Brockton Public Schools

Professional Development Plan
Teacher’s Guide

Matthew H. Malone, Ph.D.
Superintendent of Schools

Brockton, Massachusetts
Dear Teachers:

The Brockton Public Schools annually publishes the Professional Development Plan-Teacher’s Guide for distribution to certified staff. Brockton’s plan was developed in response to the Education Reform Act of 1993, which requires school systems to support teachers in their professional growth and renewal, including meeting state requirements for movement through the various phases of licensure. Perhaps even more important, the Brockton Public Schools are committed to professional development for staff members as a key to the improvement of student achievement.

Brockton’s Professional Development Plan contains two sections: first, information on licensure as provided by the Massachusetts Department of Education and the Massachusetts Teachers Association; and second, an overview of our system’s procedures for approval of professional development activities, including up-to-date forms for each step of the way. Teachers should check with the main office of their building and on the Brockton Public School Professional Development page (www.brocktonpublicschools.com/page.cfm?p=1446), as activities will be posted there to meet specific needs of schools and departments.

I should also point out that we are committed to strong professional development for paraprofessionals, parents and community members. Look for information on programs for these groups throughout the year.

My best wishes for a successful school year. I hope that Brockton’s professional development program assists you in reaching your own professional goals.

Sincerely,

Matthew H. Malone, Ph.D.
Superintendent of Schools

MHM/dmm
# Table of Contents

The Professional Development Plan for the Brockton Public Schools

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement</td>
<td>2</td>
</tr>
<tr>
<td>Brockton Public Schools District Improvement Plan &amp; System Goals</td>
<td>3</td>
</tr>
<tr>
<td>Professional Development Points Activities Eligible for PDPs</td>
<td>5</td>
</tr>
<tr>
<td>Previous Recertification Regulations</td>
<td>8</td>
</tr>
<tr>
<td>Brockton Public Schools Procedures &amp; Forms for an Individual PDP</td>
<td>9</td>
</tr>
<tr>
<td>MTA Individual Professional Development Plan (IPDP)</td>
<td>10</td>
</tr>
<tr>
<td>School District Professional Development Activities Recording Form</td>
<td>14</td>
</tr>
<tr>
<td>Non-District Professional Development Recording Form</td>
<td>15</td>
</tr>
<tr>
<td>Procedure for Supervisor's Approval of an Individual PDP</td>
<td>16</td>
</tr>
<tr>
<td>Supervisor's Approval Form Individual PDP</td>
<td>17</td>
</tr>
<tr>
<td>Procedures and Forms Professional Development Activities in Brockton</td>
<td>18</td>
</tr>
<tr>
<td>Guidelines for Pay/PDPs for Presenters &amp; Participants in Brockton</td>
<td>41</td>
</tr>
<tr>
<td>Brockton Public Schools Print and Web-based Professional Development</td>
<td>42</td>
</tr>
</tbody>
</table>
THE PROFESSIONAL DEVELOPMENT PLAN
FOR
BROCKTON PUBLIC SCHOOLS

The Education Reform Act of 1993 directed the State Board of Education and the Commissioner of Education to establish an annual statewide plan for professional development. In addition to the statewide plan for professional development, the Education Reform Act requires school districts to develop annual professional development plans.

The goal of the Professional Development Plan for the Brockton Public Schools is to insure high standards, high expectations and high achievement for all by providing meaningful, ongoing opportunities with a broad range of activities appropriate to the varied needs of individuals, schools and the district as a whole.

In order to address school and district goals, the amended recertification regulations require educators to align their Individual Professional Development Plans with school and district improvement goals. Additionally, except for those who received standard certification between 10/1/94 through 6/17/99, educators are required to obtain supervisor approval and endorsement indicating that 80% of the professional development points are consistent with the educational needs of the school and/or district.

Teacher recertification is achieved through the completion of eligible professional development programs and activities designed to support and increase student learning. Under the new regulations, educators will need to earn professional development points (PDPs) that are relevant and meaningful to their teaching or administrative duties.

The Brockton School Department has been designated as an approved Professional Development Provider by the Department of Education. As a provider, the system will offer professional development opportunities to assist all professional staff in meeting recertification requirements. Professional Development Points will be issued for appropriate activities. Guidelines for receiving PDPs are included in this document.
MISSION STATEMENT

The mission of the Brockton Public Schools is to provide education of the highest quality that motivates all students to excel, meets their individual needs, and prepares them for the future.

The Professional Development Plan of the Brockton Public Schools provides for a wide variety of opportunities for professional growth which will:

- align professional development activities with the educational goals of the school district, the school, and the individual educator;
- promote excellence in teaching and learning in all areas of the curriculum;
- provide access for all students to challenging, engaging educational experiences which prepare them for the future;
- create a learning environment that reflects understanding, acceptance and appreciation of all cultures and learning styles;
- enhance an individual's ability to perform as an educator;
- include training for other members of the school community;
- reflect the Massachusetts Curriculum Frameworks.

High quality professional development should include:

- integration of the Massachusetts Curriculum Frameworks;
- support of the goals of the district, the school and the individual educator;
- opportunities for reflection and processing;
- collegiality and collaboration across and within professional roles and responsibilities;
- expansion of educators' knowledge of subject matter;
- incorporation of research-based strategies for teaching, learning, and assessment;
- discipline-specific and interdisciplinary approaches to teaching, learning, and assessment that reflect increased student achievement;
- participant involvement in the design, implementation, and evaluation of professional development programs and activities;
- encouragement of and support for experimentation and risk taking;
- follow-up that focuses on the application of professional development to the improvement of student learning;
- opportunities for training for members of the school community, classroom paraprofessionals and others;
- strategies for reaching out to and involving families and the community;
- support of school improvement plans.
Brockton Public Schools District Improvement Plan

Approved: 4/1/05 Brockton School Committee

The Mission
The mission of the Brockton Public Schools is to provide education of the highest quality that motivates all students to excel, meets their individual needs, and prepares them for the future.

Beliefs

Purpose
The purpose of education is to prepare students for life in a complex and changing world.

Mindset
Expectations, attitudes and hard work directly affect academic performance.

Building Blocks
Literacy and Numeracy are the foundations upon which learning is built.

Engagement
Student achievement is enhanced when learning is active and relevant.

Environment
Everyone has the right to an opportunity to learn in an orderly environment.

Differences & Worth
All students learn at different rates and in different ways and have abilities and talents worthy of recognition.

Reinforcement
Students are more likely to succeed if education is supported at home.

Common Cause
Education is the shared responsibility of our students, their families, schools, and the community.

Operating Principals

Instruction 1st
The first priority is an aligned preK-12 Instructional program.

Consistency & Training
Programs will be consistent and aligned to plan for continuous improvement and will include staff development and assessment.

Improvement
Continuous improvement requires assessment literacy and supports innovation.

Data-Based
Decisions are data driven and are made at the level of accountability.

Smart Decisions
Site-based decisions will support and align with the district improvement plan.

Work-In-Progress
School Improvement Plans will be living documents updated regularly.

Ownership
Accountability is a shared responsibility.

