, middle school; and Joyce Mahn, elementary.

Our mentoring program is part of a comprehensive induction program for teachers who are new to teaching that:

- establishes a support system to promote confidence, optimism, and job satisfaction among new teachers,
- fosters arenas for collegial discussion among new and experienced teachers, and
- enhances student learning by improving the effectiveness of new teachers.

Qualifications of a Mentor

Mentors volunteer for this position and are compensated through a stipend or 3 Canton credits toward movement on the salary scale. A mentor must have at least 5 years teaching experience in Canton, has knowledge of the system's goals, teaches in the same building/grade level/or content area, possesses the ability to work well with people - to guide, coach, and motivate, enjoys the respect of the school staff within the building, and is a good listener and communicator. Potential mentors attend training sessions provided by the Canton Public Schools.

Role and Responsibilities of the Mentor

The mentor helps to extend the new teacher's skills and confidence. This is a confidential relationship between two peers, far removed from the evaluation process, and is designed to meet the individual needs of the new teacher. Teaching is a complex job, both intellectually and personally. Those who are left to learn their craft by the "sink or swim" method often find their first year painful and isolating and may even leave the profession. The role of the mentor involves breaking down the feeling of isolation and fear that new teachers experience.

POLICIES, PROCEDURES & FORMS

PROFESSIONAL DEVELOPMENT LEAVE

Process for Requesting Professional Development Leave:

1. To ensure fairness in the allocation of professional leave days and because of budget constraints, the number of days a teacher may take for personal professional development is generally limited to one day per teacher, in addition to district requested sessions. However, exceptions may be made in individual cases at the discretion of the building principal, Director of Curriculum and Instruction, or Director for Student Services.
2. Teachers fill in a **Request for Leave** form, found in the principals' offices, and have it signed by the principal AND department coordinator, where applicable; *a copy of the workshop brochure or other documentation must accompany the request.*
3. Principals then submit the form to Jennifer Henderson, Interim Director of Curriculum and Instruction for final approval.
4. Due to the shortage of substitutes, teachers are advised to call the Substitute Coordinator Christine Hartnett at the Substitute Line which is 781- 821-5050, ext. 224 for a substitute as soon as they know they have been approved for a conference by the building principal. Teachers also are responsible for calling the Substitute Coordinator to arrange for their own substitutes for district-sponsored professional development, which takes them out of the classroom.

PROCEDURES & GUIDELINES FOR PROFESSIONAL DEVELOPMENT REIMBURSEMENT

1. All employees covered under the Unit A contract are entitled to reimbursement of up to \$1000 for professional development activities undertaken outside of Canton, including conferences, workshops, courses, and seminars, up to *an aggregate cap for the bargaining unit of \$100,000 per year.*
2. *All requests for the school year will be processed on a FIRST COME, FIRST SERVED basis and must be submitted by June 1st (NO EXCEPTIONS). **However, if the aggregate cap is reached before June 1st, no additional requests will be approved.** Teachers will be notified through the Conferences if and when this cap is reached.*
3. Funds can be approved for activities only during the school year in which they occur. For purposes of reimbursement, this period includes professional development that occurs between July 1 and June 30 of that school year.
 - A summer course that *starts by June 30* can be reimbursed in the *current* school year *if* the request for reimbursement and proof of payment is received *by June 1.*
 - If the request for reimbursement and proof of payment is received *after June 1* for a summer course that *starts by June 30*, reimbursement will be made in the *next* school year.
 - A summer course that *starts on July 1 or later* will be reimbursed in the *next* school year. Reimbursement requests for these courses may be submitted *any time after July 1.*
4. For reimbursement, teachers must submit a Request for Reimbursement for Professional Development form to the Director of Curriculum and Instruction.
5. Forms are available through the Professional Development Conference (*FirstClass*).
6. Proof of payment in the form of a copy of a canceled check (front and back), receipt showing method of payment, credit card statement, or other documentation *must* accompany the completed form.
7. Funding reimbursement covers registration fees and tuitions, but not materials, memberships, travel, etc.
8. Requests will be funded on a *first come, first served* basis, up to a maximum of \$1000 per teacher. Teachers may submit additional requests; however, all requests *in excess of* \$1000 per teacher will be put on a waiting list until June 1.
9. *After June 1st*, once all the requests are in, any money remaining in the Professional Enhancement Fund will be disbursed in equal shares to those individuals who received tuition reimbursement during that contract year. No individual, however, will receive reimbursements that, when totaled, exceed the tuition which they paid.

