

**Somerset Public Schools
Somerset Berkley Regional School District
Professional Development Request for Proposal (RFP)**

This document is for faculty and staff interested in facilitating or participating in a professional development workshop or series within our districts. These professional development opportunities may take place during teacher-directed early release days, during the school day, or as an offering on our Professional Development Menu. Please review the following criteria as you prepare to submit your request.

According to the Massachusetts DESE, Professional development is defined as “a systematic effort¹ and a continuous process of educator development. Its Objective is to impact educator practice and, by extension, student outcomes. “Student outcomes” refer to both academic and non-academic measures that affect student learning.”

Massachusetts Standards for Professional Development
(full listing on the last page of this document)

The Department of Elementary and Secondary Education has recently prioritized a number of professional development initiatives to undertake as part of Race to the Top (RTTT) and other state reform strategies. One of the Department's first priorities was to establish state standards for high quality professional development (HQPd).

To complete the RFP in Google Docs:

1. Click “File” on the Google Drive Menu in the upper left corner of the Google Drive (located just beneath the title of the document).
 2. Click “Make a copy...”
 3. A box will pop up that says “Copy Document: Enter a new document name”
 4. **If you are facilitating/participating in a school/departmental workshop:**
 - The name of the document should be: **Name of the workshop RFP-Facilitator’s Last Name or Company-mm.dd.yy**
For example: **Google Make Take & Teach-Smith-01.20.16**
 5. Click “Share” in the upper right corner of the Google Drive page.
 6. A box will pop up. Click in the text box that says “Invite people” and type in that box:
teresa.cross@somersetps.com, elizabeth.haskell@somersetps.com
 7. Click “Send”
 8. Click “Done”
-

Title of PD Workshop	
Workshop/Course Facilitator(s)	
Facilitator(s) phone #	
Facilitators(s) E-mail	
Workshop/Course Location (Building/Room)	
Workshop/course Days, Dates, Start Time, Finish Time	
Workshop/course delivery method:	- o Face-to-Face [F2F] - o 100% Online (using Google Classroom or Moodle) - o Hybrid (F2F and Online) - o Virtual meetings (i.e. Google Hangout, Adobe Connect, etc.) - o F2F/Virtual meeting combination
Total Hours	
List the materials needed, estimated cost, and funding source (i.e. participant, district, grant, etc.)	

¹Guskey, T. (2002). Professional Development and Teacher Change, *Teachers and Teaching: theory and practice*, Vol. 8, No. 3/4

Please **BOLD** or **Highlight** responses below.

Subject:

- | | | |
|--|--|--|
| ☐ English | ☐ History/Social Studies | ☐ Visual Art |
| ☐ Foreign Language | ☐ Reading | ☐ Other (specify): |
| ☐ Math | ☐ Special Education | |
| ☐ Music | ☐ Technology | |
| ☐ Physical Education | ☐ Theater | |

Target Audience: [highlight all that apply]

- | | | |
|----------------------------------|-----------------------------------|--|
| ☐ PreK-K | ☐ Grades 6-8 | ☐ Other (Specify): |
| ☐ Grades 1-2 | ☐ Grades 9-12 | |
| ☐ Grades 3-5 | ☐ All grades | |

Workshop category:

- | | | |
|--|---|---------------------------------------|
| ☐ Content | ☐ Special Education | ☐ Other (Specify) |
| ☐ Pedagogy | ☐ Sheltered English Immersion/
English Learner Education | |
| ☐ General aspects of education | | |

Objectives should be **SMART: Specific & Strategic, Measurable, Attainable & Action Oriented, Rigorous, Realistic & Results Focused**

Workshop Objective(s)	Student Impact (How will meeting each workshop objective improve student learning?)
<i>i.e. Redesign Stage I of a curriculum unit using the Understanding by Design Curriculum Framework.</i>	<i>i.e. Students will have a clear understanding of what we want them to know, be able to do, understand, the standards that they will meet by the end of the unit, the transfer goals they will meet by the end of the unit, and the essential questions that will guide the work that students do throughout the unit.</i>

Please list (copy/paste) or highlight (directly on the list below) the district objectives, school objectives and MA professional standards with which this workshop aligns (See next page)

Facilitators only: How will you assess that this professional development opportunity has met the identified objectives? What is the summative assessment?

