

# Dennis-Yarmouth RSD

## Instruction Office Newsletter

### FAQ's - Individualized Professional Development Plans (IPDPs)

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#### What is an Individual Professional Development Plan (IPDP)?

*An Individual Professional Development Plan (IPDP) is a five-year plan developed by an educator that outlines the professional development activities for the renewal cycle of the educator's Professional license(s). The IPDP should focus on the educator's goals for strengthening his or her content knowledge and professional skills in his or her licensure area(s) and for remaining current with other educational developments. The IPDP also should identify the expected goals for improvement in teaching and learning to be achieved over the five-year period.*

#### Do I need to develop an Individual Professional Development Plan (IPDP)?

*You must develop an IPDP for any Professional license that you hold and wish to renew. The license renewal process requires ALL educators holding a Professional license to prepare an IPDP for each five-year renewal cycle, whether employed or not. If employed, the plan must be consistent with at least 80% of the educational goals of the school and/or school district and must enhance the ability of the educator to improve student learning. Educators may need to modify the plan based on evolving school improvement goals.*

#### How often must my Individual Professional Development Plan (IPDP) be reviewed?

*Supervisors are required to review each IPDP at least every two years. A supervisor may require an educator to amend the IPDP or may withdraw approval for an IPDP that had been previously approved if it is no longer sufficiently aligned with school and school district goals. However, any PDPs that were earned consistent with an approved IPDP will be counted toward license renewal.*

### DY's Special Ed Parents Advisory Council (SPED PAC)

#### DY SPED PAC is up and running!

This parent driven group advocates for children with disabilities and their families. They participate in the planning, development, and evaluation of special education programs within the DY district.

The PAC provides education, resources, supports, and facilitates partnerships within the community.

#### Meetings ~ All are welcome!!!

#### 1st Wednesday of each month

SAE Library  
Childcare is provided

**Please mark these dates on your calendar and share with parents.**

Please contact co-chair Brian Beasley with any questions or concerns-

[dypac@outlook.com](mailto:dypac@outlook.com)

Contact Brian Beasley ([bribea@msn.com](mailto:bribea@msn.com)) with any questions.

10/1/14  
11/5/14  
12/3/14  
1/7/15

## IPDP FAQ's continued

### How long should I keep my documentation?

Educators must maintain the documentation, record log, and Individual Professional Development Plan (IPDP) for at least five years from the date of renewal. This documentation is subject to a Department audit that has been established to ensure the integrity of the license renewal process.

### What do I need to do to create my IPDP?

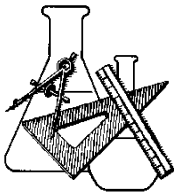
Only teachers who hold a Professional Level license must create an IPDP. If you recently recertified your license, moved to a new building, and/or are working under a new license in a new position, you will need to complete the following within the first 90 days of the school year:

- 1- Review the goals listed on the DYRS Strategic Plan.\*
- 2- Review the goals listed on your school's Improvement Plan
- 3- Log on to DYPD and access your IPDP under Settings. All of your information can be entered here and stored safely. Any professional development activities entered through DYPD will automatically be populated into your IPDP.
- 4- Determine 2-3 goals that are aligned to the district and school's vision for continued improvement of student learning.
- 5- Share your plan with your administrator for initial review and approval.
- 6- Be sure to keep a paper copy of your IPDP in a safe place as it is not stored in any district or school folders.

\*Located on the district's home page under the Office of the Superintendent heading.

*We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself.*

*- Lloyd Alexander*



## STEM Grant Opportunity

The Cape Cod Regional STEM Network is interested in providing grants to regional K-12 teachers who are interested in activities aligned with the goals and mission of the Network. The Cape Cod Regional STEM Network seeks to:

- Develop and integrate best practices in science, technology, engineering and math teaching to enhance the quality of instruction and programing, maximize student learning opportunities and awareness of continued opportunities and applications, and increase student proficiencies in core STEM competencies and problem solving and critical thinking in related areas.
- Leverage regional resources to increase student awareness and interests in STEM areas, improve enrichment opportunities, and prepare *all* of the Cape region students to be civically and college and/or career ready.
- Support learning, achievement, and interests in STEM-related degrees and certificates to create a STEM pipeline to college and careers that will also help to facilitate regional economic development and job growth.

**Grants will be awarded up to \$2000 and can be used to purchase classroom supplies or equipment in line with goals and mission of the STEM Network.**

**Submission deadlines:** Grant committee will begin evaluating grant applications on **October 6, 2014**. The committee will begin awarding grants on October 15, 2014. Applications will be accepted until November 12, 2014. Contact Sherry Santini if you'd like an application.