Assess & Inform
We will regularly monitor and assess our progress and publicly report our results.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Strategies</th>
<th>Measurement</th>
<th>Essential Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student learning and achievement</td>
<td>Align, design and implement a rigorous and coordinated PreK-12 curriculum based on the State Standards</td>
<td>Design and adopt an assessment and accountability system based on student performance</td>
<td>Standardized tests</td>
</tr>
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<td></td>
<td>Review and reorganize grade structure</td>
<td>Increase availability of full-day Kindergarten</td>
<td>Performance assessments:</td>
</tr>
<tr>
<td></td>
<td>Address Adequate Yearly Progress issues</td>
<td>Adopt the Middle School Concept</td>
<td>• Portfolios</td>
</tr>
<tr>
<td>Provide safe, clean, orderly, learner-centered environment.</td>
<td>Classroom Management strategies</td>
<td>Create a safe school environment with clear and logical consequences</td>
<td>Review, update and practice safety procedures</td>
</tr>
<tr>
<td></td>
<td>Availability of data</td>
<td>Provide alternative education options</td>
<td>Review facilities maintenance staffing</td>
</tr>
<tr>
<td></td>
<td>Standards for cleanliness</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Restructure Buildings &amp; Grounds</td>
<td></td>
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<tr>
<td>Increase parent and community involvement in our schools</td>
<td>Create a climate in the school system which fosters openness, trust, and collaboration</td>
<td>Expand reach of parent liaisons - Parent Information Center</td>
<td>Strengthen community relationships through communication, information, and outreach centers</td>
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<td></td>
<td></td>
<td>Review mission of Community Schools</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Coordinate and expand outreach programs</td>
<td></td>
</tr>
<tr>
<td>Improve district effectiveness and efficiency</td>
<td>Review and reorganize personnel and departments</td>
<td>Restructure Central Services</td>
<td>Address audit mandates</td>
</tr>
<tr>
<td></td>
<td>Review practices</td>
<td>Create financial efficiencies</td>
<td>Improve instructional management systems</td>
</tr>
<tr>
<td></td>
<td>Review use of space and facilities</td>
<td>Eliminate redundancies</td>
<td>Review workflow and streamline financial</td>
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<td>Establish Cost Centers</td>
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A Professional Development Point (PDP) is defined as a unit of measurement of professional development activities. One clock hour is equivalent to one professional development point. The formulas for converting hours and Continuing Education Units CEUs to PDPs are as follows:

**Courses for Credit**
- Upper-level undergraduate course or approved equivalent
  
  1 semester hour = 15 PDPs

- Upper-level undergraduate course or approved equivalent (only when content is substantially new to the educator)
  
  1 semester hour = 22.5 PDPs

- Graduate-level course or approved equivalent
  
  1 semester hour = 22.5 PDPs

- Audit courses
  
  1 semester hour = 7.5 PDPs

**Continuing Education Units (CEUs)**
- 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 202-463-2905 or visit their website at www.iacet.org.
  
  1 CEU=10 PDPs

**Massachusetts Department of Education Regulations Eligible for PDPs**

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.

**Offerings through the Massachusetts Department of Education**

(Conference, Institute, Seminar, Workshop, Educational Improvement Activity)
- The Department will offer 1.5 PDPs per clock hour for professional development activities that:
  - total at least 10 hours;
  - include a product or pre- and post-content assessment; and
  - include a follow-up component.
- For those Department-sponsored activities that do not have a pre- and post-content assessment, only 30 PDPs can be counted toward recertification in a five-year cycle.
- The Department will not offer PDPs for one-day workshops or conferences, informational sessions or meetings.

PDPs for participation in such eligible offerings will be issued by the Department of Education.
Undergraduate and Graduate Courses, Seminars or Institutes
♦ Colleges and universities offer upper-level undergraduate and graduate-level courses of study. School districts, collaboratives, museums, scientific institutes, cultural institutions and other providers may offer equivalent courses of study after obtaining approval from the Department of Education.

PDPs or graduate credits for successful completion of such coursework will be issued by the sponsoring college or university.

Offerings through Professional Development Providers
♦ PDPs may be awarded by registered providers to educators who complete a professional development activity and demonstrate proficiency in the relevant subject area or skill through an appropriate end-of-course assessment that satisfies Department guidelines. All end-of-course assessments must assess at least 10 hours of professional development on a given topic.
  • 1 PDP per clock hour
  • PDPs for participation in such offerings will be issued by the providers.

Follow-up to Attendance at a Professional Conference
♦ Educators who attend a professional conference may extend their learning by developing a school-based activity or curriculum, or by publishing written material as described in the next section. These activities will assist educators in earning PDPs for recertification.

PDPs for successful completion of approved activities which document the extension of learning after attendance at a workshop or conference will be issued by the Brockton Public Schools.

National Board of Professional Teaching Standards
♦ 120 PDPs for successful completion of National Board Certification
  (30 PDPs in content, 60 PDPs in pedagogy and 30 PDPs in elective)
  PDPs for local staff members' successful completion of the National Board Certification program will be issued by the Brockton Public Schools.
  There will be no PDPs issued for partial completion of this program.

Visiting Team for Accreditation or Inspection
♦ A visiting team member or school faculty member preparing for a visit through the New England Association of Schools and Colleges may accrue 30 PDPs in five years.
  PDPs for participation in local accreditation activities will be issued by the Brockton Public Schools according to the guidelines established above.

Mentoring
♦ Participants in a teacher mentoring program may accrue 15 PDPs per year from districts that have submitted a mentoring plan to the Department of Education.

PDPs for mentors participating in Brockton's approved mentoring program will be issued by the Brockton Public Schools.
School/District Activity
School Improvement Activity, Workshop, Seminar, Institute, Study Group, Educational Project, Distance Learning, Mentoring
♦ Educators who participate in school and district based in-service programs that focus on strengthening professional knowledge and skills in content may receive PDPs after the successful completion of a professional development program with a minimum of 10 hours on a topic, with an observable demonstration of learning that could include a written product or other documentable product.
   1 PDP per clock hour

Examples:
♦ District-based professional development program focused on implementing the district's new reading program
♦ Curriculum development: new curriculum unit developed and officially distributed by the district
♦ Series of content seminars for teachers
♦ Training for school council members
♦ Activities that promote increased parent involvement
♦ Training in second language acquisition
♦ Training in working with culturally and linguistically diverse populations

PDPs for completion of an approved school or district activity will be issued by the Brockton Public Schools.

School-Based Activity
♦ Educators may earn PDPs for developing and implementing an activity for students, parents or teachers that incorporates the learning standards of the state Curriculum Frameworks. Educators may earn 1 PDP per clock hour with a maximum of 30 points in a five-year cycle when the school-based activity is distributed or implemented by a local school, district or university. Educators may count PDPs from school-based activities toward the recertification content requirement when the activity is directly related to the content area of the certificate.

Examples:
♦ 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.

PDPs for completion of an approved school-based activity will be issued by the Brockton Public Schools.
Presenters at Workshops
♦ Presenters for graduate-level courses or approved equivalents for educators are eligible to receive 45 PDPs per semester hour for the first time the course is taught in a five-year renewal cycle.

PDPs for presenters of graduate-level courses will be issued by the sponsoring institution.

♦ Presenters who develop and present a district or school-based professional development series are eligible to receive twice the number of PDPs given to participants for the first time the presentation is given.

PDPs for presenters of district or school based professional development activities will be issued by the Brockton Public Schools according to the guidelines established above.

Professional Product
♦ Educators may earn PDPs through an educator-designed professional development activity that result in a professional product.
♦ Published Written Materials
  • Doctoral dissertation 90 PDPs in five years
  • Master's or CAGS thesis 45 PDPs in five years
  • Book(s) 90 PDPs per book
  • Chapters or articles in a professional book or journal 30 PDPs per chapter or article
  • Published results of action research 30 PDPs in five years

PDPs for successful completion of a professional product will be issued by the Brockton Public Schools according to the guidelines established above.

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 textbook or professional resource, can earn 15 PDPs per curriculum unit and may accrue up to 60 PDPs in five years.

PDPs for successful completion of a curriculum unit will be issued by the Brockton Public Schools according to the guidelines established above.

Previous Recertification Regulations Activities That Qualify

All professional development activities completed between June 19, 1999 and the official supervisor's approval date follow the previous Massachusetts Department of Education recertification regulations.

For previous regulations see pages 21-23 of the January, 2000 Recertification Guidelines for Massachusetts Educators published by the Department of Education.

http://www.doe.mass.edu/recert/application.html
The following section includes information about procedures and forms to be used by Brockton educators for writing and submitting an Individual Professional Development Plan (IPDP) for approval by the immediate supervisor.