~SAMPLE – DO NOT USE~

REQUEST FOR REIMBURSEMENT FOR PROFESSIONAL DEVELOPMENT

Canton Public School employees may request reimbursement for professional development according to the terms of their contracts. Unit A personnel are entitled to \$1000/year for conferences, workshops, courses, or seminars.

Funds can be approved for these opportunities only during the school year in which they occur.

For reimbursement, this form must be completed fully.

All requests for the school year will be processed on a FIRST COME, FIRST SERVED basis and must be submitted by June 1st (NO EXCEPTIONS). However, if the aggregate cap is reached before June 1st, no additional requests will be approved. Teachers will be notified through the Conferences if and when this cap is reached.

No reimbursements can be made without the appropriate cancelled check, receipt showing method of payment, or credit card statement attached to this form, as proof of payment.

Name _____ Date _____ School _____

Grade/Subject Area Taught _____

Name of Conference or Workshop _____

Date of Conference _____ Sponsored by _____ Cost _____

Brief Description of the Professional Development Opportunity (attach copy of brochure or flyer):

List previous conferences, etc., for which you have received reimbursement this year:

Name of Program	Date Attended	Amount of Award
_____	_____	_____
_____	_____	_____

Applicant Check List:

- I have filled out all required information on this application.
- I have attached a copy of the brochure or flyer.
- I have attached a copy of a cancelled check (both front and back), receipt, credit card statement or other proof of payment.
- I have made a copy of this form and all documentation for my records.

ACTION TAKEN BY DIRECTOR OF CURRICULUM AND INSTRUCTION

This application was approved for \$ _____

Signature Date
Director of Curriculum and Instruction

POLICY FOR ADVANCEMENT ON THE SALARY SCALE

There is a *two-step process* for obtaining advancement on the salary scale.

1. In early fall, you will receive a form to submit to the Business Office notifying them that you intend to move on the salary scale the following school year. This is the “Added Degree and Longevity Notification” form (see sample).

Any teacher requesting advancement on the salary scale must return the **Added Degree and Longevity Notification** form to the **Business Office** no later than **November 15** of the year **before** the increase begins, so that the budgeting process for the next year can include the district’s salary increase costs.

The November 15 date is crucial so that the operating budget for the next year includes adequate funding for these changes. *There can be NO exceptions*. This **Added Degree and Longevity Notification** form will be date-stamped upon receipt in the Business Office and a copy will be returned to you for your records.

2. After completing the appropriate courses for advancement, you must complete the form **Documentation of Request for Salary Advancement, which will be available on the Professional Development Conference**. This form, along with the appropriate transcripts and/or other documentation of the courses you have completed, is to be submitted to the Director of Curriculum and Instruction for approval. Within a month of receipt of this documentation, you will receive a letter confirming your advancement.

Transcripts for courses completed in the summer in advance of the school year for which you expect salary movement can be submitted as late as November for the salary increase that school year, as we understand that transcript documentation from summer courses may arrive later. However, the courses must be completed no later than the start of the school year in order for you to receive credit for the salary advancement that school year.

Please note that *only* courses taken for Graduate Credit from a college or university or Canton credit issued by the district can be used for salary movement. Canton also accepts Norfolk County Teachers Association (NCTA) course credits. Courses taken for PDPs only may *not* be used for salary advancement.