Facilitators only: Brief description of the course/workshop (200 words or less) for SmartPD/PD Menu:

District & School Plans/MA Professional Standards

Somerset Public Schools Strategic Plan 2015-2020:

- ☐ Objective #1- Create a unified learning organization in which educators consistently use and collaboratively analyze data on student learning.
- ☐ Objective #2- Ensure student academic growth and success through an instructional system of personalized supports and data-driven interventions.
- ☐ Objective #3- Prepare students for success in and beyond high school by promoting STEAM and 21st century skills.
- ☐ Objective #4- Build the information management systems and technological infrastructure required to support instructional excellence.

School Improvement Plans:

North Elementary and Chace Street Elementary Schools

- ☐ Objective #1- Create a unified learning organization in which educators consistently use and collaboratively analyze data on student learning.

- o Objective #2 - Ensure academic growth and success through an instructional system of personalized supports and data-driven interventions.
- o Objective #3- Prepare students for success in and beyond high school by promoting STEAM and 21st century skills.
- o Objective #4- Build the information management systems and technological infrastructure required to support instructional excellence.

South Elementary School

- Objective #1- To seek greater understanding of the history of South Elementary School and develop a culture of collaboration and supportive relationships in order to support the development of a shared vision among the teaching and learning community.
- Objective #2- To establish a community of partners dedicated to supporting students, educators, families and local establishment grow and prosper.
- Objective #3- To develop and support 21st Century learning opportunities for all students as citizens in an increasingly technological global climate.
- Objective #4 - To support teachers as instructional leaders within the building in order to address the needs of all learners effectively.
- Objective #5 - To sustain and extend achievement and learning opportunities for all learners aligned with state and national standards and norms.
- Objective #6 - Ensure a supportive, secure physical and intellectual learning environment in which all students feel safe, are comfortable in contributing to discussions and learning experiences, and are open to accepting challenges as opportunities for learning.

Somerset Middle School

- o Objective #1- Create a unified learning organization in which educators consistently use and collaboratively analyze data on student learning.
- o Objective #2- Ensure student academic growth and success through an instructional system of personalized supports and data-driven interventions.
- o Objective #3- Prepare students for success in and beyond high school by promoting STEAM and 21st century skills.
- o Objective #4- Build the information management systems and technological infrastructure required to support instructional excellence.

Somerset Berkley Regional School District Strategic Plan

- o Objective #1-Student Learning: Promote 21st century skills and cultivate partnerships that extend and support teaching and learning to prepare students for success in college, careers, and life in a rapidly changing global society.
- o Objective #2- Teaching: Create a collaborative learning culture that fosters creativity, inquiry, collaboration, reflection, and data-ue to address individual student needs in order to improve learning for all students
- o Objective #3- Family and Community Engagement: Increase parent and community engagement and building community support for vision, mission, and ongoing success of Somerset Berkley Regional High School
- o Objective #4-A Sustainable Funding Model: Support the goals of the district by improving efficiencies, developing Key Performance Indicators (KPIs), and constructing a model of sustainable funding.

Somerset Public Schools & Somerset Berkley Regional School District Literacy Action Plan

- o Objective #1-Data Use/Assessment: Incorporate Massachusetts Literacy Standards across all disciplines and grade-levels.
- o Objective #2-Standards-based Curriculum: Establish an assessment framework PreK-Grade 12.
- o Objective #3-Tiered System of Instruction and Intervention: Establish a tiered system of instruction and intervention for literacy PreK-Grade 12.
- o Objective #4-Family and Community Involvement: Establish meaningful and purposeful academic opportunities in literacy to engage families and community members.

Somerset Public Schools & Somerset Berkley Regional School District STEAM Action Plan

- o Objective #1-Data Use/Assessment: Develop a balanced assessment system consisting of common formative, common summative, and benchmark assessments and collaboratively analyze assessment data to drive and inform curriculum and instruction.
- o Objective #2-Standards-based Curriculum: Align, review, and revise mathematics, science, and technology curricula to current state frameworks and provide students and teachers with interdisciplinary STEAM opportunities.
- o Objective #3-Tiered System of Instruction and Intervention: Establish a tiered system of instruction and intervention for mathematics and science and enrichment opportunities in STEAM.
- o Objective #4-Family and Community Involvement: Establish meaningful and purposeful academic opportunities in STEAM to engage families and community members.