♦ Each educator with a standard certificate is responsible for developing an Individual Professional Development Plan that describes eligible activities which will lead to recertification within a given five-year cycle.

♦ The plan must focus on goals that strengthen content and professional skills to improve student learning as reflected by the Massachusetts Curriculum Frameworks. The plan must indicate 80% alignment with district and school goals.

♦ Educators are required to maintain an Individual Professional Development Plan, reasonable documentation that validates the completion of an activity and the number of points accrued, and a record of completed recertification activities.

♦ The record of completed activities must include the following information:
  • Topics and types of professional activities completed,
  • Dates of activities,
  • Activity Providers,
  • Number of points completed.

♦ Documentation of any product that has resulted in PDPs must be kept for the five-year cycle.

♦ Educators must maintain the documentation record log, professional development plan and application for five years following the date of recertification.

♦ The Brockton Public Schools recommend that educators use the Individual Professional Development Plan form developed by the Massachusetts Teachers Association. Plan is reproduced on the next four pages.

♦ Recordkeeping forms for educator’s Individual Professional Development Plans follow the MTA pages in this document. They may also be found on the Massachusetts Department of Education website at [http://www.doe.mass.edu/pd/](http://www.doe.mass.edu/pd/).
Individual Professional Development Plan (IPDP): Regulations require that educators with a professional license have an IPDP for the purpose of license renewal. This folder has been designed for three purposes: (1) advancement through the stages of licensure; (2) identification as highly qualified; and (3) license renewal.

**LICENSURE**

Educators must be licensed to be legally employed in a Massachusetts public school unless the district has obtained a waiver.

**Terms to Know**
- Approved program: Training/education program approved by the DOE for a specific licensure field and level.
- Field: Content area or role for which a license is approved.
- Initial License: Entry level license for new teachers with pre-service teacher training. Second stage for teachers with a Preliminary license.
- Level: Grade span approved for a license.
- MTEL: Massachusetts Tests for Educator Licenses – the Communications & Literacy test and content area tests required.
- Preliminary License: Entry level license for new teachers who have not completed pre-service teacher training but have passed MTEL.
- Temporary License: License for experienced, fully licensed teachers from out of state allowing them to teach for one year only during which they must pass MTEL and obtain an Initial license.

**Significant Provisions**
- All applicants for an educator license must pass required licensing tests (MTEL); this applies to first time applicants and to those adding licenses.
- Preliminary and initial licenses are valid for five years of employment.
- Initial licenses may be extended one time for an additional five years.
- Holders of Temporary, Preliminary, and Initial licenses must advance to the next stage license; they are not subject to license renewal.
- Advancing from one stage license to the next requires additional education/training.
- Districts are required to provide new teachers with an induction program and a trained mentor.

For more information, go to [www.massteacher.org/license](http://www.massteacher.org/license) or [www.doe.mass.edu/educators](http://www.doe.mass.edu/educators)

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**HIGHLY QUALIFIED**

Under the current reauthorization of the federal ESEA/No Child Left Behind Act.

**Terms to Know**
- Core Academic Subjects: English, language arts, reading; mathematics; foreign languages; economics, history, civics, government, geography, science; and the arts.
- ESEA/No Child Left Behind Act.
- NO Child Left Behind Act.
- Housse (Highly Objective Uniform Standard of Evaluation): An approved IPDP which identifies the PDPs a teacher of core academic subjects will use to demonstrate subject competency before June, 2006. The same IPDP may be used for Renewal License and for the Housse but must meet the PDP requirements of each.
- Subject competency may be demonstrated by: Undergraduate major or equivalent, graduate degree in the subject, National Board Certification, MTEL content test or NO Child Left Behind Act.

Steps for designing a Housse IPDP and record keeping see Q inside.

**Significant Provisions**
- Licensed teachers (any stage of license) will be identified as highly qualified once they have demonstrated subject matter competence.
- NO Child Left Behind Act must contain at least 90 PDPs in content and skills of the core academic subjects which they teach, at least 10 in each subject. If teaching outside of license 30 PDPs in subject.
- PDPs in Housse can be earned anytime after June 17, 1999.
- NO Child Left Behind Act can include PDPs used for license renewal.
- Teachers with an approved NO Child Left Behind Act can be called highly qualified as long as they are on track to complete the activities by June, 2006.

For more information go to [www.massteacher.org/hq](http://www.massteacher.org/hq) or [www.doe.mass.edu/nochild/hq](http://www.doe.mass.edu/nochild/hq)

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**LICENSE RENEWAL**

All Educators Licenses at the Professional Stage must be renewed every five years.

**Terms to Know**
- Advanced Academic Study: Upper level undergraduate or graduate level course (or equivalent) where content is new to the educator or not graduate level course (or equivalent) or program approved by the DOE.
- Content Area: Academic discipline/subject matter of license.
- District Professional Development Plan: delineates district goals: includes School Improvement Plan goals; defines activities through which staff will meet license renewal requirements, including no-cost options and specific content to be addressed; sets forth a professional development budget; includes district professional development offerings.
- IPDP: The educator’s five-year plan outlines professional goals and activities for purposes of license renewal.
- No-Cost Option: Massachusetts law requires that educators have available a no-cost way to relicense. The DOE has charged districts with this responsibility.
- Pedagogy: Teaching skills and instructional knowledge.
- Primary License: When an educator holds more than one Professional License, she designates one as the “primary” license, usually the one under which the educator is working.
- PDP: Unit created to measure professional development activities:
  - 1 clock hour = 1 PDP
  - 1 semester hour = 15 PDPs
  - 1 CEU = 10 PDPs
- Advanced Academic Study = 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.

**Significant Provisions**
- Professional licenses issued or renewed after December 1, 1999, requires 150 PDPs for renewal, at least 90 in content and at least 120 in content and pedagogy. Additional Professional licenses require 30 PDPs in content.
- If the IPDP is used for license renewal it should be: APPROVED and signed by a supervisor within three months of Professional license issue or renewal date (deadline is November 30, 2004 for licenses renewed after June 16 and over the summer); REVIEWED by supervisor at least once every two years; ENDORSED and signed for completion prior to renewal application.

For more information go to [www.massteacher.org/recent](http://www.massteacher.org/recent) or [www.doe.mass.edu/recent/](http://www.doe.mass.edu/recent/)

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[www.massteacher.org](http://www.massteacher.org)
Name: ____________________________ Date: ____________________________

Position: ____________________________ District: ____________________________

License Number: ____________________________ School: ____________________________

License(s) Held

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<tr>
<th>License 1</th>
<th>License 2</th>
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<th>License 4</th>
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*License stages are: Preliminary, Initial, or Professional

A single IPDP can be used for one or more of the following purposes. Select the purpose(s) for which you will be using this IPDP and proceed to the corresponding section(s).

☐ Advance to Next License Stage. Go to L
☐ Meet Highly Qualified Requirements. Go to Q
☐ Renew Professional License. Go to R

L ADVANCE TO NEXT LICENSE STAGE*

To advance from a Preliminary license to an Initial license:

- Complete an approved post-baccalaureate educator preparation program

or

- Complete an approved district-based licensing program

Post-baccalaureate Program to Advance from Preliminary to Initial License

<table>
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<tr>
<th>College/University:</th>
<th>Program:</th>
<th>Content Area:</th>
<th>Expected completion date:</th>
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Has this program been approved by the Massachusetts Department of Education for your license? Yes ___ No ___

To advance from an Initial license to a Professional license:

- Participate in the district induction program with a trained mentor (may have occurred under a Preliminary or Initial license), and
- Complete a minimum of 3 years employment under the Initial license, and
- One of the following:
  - Approved master’s program in a school of education (begun after Initial license was issued).
  - Master’s or other advanced graduate program relevant to the discipline (field) of the license (may not be in a school of education).
  - For those who hold a master’s or other advanced degree that does not satisfy either bullet immediately above, an approved 18-credit graduate program.
  - Certification by the National Board for Professional Teaching Standards.
  - Approved district-based program.
  - DOE performance assessment (not available as of 12/04).

