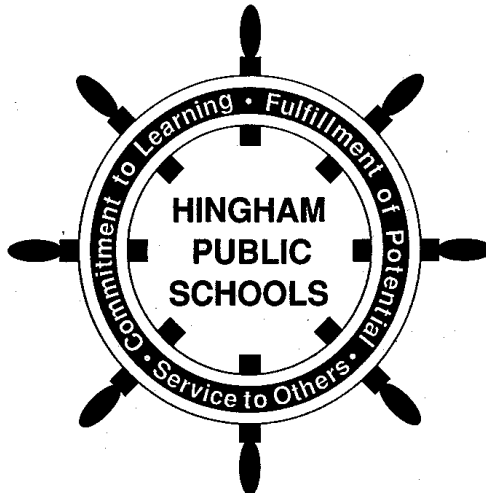


# HINGHAM PUBLIC SCHOOLS

## PROFESSIONAL DEVELOPMENT 2016-2017



***“A community is like a ship;  
everyone ought to be prepared to take the helm.”***

Henrik Ibsen, 1882

**PROFESSIONAL DEVELOPMENT  
2016-2017**

**TABLE OF CONTENTS**

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	Page(s)
Introduction.....	1
Hingham Public Schools Core Beliefs and Mission .....	2
Opening Activities .....	3
Professional Development Plan Goals and Objectives 2010-2016.....	4-8
Summary of Professional Development Priorities.....	9
Mentoring / Induction Program .....	10
Courses / Staff Development .....	11-12
Minicourses / Trainings .....	13
Primary Source Partnership .....	14
Study Group Proposal Form .....	15
Elementary and Secondary Early Release Day Inservice Programs .....	16
Leadership Team Trainings .....	17
Para-educator Trainings / Elementary and Secondary .....	18-19
PDP Options.....	20
HEA Contract Excerpts Relating to Professional Development.....	21
Sample Copy of Course Approval Form.....	22
Sample Copy of Course Reimbursement Request Form.....	23

## INTRODUCTION

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Hingham has a strong tradition of encouraging professional growth and advancement. A large number of professional day requests are granted each year, and some reimbursement funding for courses, workshops, and conferences has been available through our contracts, the local budget, and grant funds. The fact that a high percentage of the professional staff hold advanced degrees is an indication that professional growth and advancement have been staff priorities as well. However, curriculum innovations and frameworks requirements, emerging research on teaching and learning, changing demographics of student populations, increased technology, and licensure requirements mandate an ongoing emphasis on updating and improving educator's skills and knowledge.

This handbook describes the professional development plan and activities scheduled for the 2016-2017 school year. It includes descriptions of the programs for the early release days, local inservice opportunities, and a number of other courses, workshops, and minicourses that may be of interest to the faculty and staff. Additional information such as flyers, memos, and emails will provide specific enrollment details and listings of additional activities that become available as the year progresses. Staff members are encouraged to check teachers' room bulletin boards in their buildings on a regular basis for further information and new offerings.

This year, in addition to the traditional professional development program, the district will be providing educators with the necessary sessions to meet licensure requirements. A number of new sessions focused on ELLs and Special Education will run district-wide to ensure educators needing the required 15 PDPs in both areas can have those needs met in the district. Further, plans are underway to run an on-site SEI graduate course that will be open to all Hingham educators. This will be the last year of implementing the district's Professional Development Plan. As the year progresses the Office of the Assistant Superintendent will be recruiting staff to participate in the formation of the Hingham Public Schools Professional Development Committee. This Committee will be developing a new Hingham Public Schools Professional Development plan for 2017-2022.

Teachers should consult the HEA contract language (included on page 21 of this booklet) regarding the procedures for course reimbursement. PDPs will be offered, where appropriate, for district-sponsored activities. Inquiries about funding for outside workshops or conferences should be forwarded in writing to principals or department directors.