Massachusetts Professional Educator Standards

- o Standard I-Curriculum, Planning and Assessment
- o Standard II-Teaching All Students
- o Standard III-Family & Community Engagement
- o Standard IV-Professional Culture

Somerset Berkley Content Coordinator Standards (If applicable)

- o Standard I-Curriculum, Planning, Assessment, & Teaching
- o Standard II-Leadership, Management & Operations
- o Standard III-Family & Community Engagement
- o Standard IV-Professional Culture

MA Professional Educator SMART Objectives/Individual Professional Development Plan (IPDP)

Student-Learning Goal	
Professional Practice Goal	

Somerset Public Schools & Somerset Berkley Regional School District Technology Plan (In progress)

- o Objective #1-
- o Objective #2-
- o Objective #3-
- o Objective #4-
- o Objective #5-
- o Objective #6-

Massachusetts Standards for Professional Development

There are ten standards that make up the Massachusetts Standards for Professional Development:

1. HQPD has clear Objectives and objectives relevant to desired student outcomes.
2. HQPD aligns with state, district, school, and/or educator Objectives or priorities.
3. HQPD is designed based on the analysis of data relevant to the identified Objectives, objectives, and audience.
4. HQPD is assessed to ensure that it is meeting the targeted Objectives and objectives.
5. HQPD promotes collaboration among educators to encourage sharing of ideas and working together to achieve the identified Objectives and objectives.
6. HQPD advances an educator's ability to apply learnings from the professional development to his/her particular content and/or context.
7. HQPD models good pedagogical practice and applies knowledge of adult learning theory to engage educators.
8. HQPD makes use of relevant resources to ensure that the identified Objectives and objectives are met.
9. HQPD is taught or facilitated by a professional who is knowledgeable about the identified objectives.
10. HQPD sessions connect and build upon each other to provide a coherent and useful learning experience for educators.

As a professional development provider, we must follow specific guidance in assigning professional development points. The following excerpt comes from the Guidelines for Professional Development Providers²:

For the majority of activities, schools, districts, collaborators, and registered Providers may award 1 PDP per clock hour. Registered Providers may award the PDPs only when the educators have demonstrated proficiency based on a minimum of 10 course hours. Proficiency may be demonstrated through either a product or pre- and post- assessments. School districts and education collaboratives are encouraged to offer educators at least 10 hours of professional development on a given topic.

There must be an assessment at the end of a professional development course. Here are guidelines for the assessment:

Registered Professional Development Providers are required to:

- Award PDPs only after an educator has demonstrated proficiency in a relevant subject area. Courses, seminars, or institutes that strengthen content knowledge must include an appropriate end-of-course assessment. In most cases this will mean a written exam.
- Award PDPs only after an educator has demonstrated proficiency in a professional skill. Courses, seminars, or institutes related to classroom work or school and district administrative issues must include an appropriate end-of-course assessment. In most instances, this will mean an observable demonstration of learning that could include a written product or other document-able product.

² <http://www.doe.mass.edu/pd/providers.pdf>

Digital Signature Page

I have read the guidelines carefully. I understand that not all proposed workshops will be accepted.

➤ *As the facilitator, I understand and agree [Type name in box below while signed in to Google]*

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Obtain the following digital signatures via Google Drive, which represent individual approval of this proposal.			
Content Coordinator (if applicable)		Date:	
Principal/Administrator :		Date:	
Curriculum Director:		Date:	

The building principal, Director of Curriculum & Assessment and/or Data & Information Specialist will complete the following:

Number of PDPs to be awarded		Are these PDPs content, pedagogy, or general?	Both
Date PDPs were awarded via Aspen		Who awarded the PDPs?	

*****Please note: Workshop proposals can be submitted until the workshop schedule is filled. Although you will be given the opportunity to submit proposals, not all proposed Courses/Workshops will be accepted.*****