Graduate Degree Program to Advance from Initial to Professional License

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<th>College/University:</th>
<th>Program:</th>
<th>Content Area:</th>
<th>Expected completion date:</th>
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</table>

Has this program been approved by the Massachusetts Department of Education for your license? Yes ___ No ___

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** MEET HIGHLY QUALIFIED REQUIREMENTS **

Which route(s) will you use to demonstrate that you are highly qualified in each of the subjects you teach (check all that apply)?
- [ ] undergraduate major or equivalent
- [ ] graduate degree
- [ ] National Board Certified
- [ ] passed MTEL test
- [ ] HOUSSE – read the directions and complete the table below

** STEPS TO CREATE A HOUSSE IPDP **

1. Review PDPs you have earned since June 17, 1999, whether or not you have already used them for renewal.
2. Determine which apply to the core subject(s) you teach.
3. Fill in the first section below and determine how many more PDPs you need before June, 2006 in each subject in order to be deemed highly qualified.

** PDPS ALREADY EARNED (SINCE JULY 1, 1999) CAN COUNT TOWARD HOUSSE DETERMINATION OF HIGHLY QUALIFIED **

<table>
<thead>
<tr>
<th>Activity/Course</th>
<th>Number of PDPs</th>
<th>Date Completed</th>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Subject 3</th>
<th>Subject 4</th>
<th>Subject 5</th>
<th>Subject 6</th>
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</thead>
<tbody>
<tr>
<td>A. Required</td>
<td>96</td>
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<tr>
<td>B. Total PDPs</td>
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<tr>
<td>C. PDPs still needed</td>
<td>(Line A minus Line B)</td>
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</tbody>
</table>

** RENEW A PROFESSIONAL LICENSE ***

1. Review license(s). Choose Primary license.
2. Review school and district goals.
3. Select school and/or district goals appropriate for your license and grades taught.
4. Review district PD opportunities, both contractually required (for example, in-service) and other offerings.
5. Select any other professional development activities (seminars, conferences, courses, etc.) which may or may not be funded by the district.

The school and/or district goal(s) that my plan addresses: **

A. ____________________________
B. ____________________________
C. ____________________________

** The principal or immediate supervisor must provide each teacher with a copy of the district goals and school goals. The educator – not the supervisor – selects the goals s/he will address in the IPDP. (http://www.doe.mass.edu/psd/01guideline/standard.html)

** The educator should receive PDPs for all district-based professional development activities whether or not the educator receives compensation for participation or work completed. For example, a teacher may be paid a stipend to develop a curriculum unit; the educator must also receive PDPs for the unit.

Administrator Signature:

Initial Approval: ____________________________ Date: ____________________________

First Review: ____________________________ Date: ____________________________

Second Review: ____________________________ Date: ____________________________

Final Endorsement: ____________________________ Date: ____________________________

© 2004, Massachusetts Teachers Association
PLANNED PROFESSIONAL DEVELOPMENT ACTIVITIES FOR LICENSE RENEWAL AND/OR HOUSSE.* These activities include courses, in-service training, workshops, or conferences during the school day; in-service training after the school day, on weekends, during the summer; curriculum work and/or educator-designed activities. Use the letter code from R for school or district goal.

*If using this plan for HOUSSE, be sure to have sufficient PDP in your core subject(s) completed or planned for completion before June 30, 2006.

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Provider or Sponsor</th>
<th>Goal</th>
<th>Date</th>
<th>Primary License: 150 PDPs</th>
<th>Additional License: 30 PDPs in Content</th>
<th>HOUSSE PDPs Content and Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Content</td>
<td>Pedagogy</td>
<td>Subject 1</td>
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<td>Other</td>
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<td>**HOUSSE PDPs from ( )</td>
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For more information on the Massachusetts Department of Education’s licensing and ESEA 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 DOE web site at http://www.doe.mass.edu.

* Educator licensing requirements are complex and subject to change. The information provided here is not intended to serve as a comprehensive guide to advance a license to the next stage.

*** The Highly Qualified requirements are also subject to change.

**** The license renewal requirements apply to all licensed professionals. These requirements are not expected to change during the next five years.

© 2004, Massachusetts Teachers Association
**SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT ACTIVITIES**

*No cost options.* These activities may be in the form of in-service training, workshops or conferences during the school day; in-service training after the school day, on weekends, during the summer, and/or curriculum work paid for by the district. Use letter code *previous* pages for Goal column.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Goal</th>
<th>Dates</th>
<th>C&amp;P PDPs</th>
<th>Gen. Ed. PDPs</th>
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**Professional Development Points:**

Content & Pedagogy _________ General__________ = Total District PDPs __________
**NON-DISTRICT PROFESSIONAL DEVELOPMENT**

These activities may be in undergraduate/graduate courses; DOE Summer Institutes; MTA Workshops and Summer Institutes; or other related activities. Use letter code from *previous* pages for Goal column.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Provider</th>
<th>Dates</th>
<th>Goals</th>
<th>C&amp;P PDPs</th>
<th>Gen. Ed. PDPs</th>
<th>Cost</th>
<th>Funding</th>
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<th>Dates</th>
<th>Goals</th>
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<th>Gen. Ed. PDPs</th>
<th>Cost</th>
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</table>

Professional Development Points:

Content & Pedagogy _____ + General ____ = Total Non-District PDPs _____________

District PDPs _____________ + Non-district PDPs _____________ = TOTAL PDPs _____________

**Graduate Degree Program Information**

If you are currently working on an advanced degree, complete below:

Institution: ________________________________ Degree: ________________________________

Area: ________________________________ Expected Completion Date: ________________________________
PROCEDURE FOR SUPERVISOR'S APPROVAL OF AN INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

♦ Supervisors are required to review each educator's Individual Professional Development Plan at least every two years. A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved; however, any PDPs that were earned after initial approval will be counted toward recertification.

♦ The supervisor's sign-off attests that the individual's plan indicates 80% alignment with school and district goals.
  • The principal or designee will approve a teacher's plan.
  • The superintendent will approve a principal's plan.
  • The chair of the school committee will approve a superintendent's plan.
  • All other plans will be approved by the educator's immediate supervisor.

♦ Plans may be amended at any time during the recertification cycle by the teacher, with approval of the educator's supervisor.

♦ Approval of a plan cannot be unreasonably withheld. If a plan is not approved, the supervisor should clearly state the reason for disapproval so the plan can be amended.

♦ If the plan is not approved by a supervisor the appeal options are:
  • review by the superintendent for teachers,
  • review by the school committee chair for principals,
  • review by the Massachusetts Department of Education for the superintendent.

♦ If a supervisor disapproves a plan she/he must clearly state, in writing, what is not acceptable and what modifications are required for approval. This documentation must be given to the educator within a period of two weeks of submission of the plan.

♦ An educator may also seek additional review from the Massachusetts Department of Education.