Canton Credit for Salary Advancement

Teachers who take certain courses in Canton offered for credit may receive “Canton credit” for movement on the salary scale, if they meet certain requirements:

- one (1) Canton credit can be awarded for each twelve hours of instruction, **and**
- participation must result in a written product, **and**
- the credit option *must* be announced in advance, **and**
- documentation of Canton credit, not just PDPs, awarded must be provided.

~SAMPLE – DO NOT USE~

MEMORANDUM

TO: ALL TEACHERS
FROM: J. HENDERSON, INTERIM DIRECTOR OF CURRICULUM AND INSTRUCTION
SUBJECT: ADDED DEGREE & LONGEVITY NOTICE
DATE: SEPTEMBER 15, 2010

ADDED DEGREE AND LONGEVITY NOTIFICATION FORM

PLEASE COMPLETE AND RETURN THE FORM TO THE BUSINESS OFFICE, ATTENTION: MS. BARBARA STEPHENS, BY 11/12/2010, IF YOU EXPECT TO BE ELIGIBLE FOR A CHANGE IN SALARY BY VIRTUE OF AN ADDED DEGREE OR ADDITIONAL COURSE WORK, OR IF YOU WILL BE ELIGIBLE FOR A CHANGE IN LONGEVITY, IN THE NEXT SCHOOL YEAR.

TEACHERS WILL RECEIVE A DATE STAMPED COPY OF THIS FORM AS PROOF OF RECEIPT. PLEASE KEEP A COPY FOR YOUR FILES.

Because this information is needed to prepare the budget for the next fiscal year, failure to return this form will mean funds will not be budgeted to honor advancements and/or changes in longevity.

YOUR NAME _____ **SCHOOL** _____

1. Will you be eligible for a change in salary in **September, 2011**, due to progression to the Master’s, Master’s Plus 15, Master’s Plus 30, Master’s Plus 60, or Doctorate/Master’s Plus 90 level? (Please check below.)

_____ YES _____ NO

If “YES,” please indicate the schedule you expect to be eligible for _____

2. Will you be eligible for a change in longevity? (Please check below.)

_____ YES _____ NO

If “YES,” please indicate the number of accumulated years of service as follows:

Canton Years _____ Other Years _____ Total Years _____ and the amount of longevity you believe you will be due in **September, 2011**. \$ _____

NOTE: You cannot advance to the salary level identified above in September 2011 unless this form has been completed and submitted on time. Upon completion of your coursework, you must also complete a Documentation of Request for Salary Schedule Advancement Form and provide proper documentation (transcripts) of degrees and coursework clearly indicating that you have attained the new level.

INNOVATIVE CURRICULUM & INSTRUCTION INSTITUTE GUIDELINES

- Applications for the 2010 - 2011 Innovative Curriculum & Instruction Institute must be submitted by **January 30, 2011**.
- If the number of applicants meeting the criteria for the institute exceeds funds available, teachers will be selected from among applicants who are on the maximum step of the salary schedule.
 - Teachers are encouraged to work with a colleague. However, please note that if one senior and one junior staff member apply together, we may only be able to fund the senior member *if the number of total applicants exceeds available funding*.
- Applicants will receive approval notification by **February 11, 2011**.
- Final written products must be submitted to Jennifer Henderson on or before **Monday, June 27, 2011** (*change in completion date as agreed upon by CTA and Administration*).
- Compensation in the sum of \$500 will be awarded upon submission of final written product. *In order to receive payment, project must be completed by the due date of June 27, 2011.*
- The use of the term “consultant” in the contract language has led to some confusion. *There is no obligation for teachers to present their work or serve as a consultant.*
- The intent of the institute and, therefore, the criteria for selection, is to support *any work that enhances your work with students in the area of curriculum and/or instruction.*
- The institute is *not* intended to support professional development activities.
- Please contact Jennifer Henderson if you have any questions or want to brainstorm about an idea you have for the Institute.

~SAMPLE – DO NOT USE~

**2010-2011 INNOVATIVE CURRICULUM AND INSTRUCTION
INSTITUTE**

GOAL: To support the development of innovative curricular and/or instructional approaches.