Achieve The Core was created by Student Achievement Partners, a group made up of the lead writers of the Common Core. It is a non-profit organization whose main purpose is, “to help all students and teachers see their hard work lead to greater student achievement.” All of the resources available on the site are absolutely free. Teachers and administrators can set up an account with an email address and password.

The three main components of the website are:

ELA/Literacy	Math	Leadership Tools
Lessons	Tasks & Assessments	The Standards & Where They Came From
Student Writing Samples	Lessons	The Shifts
Assessment	Your Grade at a Glance	Professional Development
Curriculum Tools	Understanding the Math	Common Core Resources
Supporting All Students	Professional Development	
Professional Development		

Lesson plans in both the ELA and Math sections are grouped by grade span. ELA lessons all begin with key (essential) understandings, then go on to include text dependent questions, vocabulary instruction, and end with a culminating task. Also included in the ELA tab are lessons for History/Social Studies and Science, so those content teachers can see examples of how to fold the Common Core literacy standards in to their instruction. Another key feature in this section is the writing samples for the three main focus areas of the Common Core: Argument/Opinion, Informative/Explanatory, and Narrative. In addition, there are tools to help teachers select texts that meet the complexity standards set by the Common Core and resources for writing and evaluating text dependent questions. Teachers of struggling readers will find the fluency packets for 4-5 and 6-8 a valuable resource when searching for appropriate reading materials.

The Math section includes a wide array of tasks and assessments that have been deemed Common Core exemplars. Explanations of how the lessons directly connect to the Common Core and supporting resources to assist teachers in understanding are included for each. The Standards for Mathematical Content by Grade and Mathematical Practice are available as a handy reference when planning units, lessons and

assessments. There is a comprehensive Common Core Fractions Progression Module which details how students build upon their knowledge of working with fractions from grades 3-5. The link brings teachers to the Illustrative Mathematics site; there they can access the lessons and available resources. Another useful tool is the Assessment Item Quality Criteria Checklist that teachers can use to review individual math questions and tasks for alignment to the Common Core.

Finally, there are some helpful resources that teacher leaders and administrators could use to provide professional development to teachers for both basic Common Core knowledge and content-specific topics. The site didn't forget about parents and community members! There are PTA Guides for every grade to help explain to parents what students are expected to learn in math and a Facilitators Guide to Introducing the Common Core to Parents and Community Members, which includes a power point.

This is just the tip of the iceberg regarding all that is available to teachers and administrators on this site. Each time I visit, I find something new and useful and I'm sure you will as well. Check it out!

# Protocol



## Examining Student Work to Inform Instruction

This protocol to discuss student work was created to help grade level teams reflect on their definitions of proficient work on specified assignments or assessments and to reach consensus on what constitutes a proficient response as well as to diagnose the student performance in relation to proficiency to inform instruction.

Each teacher will be asked to bring three samples of student work from the same assignment or assessment: a student response from one of the top 5 students in the class, a response from one of the middle ten students in the class and a response from one of the bottom 10 students in the class.

### Part 1: Reaching Consensus about Proficiency

#### What do you want your students to know and be able to do?

In the first part the facilitator will ask the following questions to assist the team in understanding what is being assessed and in reaching consensus on what constitutes a proficient response. The team will answer the following questions:

- What did you ask the students to do?
- Which Massachusetts Curriculum Framework indicator and objective were you assessing?
- What did you consider proficient performance on this assignment? Exactly what did students need to say or write for you to consider their work proficient?
- With hindsight, did the assignment give students a good opportunity to demonstrate what they knew?

### Part 2: Diagnosing Student Strength and Needs

#### Where are my students?

#### What evidence do I have to know that?

After reaching consensus, each teacher will read his/her three sample student responses, and the team will diagnose strengths and needs and identify next instructional steps. The team will be examining what the response demonstrates the student knows and can do and what the student has not demonstrated he knows and can do.

The team will be answering the following questions:

- What did the student demonstrate that they knew?
- What misconceptions or wrong information did the student have?
- What did the student not demonstrate?
- How would you find out if they knew it?

### Part 3: Identifying Instructional Next Steps

#### What do you do if they don't know it? What do you do if they do?

After diagnosing what the student knows and still needs to learn, the team will discuss where the teacher should take the student next instructionally. They will also determine if they need to re-teach any concept or skill to the whole or part of the class. The team will be answering the following questions:

- Based on the team's diagnosis of the student performance, what do you do next with that student? What questions might you ask the student? What feedback will you give?
- Based on the team's diagnosis of student responses at the top, middle and bottom of the class, does the teacher need to re-teach anything?