♦ The Brockton Public Schools will use the Supervisor's Approval Form as developed by the Massachusetts Department of Education for the sign-off of an educator's Individual Professional Development Plan. A copy of the Supervisor's Approval Form is on p. 17 of the Brockton Public Schools Professional Development Plan.
**SUPERVISOR'S APPROVAL FORM**

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN**

<table>
<thead>
<tr>
<th>Educator's Name: _________________________________</th>
<th>Certificate Number: ____________________</th>
</tr>
</thead>
</table>

### Initial Review & Approval

<table>
<thead>
<tr>
<th>Date</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supervisor's Name (Print)                                      Title                                      Signature</td>
</tr>
</tbody>
</table>

### First Two Year Review

<table>
<thead>
<tr>
<th>Date</th>
<th>The signature below indicates that this educator's Individual Professional Development Plan was reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please check one:</td>
</tr>
<tr>
<td></td>
<td>The Plan remains consistent with the educational needs of the school and/or district.</td>
</tr>
<tr>
<td></td>
<td>The Plan was reviewed and amended.</td>
</tr>
<tr>
<td></td>
<td>Supervisor's Name (Print)                                      Title                                      Signature</td>
</tr>
</tbody>
</table>

### Second Two Year Review

<table>
<thead>
<tr>
<th>Date</th>
<th>The signature below indicates that this educator's Individual Professional Development Plan was reviewed</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Please check one:</td>
</tr>
<tr>
<td></td>
<td>The Plan remains consistent with the educational needs of the school and/or district.</td>
</tr>
<tr>
<td></td>
<td>The Plan was reviewed and amended.</td>
</tr>
<tr>
<td></td>
<td>Supervisor's Name (Print)                                      Title                                      Signature</td>
</tr>
</tbody>
</table>

### Final Endorsement

<table>
<thead>
<tr>
<th>Date</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supervisor's Name (Print)                                      Title                                      Signature</td>
</tr>
</tbody>
</table>
PROCEDURES AND FORMS
PROFESSIONAL DEVELOPMENT ACTIVITIES
BROCKTON PUBLIC SCHOOLS

The following pages document procedures required under the Brockton Public Schools Professional Development Plan and list samples of forms for Professional Development.

<table>
<thead>
<tr>
<th>Professional Development Spending Categories, Definitions and Allowable Expenses</th>
<th>p. 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure for Approval to Attend a Conference or Workshop</td>
<td>p. 20</td>
</tr>
<tr>
<td>Request for Approval of Professional Development Activity</td>
<td>p. 21</td>
</tr>
<tr>
<td>Procedure to Apply for Reimbursement After Attending a Conference or Workshop</td>
<td>p. 22</td>
</tr>
<tr>
<td>Request for Reimbursement After Attending a Conference or Workshop</td>
<td>p. 23</td>
</tr>
<tr>
<td>Procedure for Documenting Extension of Learning</td>
<td>p. 24</td>
</tr>
<tr>
<td>Documentation of Extension of Learning Following Attendance at a Conference</td>
<td>p. 25</td>
</tr>
<tr>
<td>Procedure for Grouping Multiple Professional Development Activities</td>
<td>p. 26</td>
</tr>
<tr>
<td>Documentation for Grouping Multiple Professional Development Activities</td>
<td>p. 27</td>
</tr>
<tr>
<td>Procedure for Approval of a Brockton-Sponsored Professional Development Activity</td>
<td>p. 28</td>
</tr>
<tr>
<td>Procedure for Approval and Payment of Consultant Fees and Other Workshop Expenses</td>
<td>p. 29</td>
</tr>
<tr>
<td>Sample Letter of Agreement</td>
<td>p. 30</td>
</tr>
<tr>
<td>Procedure for Follow-up to a Brockton-Sponsored Professional Development Activity</td>
<td>p. 31</td>
</tr>
<tr>
<td>Individual Evaluation of Professional Development Activity</td>
<td>p. 32</td>
</tr>
<tr>
<td>Summary of Evaluations of Professional Development Activity</td>
<td>p. 33</td>
</tr>
<tr>
<td>Request for PDPs</td>
<td>p. 34</td>
</tr>
<tr>
<td>Travel Request Memorandum</td>
<td>p. 35</td>
</tr>
<tr>
<td>Travel Reimbursement Requirements Memo</td>
<td>p. 36</td>
</tr>
<tr>
<td>Example of Unacceptable/Acceptable Receipts</td>
<td>p. 37</td>
</tr>
<tr>
<td>Example of a Travel Expense Voucher</td>
<td>p. 38</td>
</tr>
<tr>
<td>Example of an Additional Employment Compensation Request Form</td>
<td>p. 39</td>
</tr>
<tr>
<td>Example of a Requisition Form</td>
<td>p. 40</td>
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</tbody>
</table>
Professional Development Spending
Definitions and Allowable Expenses

Ordinary Maintenance
(OM)
Expenses other than salaries of Brockton Public School personnel

Personal Services
(PS)
Hourly payment to current Brockton Public School staff for work outside the school day or for substitute payrolls

Allowable Expenses
♦ payment for services of a consultant from outside the system
♦ materials for a professional development workshop
♦ pre-approved expenses for refreshments for certain extended workshops
♦ reimbursement to staff for workshop registrations, in-state or out-of-state
♦ in-state travel expenses for workshops or conferences

Expenses Not Allowed:
♦ the cost of travel to an out-of-state workshop
♦ student field trips, assemblies or cultural performances
♦ payment for graduate credit courses, except those offered through the Brockton Public Schools

Allowable Expenses
♦ payment at the hourly rate to local staff for
  ♦ workshop participation, preparation or presentation
  ♦ committee activities
  ♦ curriculum study group
  ♦ preparation of curriculum materials
♦ pay to substitutes for teachers taking part in professional development during the school day

ALL EXPENSES REQUIRE PRIOR APPROVAL
♦ Prior approval must be requested of:
  ♦ principals/department heads to attend workshops or conferences and be reimbursed for the fees.
  ♦ the Executive Director of Human Resources for professional days to attend workshops during the school day.
  ♦ the Deputy Superintendent for attendance at all workshops which involve out-of-state travel or overnight stays.
  ♦ the Professional Development Executive Committee for all other professional development activities.
PROCEDURE FOR APPROVAL
ATTENDANCE AT A CONFERENCE OR WORKSHOP

♦ Requests for approval to attend workshops or conferences within Massachusetts that do not involve overnight stays will be determined at the building or department level.

♦ Attendance at any workshops which involve out-of-state travel or overnight stays—in-state or out-of-state—will require the prior approval of the Deputy Superintendent. Forms for that purpose are available with the principal or program administrator.

This required approval process applies to all sources of funding, not just local professional development funds.

♦ The staff member should
  • complete and submit a Request for Approval of Professional Development Activity form to their principal, department head or coordinator.
  • request and receive approval for a professional day.
  • complete and submit a Travel Request Memorandum if overnight or out-of-state travel is involved.

♦ The principal/administrator will
  • sign the Request for Approval of Professional Development Activity.
  • retain copies of the form for themselves and forward a copy to the requester.
  • forward original form to their Executive Director for signature.
  • Executive Directors will sign and forward form to the Professional Development Office.

♦ Upon notification of approval the staff member will
  • register for the workshop.
  • pay by check, credit card, or cash.
  • obtain a receipt if paying by cash or copy the cancelled check or credit card statement when received. This will be needed for reimbursement.

♦ If a staff member or team is requesting to attend a seminar or workshop which costs a total of $300.00 or more, the registration may be paid directly through the Professional Development Office. *Individuals who wish to utilize this process should be in touch with the professional development secretary at ext. 7958.

*This option may only be exercised if given lead time of one month or more.
REQUEST FOR APPROVAL
PROFESSIONAL DEVELOPMENT ACTIVITY

Name: ___________________________ Date: ___________________________
School: ___________________________ Title/Position ___________________________
Title of Activity: ___________________________
Provider ___________________________

Date of Activity: ___________ Time: ___________ Location: ___________________________
Description of PD Activity: __________________________________________________________

Total amount of request/budget: ___________________________

For a Brockton sponsored activity:
Number of Participants x Number of Paid Hours @ 29.24 or 35.43 = $ ___________
Number of Presenters x Number of Paid Hours @ 29.24 or 35.43 = $ ___________

Consultant Name: ___________________________
Consultant Fee $ ___________
Specify per hour or per day Number of hours or days

Materials ___________ Mileage ___________ Other Expenses ___________

School, Department or Needs of the System
School ___________________________
Department ___________________________
Needs of the System ___________________________
MA Framework ___________________________
Connection ___________________________

Check One
Professional Development
Curriculum Projects
Challenge for Change
Grant (identify)

Strand ___________________________
Standard ___________________________

Administrator’s signature: ___________________________ Date: ___________

This form must be submitted to the appropriate Executive Director for approval at least two working days in advance of the Professional Development Executive Committee meeting in order to be placed on the agenda for that meeting.