DIRECTIONS:

*Complete and return application to J. Henderson by **January 30, 2011***

*Please fill out **ONE** application if two or more people are working together.*

Applicant(s) will receive written notification of approved project.

*Written products must be submitted to J. Henderson by **June 27, 2011.***

Compensation in the sum of \$500 will be awarded upon submission of final written product.

PROJECT APPLICATION

NAME(s): _____

SUBJECT AREA(S)/GRADE LEVEL(S) TO BE ADDRESSED:

GOALS OF PROJECT (use back if necessary):

OUTCOMES:

BENEFIT(S) TO STUDENT LEARNING:

DESCRIPTION OF FINAL WRITTEN PRODUCT:

PROJECTED DATE OF PROJECT COMPLETION: _____

Approved: _____ Date: _____

Jennifer A. Henderson, Interim Director of Curriculum and Instruction

DISTRICT SPONSORED PROFESSIONAL DEVELOPMENT ACTIVITY APPROVAL PROCESS

Teachers should NOT use this process to apply for PDPs on an individual basis. Exceptions may be made *only* with pre-approval of the Director of Curriculum and Instruction.

1. All professional development activities sponsored by the Canton Public Schools must be approved by the Director of Curriculum and Instruction.
2. Professional development activities may include, but are not limited to, professional development (inservice) projects, after school workshops, and onsite courses.
3. The Canton Public Schools will follow state guidelines regarding the issuance of Professional Development Points (PDPs).
4. All professional development activities must have an identified **Contact Person**, who is responsible for the following:
 - Submit an application to the Director of Curriculum and Instruction.
 - Develop an informational flyer advertising the activity (if applicable) which can be posted electronically on the Professional Development Conference.
 - Take attendance at all sessions.
 - Collect copies of final products.
 - Conduct an evaluation of the activity.
 - Upon completion, return signed copy of approved application to the Director of Curriculum and Instruction indicating date of completion.
 - Attach list of all participants who successfully completed the activity (including submission of a product) including the number of PDPs or Canton credits for each participant based on actual attendance.

~SAMPLE – DO NOT USE~

**APPLICATION FOR PROFESSIONAL
DEVELOPMENT ACTIVITY APPROVAL**

Submit to the Director of Curriculum and Instruction

Title of Activity:

NOTE: This will also serve as the title of the PDP certificate.

Applicant/Contact Person:

School:

Activity Location:

Cost:

No. of Participants:

Date(s) & Time:

Total Clock Hours:

Credit Options (PDPs, Canton Credits, Graduate Credits):

Facilitator/Presenter(s) (including affiliation):

Description:

End Product (e.g. lesson/unit plan, reflective journal, report, curriculum document, action plan):

Method of Evaluation:

Applicant/Contact Person's Signature Date

Principal's Signature Date

Approved _____
Director of Curriculum and Instruction Date

Project Completed _____
Contact Person's Signature Date

Attach list of participants with number of PDPs for each based on actual attendance.

PROFESSIONAL DEVELOPMENT POINTS (PDPs) GUIDELINES

1. Professional Development Points (PDPs), which are required for recertification (Professional Licenses only), are awarded by the district *only* for Canton-sponsored courses, workshops, or other professional development activities. PDPs are not awarded for meetings or other committee work. PDPs are only awarded if they represent *at least 10 hours* on a topic and result in some type of *written or other documentable product*.

2. For recertification purposes, it is the responsibility of the individual teacher to maintain an updated Individual Professional Development Plan (IPDP) and proper documentation of all coursework and PDPs earned. Additional information about IPDPs can be found in the PD Conference.

MA Department of Elementary & Secondary Education
Guidelines for District-Based Professional Development Programs
Adapted from MA DOE Recertification Guidelines for Massachusetts Educators
January 2000

Educators who participate in school- and district-based inservice programs that focus on strengthening professional knowledge and skills in content areas are eligible to receive 1 PDP per clock hour. Educators may receive PDPs after the successful completion of 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.