Executive Director’s signature: ___________________________ Date: ___________

Please complete this section for a workshop/conference to be sponsored by Brockton Public Schools

Number of PDPs for Participants (if appropriate) ___________ PDPs for Presenter (if appropriate) ___________

Please check one First time presentation: _______ Repeat presentation _______

Approved by ___________________________

Date: ___________________________

Charged to: ___________________________
PROCEDURE TO APPLY FOR REIMBURSEMENT
AFTER ATTENDANCE AT A CONFERENCE OR WORKSHOP

After attendance at a workshop which had been approved by the principal or program administrator, the participant will:

♦ Complete the Request for Reimbursement form. Include the following items:

1. Copy of Request for Approval of Professional Development Activity form signed by principal or program administrator

2. Copy of Professional Day Request form, if the activity took place when school was in session

3. Copy of registration, indicating cost of the workshop/conference

4. Copy of applicant’s cancelled check (front and back), credit card statement

5. Applicant’s social security number

6. Copy of PDP certificate or certificate of attendance

7. Travel Expense Voucher (if applicable)

♦ Submit the Request for Reimbursement form and other documentation to the Professional Development Office. Allow 4-6 weeks for reimbursement.
REQUEST FOR REIMBURSEMENT AFTER ATTENDING A WORKSHOP OR CONFERENCE

Name _____________________________________________ Date ____________________

Home Address ____________________________________________________________________________

_________________________________________________________________________________________

City __________________ State ________ Zip ______

School: ________________________________ Title/Position _______________________________

Title of PD Activity __________________________________________

Date of PD Activity ____________________________ Cost __________________

All of the following items must be included in order to process this request. All incomplete requests will be returned.

1. Copy of Request for Approval of Professional Development Activity form signed by principal or program administrator

2. Copy of Professional Day Request form, if the activity took place when school was in session

3. Copy of registration, indicating cost of the workshop/conference

4. Copy of applicant’s cancelled check (front and back), credit card statement

5. Applicant’s social security number ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

6. Copy of PDP certificate or certificate of attendance

7. Travel Expense Voucher (if applicable)

Submit required documentation to the Professional Development Office. Allow 4-6 weeks for reimbursement.
PROCEDURE FOR DOCUMENTING EXTENSION OF LEARNING FOLLOWING ATTENDANCE AT A CONFERENCE OR WORKSHOP

♦ Under Department of Education regulations adopted in December 1999, attendance at a one-day workshop or conference in itself does not qualify for PDPs. However, a staff member may attend a conference and then do a follow-up activity to extend the learning so that both activities will then qualify. It should be noted that a minimum of ten hours is required in order to apply for PDPs.

♦ A staff member who wishes to follow up attendance at a conference or workshop with a learning extension must receive approval before undertaking the follow-up activity. The proposal for the follow-up may be submitted at the same time as the request to attend the conference, or it may wait until after the staff member has attended the conference and has a clearer idea of the kind of follow-up which would be most beneficial.

♦ Requests for approval of follow-up activities will use the same procedure as any request for approval of a professional development activity. Please consult those procedures (p. 20) and use the appropriate form (p. 21) for the request.

♦ Upon completion of the project, the staff member should submit the form for Documentation of Extension of Learning Following Attendance at a Conference to the Professional Development Office, along with the other requested documentation, in order to be awarded PDPs from the Brockton Public Schools for the combined activities.
DOCUMENTATION OF EXTENSION OF LEARNING
FOLLOWING ATTENDANCE AT A CONFERENCE

♦ Educators who attend a professional conference may extend their learning by developing a documentable product/project.

♦ A minimum of 10 hours per topic is required for approval.

♦ For recertification, Massachusetts D.O.E. regulations require educators to keep documentation of products/projects for the five-year cycle.

♦ In order to receive PDPs, all extensions of learning must have prior approval by the Professional Development Executive Committee.

Name

School

Title/Position

Title of Conference

Date: Location

Number of Hours in Attendance

Evidence of Attendance @ a Workshop/Conference (PDPs or Certificate of Attendance)

Topic/Title: Follow-up Activity

Notification of Approval: Follow-up Activity

Number of PDPs for Product/Project

Total number of PDPs Requested

Supervisor’s Signature  Date
PROCEDURE FOR GROUPING MULTIPLE PROFESSIONAL DEVELOPMENT ACTIVITIES

♦ Under Department of Education regulations adopted in December 1999, a minimum of ten hours of professional development on a single topic is required in order to qualify for PDPs.

♦ A topic is defined as a single or tightly integrated area of study within an academic discipline or a method of teaching or administration. Examples include
  • the American Revolution
  • organic chemistry
  • algebra
  • questioning techniques
  • guided reading.

♦ The ten hours may take place over a period of time within the five-year recertification cycle, and the activities may be presented by different providers. The activities may also be a combination of workshops and other school-based or system-based projects.

♦ In order to comply with this section of the Department of Education regulations, it is important that the staff member be able to show completion of the minimum of ten hours on the topic in order to include those hours for PDPs in the five-year Individual Professional Development Plan, even if PDPs had previously been awarded for some or all of the separate activities.

♦ A staff member who wishes to document linkage of several different activities to submit for PDPs should use the form for Documentation for Grouping Multiple Professional Development Activities.

♦ If PDPs are being requested, this form and other documentation must be submitted to the Professional Development Executive Committee.

♦ If the documentation requires no awarding of PDPs, it should be kept by the staff member for inclusion in the Individual Professional Development Plan to be submitted to the Department of Education for recertification.
**APPLICATION FOR GROUPING MULTIPLE PROFESSIONAL DEVELOPMENT ACTIVITIES**

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<th>Topic/Title</th>
<th>Date:</th>
<th>Location:</th>
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Total # of PDPs Requested _________________________

Supervisor’s Signature _________________________ Date ____________
PROCEDURE FOR APPROVAL OF A BROCKTON SPONSORED PROFESSIONAL DEVELOPMENT ACTIVITY

ACTIVITIES MAY INCLUDE:

- workshop presentation
- study group
- school/district activity
- school-based activity
- curriculum development committee
- individual professional development project

♦ The procedure described here applies to all professional development activities to take place in the Brockton Public Schools, whether locally funded or grant funded.

♦ The staff member who is instituting the activity should complete the Request for Approval of Professional Development Activity form and submit it to the principal, department head, or coordinator for approval and signature.

♦ The administrator will then forward the form to the appropriate Executive Director for approval and signature.

♦ The Executive Director will send the form to the Professional Development Office for approval by the Professional Development Executive Committee. The Committee meets periodically during the school year. Individuals, departments and schools must have prior approval of the Committee in order to access funds or receive PDPs.

♦ When approval has been granted, the applicant will be notified in writing.

♦ The staff member conducting the workshop should:
  - complete a Request for Use of School Facilities form and send this to the Facilities Office for approval.
    (This is necessary only if the activity will take place outside regular school hours.)
  - prepare a job advertisement for approval by the Executive Director of Human Resources for all activities taking place outside the school day or year for which participants will be compensated.
  - design and distribute the workshop announcement.
  - notify all applicants as to their acceptance status.
PROCEDURE FOR APPROVAL AND PAYMENT OF CONSULTANT FEES AND OTHER WORKSHOP EXPENSES

The procedure described here applies to all professional development activities to take place in the Brockton Public Schools, whether locally funded or grant funded.

The staff member who is arranging for a consultant/workshop should:

♦ complete the Request for Approval of Professional Development Activity form and submit it to the principal, department head, or coordinator for approval and signature.

♦ provide information about the consultant, including fees and any charges for materials, mileage or other expenses.

♦ send the signed form for approval/signature to the appropriate Executive Director, who will then send the form to the Professional Development Executive Committee for approval, with any additional pertinent information attached. The Committee meets periodically during the school year. All projects must have prior approval of the committee in order to access funds. When approval has been granted, the applicant will be notified in writing.

♦ draw up a Letter of Agreement following the sample example provided on p. 30 of this Professional Development book.

♦ submit the Letter of Agreement to the Professional Development Office, which will secure the signature of the Superintendent and forward the Letter of Agreement to the consultant. The approval of the Superintendent is required before the Letter of Agreement is to be sent to the consultant.

♦ arrange with the consultant to submit an invoice for services to be sent to the Professional Development Office for activities to be paid under local funds or to the appropriate grant manager for grant-funded activities.

♦ submit a Requisition (pg. 37) for approved workshop expenses/materials to be entered in MUNIS to the Professional Development Office.

♦ keep accurate attendance records and submit an Additional Compensation Form (triplicate form available through the Payroll Department) to the Professional Development Office.

♦ circulate and collect Individual Evaluation Forms and submit the Summary and Request for PDPs form to the Professional Development Office.

♦ call the Professional Development secretary at ext. 7958 with any questions about these procedures.
Brockton Public Schools

Letter of Agreement

This agreement is made this <Date> day of <Month, Year> by and between the School Department of the City of Brockton, a municipal corporation in the County of Plymouth; and <Name> with the usual place of business at:

Name  
Address  
City/Town/State/Zip

{Name} agrees to provide the following Professional Development Activity:

<Title of Activity>:  
<Description of Activity>

The program will be six full-day sessions.  
October 9, November 3, December 8, January 9, February 10 and March 11 at the Gilmore School.

The payment for services rendered shall be: <$Total Amount Requested>.  
$XXX per session for the consultant,  
$XXX per day for materials,  
$XX per day for mileage.

Mandatory Clause: Said contract will be cancelled if funds are not appropriated or otherwise made available to support continuation of performances during any fiscal year.

Funding Source: <Funding Source>

John R. Jerome  
Interim Deputy Superintendent  

Date  

Vendor Signature  

Date  

Vendor Name  

<Number>  
Vendor SS# or FID#
PROCEDURE FOR FOLLOW-UP TO A BROCKTON SPONSORED PROFESSIONAL DEVELOPMENT ACTIVITY

The administrator or staff member responsible for conducting a workshop sponsored by the Brockton Public Schools should:

- take attendance at the workshop.
- distribute and collect signed Individual Evaluations from each participant.
- compile the Summary of Evaluations from the individual forms and send the summary form to the Professional Development Office.
- retain individual evaluations at the building/department.
- at the conclusion of the workshop, complete a Brockton Public Schools Additional Employment Compensation Request form to pay the workshop presenter(s) and/or participants, if such payment has been authorized.
- submit the completed Additional Employment Compensation Request form to the Professional Development Office for activities to be paid through local funds, or to the appropriate grant manager for grant-funded activities.
- complete a form for payment of supplemental substitutes, if they have been approved and utilized, and submit the completed form to the Professional Development Office for substitutes to be paid through local funds, or to the appropriate grant manager for grant-funded substitutes.
- complete the Request for PDPs, indicating the number of PDPs to be awarded to each presenter/participant, and send to the Professional Development Office.
Individual Evaluation
Professional Development Activity

To be completed by participants

Name ____________________________ Title ____________________________

School __________________________ Grade/Subject __________________________

Title of Professional Development Activity __________________________

Date of the Activity __________________________

1. The objectives of the workshop were clearly stated by the presenter.
   
   Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

2. The presenter was interesting, enthusiastic and motivating.
   
   Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

3. The presenter communicated clearly and was easily understood.
   
   Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

4. Materials were appropriate and covered the topic content.
   
   Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

5. The material presented was adequate for the time allocated.
   
   Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

6. The activities and materials presented were relevant to my professional development.
   
   Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

7. The stated objectives of the workshop were met.
   
   Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

8. I would recommend this workshop to someone else.
   
   Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

9. List the strengths of the workshop.

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

10. List recommendations for improving the workshop.

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________
**Summary of Evaluations**

Please tabulate the responses and submit the compilation to the Professional Development Office. Hold individual evaluation forms at the building or department.

| Title of the Professional Development Activity | ____________________________ |
| Sponsoring School or Department | ____________________________ |
| Presenter | ____________________________ | Date of Activity | ____________________________ |
| Submitted by | ____________________________ | Today’s Date | ____________________________ |

1. The objectives of the workshop were clearly stated by the presenter.
   - Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

2. The presenter was interesting, enthusiastic and motivating.
   - Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

3. The presenter communicated clearly and was easily understood.
   - Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

4. Materials were appropriate and covered the topic content.
   - Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

5. The material presented was adequate for the time allocated.
   - Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

6. The activities and materials presented were relevant to my professional development.
   - Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

7. The stated objectives of the workshop were met.
   - Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

8. I would recommend this workshop to someone else.
   - Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

9. List the strengths of the workshop.

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

10. List recommendations for improving the workshop.

    _______________________________________________________________
    _______________________________________________________________
REQUEST FOR PDPs

Title of Activity

Sponsoring School or Department:

Submitted by: Date:

Date of the Activity Location of Activity

Presenter(s)

Number of PDPs for Participants Number of PDPs for Presenter

(If number of PDPs varies for each participant, please list separately beside each name.)

<table>
<thead>
<tr>
<th>Participant</th>
<th>Location</th>
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Please attach a copy of original Request for Approval Form or approval memo.
To: Deputy Superintendent of Schools

Date: __________________________________________

From: __________________________________________

Title: __________________________________________

Re: Travel Request

I request approval of the following travel in accordance with Brockton Public Schools Procedure B2.

1. Purpose of Visit (attach supporting documentation)
2. Location of Conference:
3. Date(s) of Conference:
4. Funding Source for Travel: Grant-Funded ☐ School System Funds ☐
5. Please Itemize Costs:
   a) Air Fare (or other transportation)
   b) Lodging costs: nights @ per night
      (Cost of motel/hotel not to exceed $240 per person, per night)
   c) Meal expenses (not to exceed $60 per day)
   d) Conference Fee
   e) Estimated Ground Travel Cost
   f) Substitute Teacher required? Yes ☐ No ☐
      Number of Days _____ x Sub-rate _____ _____
      Total cost not to exceed $ __________

Requested by: __________________________________________

Printed Name __________________________________________

Job Location: __________________________________________

Approvals: In order of signature collection Fund Code: _________________

1. Principal
2. Supervisor
3. Grant Administrator (if appropriate)
4. Professional Development Committee
5. Executive Director
6. Executive Director/Administrative Services
7. Deputy Superintendent
Date: September, 2009
To: Travelers on Business for the School Department
From: John R. Jerome, Executive Director, Teaching and Learning, 6-8
Re: TRAVEL REIMBURSEMENT REQUIREMENTS

The Professional Development Office is endeavoring to facilitate participants who are requested by the School Department to attend professional development workshops/activities by prearranging the participants’ registrations, flights, and accommodations, however, it is still the responsibility of the traveler to provide this office with articles necessary to the reimbursement process. Please use the forms we have provided and include the items requested when returning from your travels. Your compliance with these regulations will only serve to expedite your reimbursement.