Some professional development programs are not readily measured in clock hours or may result in a large number of hours. The Department has established the maximum number of points per year for some programs in an effort to encourage educators to participate in a variety of professionally relevant and academically meaningful activities. 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 toward recertification. ***Educators may apply the earned PDPs toward either the content-based pedagogy/professional skill area or the elective points or both depending upon whether or not the pedagogical activities are content-based.***

Eligible Program Maximum Number of Points per Year

Mentoring	15 PDPs
Peer Coaching	15 PDPs
Peer Assistance and Review Programs	15 PDPs
Cooperating Teacher	15 PDPs (provided by college or university)
National Board of Professional Teaching Standards	120 PDPs for successful completion (30 PDPs in content, 60 PDPs in pedagogy and 30 PDPs in elective)
Accreditation or Inspection Team member	30 PDPs in five year cycle
School faculty member preparing for Accreditation or Inspection Team visit	30 PDPs in five year cycle

Presenters/Trainers

Educators who develop and present a minimum of 3 separate sessions in a professional development series are eligible to receive 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.

Curriculum Development

Educators who author 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 may earn 15 points per curriculum unit and may accrue up to 60 points in five years.

~SAMPLE – DO NOT USE~

CURRICULUM PROJECT APPLICATION

Application must be submitted by a Principal or Department Leader.
Complete and return application to Jennifer Henderson, Interim Director of Curriculum and Instruction.
Please fill out ONE application if two or more people are working together on a project.
Compensation rate is \$27.50 per hour (\$35 per hour for group facilitator). MAXIMUM of 25 hours per project.

PROJECT NAME:

SUBMITTED BY: _____

Principal/Department Leader Signature

PARTICIPANT NAME(s):

SUBJECT AREA(s)/GRADE LEVEL(s) TO BE ADDRESSED:

GOAL(s) OF PROJECT:

PROJECT DESCRIPTION (use back if necessary):

CURRICULUM STANDARDS BEING ADDRESSED:

BENEFIT TO STUDENT LEARNING:

DESCRIPTION OF FINAL PRODUCT (must be a written product):

NUMBER OF HOURS REQUESTED (PER PERSON): _____

PROJECTED DATE OF COMPLETION: _____

ACTION TAKEN BY DIRECTOR OF CURRICULUM, INSTRUCTION & TECHNOLOGY

This application was approved for ____ hrs.

Signature Director of Curriculum and Instruction

DATE: _____

COURSE APPROVAL/CHANGE PROCESS

(for use by Middle and High Schools only)

Introduction

Any proposed change to the Program of Studies should be based on:

- a thorough needs assessment
- careful research into best practices
- consideration of budget implications, e.g. staffing, materials, professional development
- a sound rationale based on the needs of students

Proposed changes to the Program of Studies may include:

- addition of a new course
- revision of an existing course
- deactivation of a course
- change in a course name
- change in a course level
- change in prerequisites

Timeline/Procedures

Sept/Oct	Department staff conducts needs assessment and research
Oct/Nov	Department Coordinator/Advisor submits Course Approval/Change Form to Building Principal
Nov	Upon approval of Building Principal, proposal is submitted to Director of Curriculum and Instruction
Nov	Upon approval, Director of Curriculum and Instruction and Building Principal make a recommendation to the Superintendent
Nov/Dec	Upon the recommendation of the Superintendent, Director of Curriculum and Instruction and Building Principal make a presentation to the School Committee on proposed change(s) to the Program of Studies
Dec/Jan	School Committee votes to approve the proposed change(s) to the Program of Studies

Course Approval/Change Form

COVER SHEET

Submitted by:	Date of Submission:
Course Title/Level:	Department:
I have reviewed the attached materials and approve the course as proposed.	Signature of Building Principal: _____ Date:
I have reviewed the attached materials and approve the course as proposed.	Signature of Director of Curriculum and Instruction _____ Date:
I have reviewed the attached materials and recommend that this course change be included in the Program of Studies.	Signature of Superintendent: _____ Date:

School Committee Approval

Yes

No

Date: _____

Course Approval/Change Form

Course Details

Department:

Course Title:

Course Level:

Grade Level/Target Population:

Full Year Course _____ Semester Course _____

Credits:

Prerequisite Course(s):

Proposed Change (check all that apply):

- New course*
- Revision of existing course * Replaces:
- Deactivate course (attach copy of current course description)
- Change in course name Replaces:
- Change in course level Replaces:
- Change in prerequisites

***Attach Course Overview**

Rationale for Proposed Change

Course Overview

1. Course Goals and/or Major Student Outcomes:

List 3-5 broad educational goals.