When preparing your materials for reimbursement please keep in mind that Administrative Services can not process them without including the items listed below:

1. Procedure to Apply for Reimbursement after Attendance at a Conference or Workshop (pgs. 22 & 23) found in your Brockton Public Schools Professional Development Plan Teachers’ Guide.
2. All requests must have original receipts/slips/vouchers. Keep copies for your personal records.
3. Meal receipts must be original and itemized; not credit card charge slips which only show the cost of the meal.
4. Travel Expense Vouchers require Social Security number and Traveler's signature. Fill out the front and back of voucher.
5. If you have used your credit card to pay for anything, your credit card company statement must be submitted to support reimbursement requests.
6. Please include your Boarding Passes and the Hotel Bill/Folio in your reimbursement packet.
7. If you access room service for a meal, get an itemized receipt for reimbursement. Having the charge listed on the hotel bill will not suffice.
8. If you charge a meal for another BPS staff member, please identify name(s) on your itemized receipt.

We are making every effort to streamline the reimbursement process but we need your cooperation in order to succeed. Please call with any questions or concerns.
Date: Jun28’06 05:56PM
Card Type: Visa/M.C.
Acct #: XXXXXXXXXXXX4488
Exp Date: XX/XX
Auth Code: 039001
Check: 6905
Table: 2/3
Server: 2004 Jennifer

Subtotal: 25.94
Tip: 5
Total: 30.94

Signature: /
The City of Brockton
Travel Expense Voucher

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<tr>
<th>Date</th>
<th>Description</th>
<th>Odometer</th>
<th>Private Auto Mileage</th>
<th>Fares</th>
<th>Hotel</th>
<th>Meals</th>
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**Totals**

I hereby certify under penalty of perjury that the above amounts as itemized are true and correct and were incurred by me during necessary travel in the service of the City of Brockton.

Signed Traveler

Department Head or Authorized Agent

---

**Instructions and Regulations**

1. This form is to be used by city employees and officials for all traveling expenses incurred in the discharge of appropriated official city business, the nature of which should be stated in the space provided.
2. The voucher should be prepared on a typewriter or in ink.
3. Each item of expenditure should be shown under its proper heading or listed on a separate line with detailed information. The space under "Remarks" on the back of the voucher should be used freely to explain items, the nature of which is not clear.
4. All charges should be for the exact amount expended or incurred and the exact mileage traveled on official business.
5. Receipted bills should be submitted for hotel charges and items listed in the hotel column.
6. Where railroad, plane, taxi, bus or electric are used, list each trip on a separate line, stating in each case the city or towns and address between which the transportation occurred.
7. List separately each telephone and telegram charge, listing exchange called or place to which telegram was sent.
8. The form should be totaled vertically and horizontally and the totals by the person to whom payable and approved by the department head or other authorized person.
9. A special appropriation must be made for out-of-state travel expenses.

**Date of Item** | **Remarks**
---|---

---

Note: See Reverse Side for Instructions and Regulations. No Federal Taxes will be allowed. When listing privately owned car mileage, report under "Remarks" the names, if any, of all other employees transported, together with the city or town and addresses between which they are transported.
- Additional Compensation Forms are **Triplicate** Forms available from Payroll/Central.
- Workshop Coordinator should fill out all but **Org & Object** codes and send the form to the Professional Development Office for processing.

![Triplicate Forms Available from Payroll](image.jpg)
Requisitions should be filled out completely and sent to the Professional Development Office/Central where they will be entered in MUNIS.

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<th>QUAN.</th>
<th>UNIT</th>
<th>DESCRIPTION</th>
<th>CAT.NO.</th>
<th>UNIT PRICE</th>
<th>TOTAL PRICE</th>
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Shipping @ 15%

Administrator

Total Requisition Amount ________

Executive Director
GUIDELINES FOR PAY OR PDPs
FOR LOCAL PRESENTERS AND PARTICIPANTS IN
BROCKTON SPONSORED PROFESSIONAL DEVELOPMENT ACTIVITIES

These guidelines establish the maximum pay and number of PDPs allowed for local presenters and participants in all professional development activities to take place in the Brockton Public Schools, whether locally funded or grant funded. Prior approval is required for authorization of both pay and PDPs.

The actual number of PDPs and hours of pay for preparation, presentation and participation will be recommended by the individual proposing the workshop and subject to approval by the Professional Development Executive Committee.

**PDPs for Presenters**
- Presenters at a Brockton-sponsored professional development activity may receive 2 PDPs for each hour of contact time the first time a presentation is given.
- Presenters at a Brockton-sponsored professional development activity will receive 1 PDP for each hour of contact time for any repeat presentation.

**Pay for Presenters’ Preparation Time**
- Depending upon available funding, presenters at a Brockton-sponsored professional development activity may receive up to three hours of pay for their preparation time for each hour of contact time the first time a presentation is given, if the presentation warrants such preparation time.
- Depending upon available funding, presenters at a Brockton-sponsored professional development activity may receive up to one hour of pay for their refresher preparation time for each hour of contact time for any repeat presentation, if the presentation warrants such preparation time.

**Pay for Presenters’ Presentation Time**
- Presenters at a Brockton-sponsored professional development activity which takes place during their contractual day will be limited to pay for their preparation time only, as described above.
- Presenters at a Brockton-sponsored professional development activity which takes place outside their contractual day may be paid for one hour for each hour of the presentation, depending upon available funding.

**PDPs for Participants**
Participants in a Brockton-sponsored professional development activity which takes place either during their contractual day or outside the school day may receive 1 PDP for each hour of the activity.

**Pay for Participants**
Participants in a Brockton-sponsored professional development activity which takes place outside their contractual day may be paid for one hour for each hour of the activity, depending upon available funding.

**Hourly Pay Rates**
The following hourly pay rates for teachers and administrators are currently in effect.
Rates are based on negotiated contract wages:

- Teacher participants and presenters: $29.24
- Administrator presenters: $35.43
PRINT AND WEB-BASED PROFESSIONAL DEVELOPMENT RESOURCES
IN THE
BROCKTON PUBLIC SCHOOLS

The best professional development and curriculum projects are built on a combination of practical, classroom-based experience and data-driven research. While teachers bring a wealth of experience from their daily work with children, we have the responsibility as a school system to give access to the base of knowledge about best practices and content pedagogy to those who are engaged in professional and curriculum development activities. Accordingly, the Brockton Public Schools have supported the creation of the following resources for use by staff members:

REAVIS READING CENTER PROFESSIONAL DEVELOPMENT LIBRARY

Through a combination of local professional development funds and a donation by the Bridgewater State College Chapter of Phi Delta Kappa, a section of the Green IRC at Brockton High School has been set aside for a collection of more than 200 books and single-topic booklets for easy reference on current educational issues which are available for use by all staff members. New titles are added to the collection annually. Interested teachers may visit the Green IRC or call the IRC office at Ext. 7551 to arrange for pick-up and delivery of any materials from the collection.

PROFESSIONAL DEVELOPMENT INTERNET CONNECTIONS

Through the work of the Professional Development Benchmarks Committee, a collection of professional development websites has been identified to provide resources for teachers in planning lessons and doing research. This collection, which is updated periodically, may be accessed through the Brockton Public Schools’ Website on the Teaching & Learning page. [http://www.brocktonpublicschools.com/page.cfm?p=9](http://www.brocktonpublicschools.com/page.cfm?p=9)

Professional Development opportunities offered through the BPS, the MTA and other higher education facilities can be found by accessing the Professional Development link on the Teachers & Staff page: [http://www.brocktonpublicschools.com/page.cfm?p=68](http://www.brocktonpublicschools.com/page.cfm?p=68).

EARLY CHILDHOOD RESOURCE CENTER

The Early Childhood Resource Center houses a collection of resource materials for the early childhood community. Materials are available on loan (at no cost) to teachers, administrators, parents, community childcare providers and college students. Items available include professional and parent resource books on current information on early childhood topics such as early childhood curriculum, developmentally appropriate practices, children with disabilities, research and evaluation and parent concerns and parent involvement in children’s education. Collections of children’s read aloud books, books on tape, and children’s videos are also available. Materials may be borrowed for a two-week period. Interested individuals may visit the Resource Center at the Keith School or call Ext. 7491 or (508) 580-7491 to arrange for pick-up of any materials from the collection.