2. Course Objectives:

List 3-5 subject-specific learning objectives

3. Course Outline:

List all topics and sub-topics, indicating both breadth and depth of coverage.

4. Course Standards:

Identify the MA learning standards addressed by this course.

5. Texts and Supplemental Instructional Materials:

List recommended core text and supplementary materials. As appropriate, list proposed required readings.

6. Key Assignments:

7. Instructional Methods and/or Strategies:

8. Assessment Methods and/or Tools:

9. Honors Courses only:

Indicate specifically how this course will differ from a non-honors course in the same subject area in terms of breadth, depth, scope of the topics covered, student expectations, etc. If a college textbook is used, please indicate so.

10. Budget Implications:

Identify needs and provide estimated costs for staffing, materials, training/professional development, and/or curriculum development.

PAUL R. MATTHEWS CHARITABLE FOUNDATION GRANT GUIDELINES

- Applications for the 2010 - 2011 Paul R. Matthew Charitable Foundation Grant must be submitted to the Interim Director of Curriculum and Instruction no later than December 1, 2010.
- A small committee of principals and department heads in conjunction with the Interim Director of Curriculum and Instruction will evaluate and support proposals that promote experimentation and creative design to improve instruction and student learning. One example might be a “Lesson Study” in which three teachers develop a specific common lesson together and then observe one another teach the lesson providing detailed feedback each time the lesson is taught. Another example might be to establish a small book club focused on one specific topic and then implement several ideas from suggested readings within the classroom. Participants then return together to evaluate data and discuss the success/failures.
- Teachers are encouraged to work with several colleagues.
- Applicants will receive approval notification by **December 22nd**.
- A final summary of the “experiment” or research findings is due to the Director of Curriculum and Instruction on June 3, 2011.
- Please contact Jennifer Henderson if you have any questions or want to brainstorm about an idea you have for the proposal.

~SAMPLE – DO NOT USE~

**PAUL R. MATTHEWS CHARITABLE FOUNDATION GRANT
GUIDELINES**

GOAL: To support teacher designed ideas that promote improved instruction or innovative curriculum designs fostering creative thinking and experimentation

DIRECTIONS:

*Complete and return application to J. Henderson by **December 1, 2010***

Please fill out ONE application if two or more people are working together.

Applicant(s) will receive written notification of approved project on or before December 22, 2010.

A written summary must be submitted to J. Henderson on or before June 3, 2011.

No proposal will be awarded more than \$1000.00

PROJECT APPLICATION

NAME(s): _____

DESCRIPTION OF EXPERIMENT, RESEARCH OR IDEA:

ANTICIPATED OUTCOMES:

FUNDING REQUEST:

Contractual Services (payment for planning or activity outside of school hours at the rate of \$27.50 per hour per person)

Provide detail: _____

_____ Total for Contractual Services \$ _____

Supplies/Materials Required:

Provide detail: _____

_____ Total for Supplies/Materials \$ _____

Substitutes Required: (at the rate of \$80.00 per day per teacher)

Provide detail: _____

_____ Total for Substitutes \$ _____

Other Expenses:

Provide detail: _____

_____ Total Other Expenses \$ _____

Final Total Requested \$ _____

Additional Information:

1. Will you require technology personnel support? _____ yes _____ no
2. Is there any other information you would like to provide re: this proposal?

Approved: _____ Date: _____

Jennifer A. Henderson, Interim Director of Curriculum and Instruction