**This professional development booklet is also available online at the Hingham Public Schools web site ([www.hinghamschools.com](http://www.hinghamschools.com)).**

# MISSION OF THE HINGHAM PUBLIC SCHOOLS

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*“The mission of the Hingham Public Schools is to provide challenging and comprehensive educational programs in a safe and supportive environment, enabling all students to develop the knowledge and skills necessary for success as local and global citizens.”*

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In partnership with families and the community, the Hingham Public Schools strives to develop in students:

- academic excellence, including content knowledge, communication skills, critical thinking skills, and problem-solving capability
- habits of physical and emotional well-being, including a spirit of self-worth, resiliency, and adaptability
- personal responsibility, integrity, and active citizenship
- responsibility for the environment
- skillful and responsible use of technology
- respect for the diverse views and backgrounds of others
- collaborative engagement as a means of both learning and problem solving
- intellectual curiosity that motivates future learning
- creative expression through the fine, performing, and applied arts



## CORE BELIEFS

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*Fulfillment of Individual Potential*

*Respect for Self and Others*

*Civic Responsibility*

*Commitment to Life-Long Learning*

*Service to Others*

## OPENING ACTIVITIES 2016 - 2017

<b>WEDNESDAY, AUG. 24</b>	<b>ADMINISTRATORS RETURN</b>	
<b>THURSDAY, AUG. 25</b> 9:30 a.m.	<b>LEADERSHIP TEAM</b>	<b>220 Central Conference Room</b>
<b>MONDAY, AUG. 29</b>  8:00 – 9:00 a.m.  9:20 – 10:30 a.m.  10:35 a.m. – 11:55 a.m.  12:00 – 1:30 p.m.  1:30 – 2:30 p.m.  1:30 – 2:30 p.m.  1:30 p.m.	<b>* NEW STAFF ORIENTATION</b>  <u>Administrators and New Teaching Staff</u> Introductions and welcome  Meetings with building principals  A bus tour of Hingham  HEA luncheon and speaker for new faculty members and mentors  HEA meeting for new faculty  Training for mentors  <b>ADMINISTRATIVE COUNCIL</b>	<b>Middle School Cafeteria</b>         <b>Middle School LMC</b> <b>220 Central</b>
<b>TUESDAY, AUG. 30</b>  8:00 a.m. – 12:00 noon    1:30 – 3:00 p.m.	<b>NEW STAFF WORKSHOPS</b>  * Enrich, Energize, & Excite! Workshop    * Introduction to Special Education	<b>Middle School Cafeteria and Distance Learning Theater</b>  <b>Central Office</b>
<b>WEDNESDAY, AUG. 31</b>  7:45 – 8:15 a.m.  8:15 – 10:30 a.m.  10:30 a.m.  Noon  1:15 p.m.	<b>CONVOCATION DAY</b>  Coffee & Conversation  Annual Staff Convocation and Required Meetings  Departmental meetings (Elementary classroom teachers will return to their buildings)  Lunch (on your own)  Building Staff Meetings	<b>Hingham High School</b>  <b><u>Please do NOT park on Union Street.</u></b>
<b>THURSDAY, SEPT. 1</b>  8:00 a.m.  10:00 a.m.  1:00 p.m.  1:00 p.m.	<b>STAFF WORK DAY IN BUILDINGS</b>  Freshmen & new HS student orientation  Specialized para-educator training for new staff  Para-educators work with academic teams    Title I Meeting	<b>Hingham High School</b>  <b>TBA</b> (principals will invite)  <b>Assigned Buildings</b> (principals will invite)  <b>220 Central Conference Room</b>
<b>TUESDAY, SEPT. 6</b>	<b>SCHOOL BEGINS FOR GRADES 1-12</b>	
<b>THURSDAY, SEPT. 8</b>	<b>SCHOOL BEGINS FOR PRESCHOOL</b> <b>SCHOOL BEGINS FOR KINDERGARTEN</b>	

\* Teachers new to Hingham and those who began in Hingham after last year's orientation.

**HINGHAM PUBLIC SCHOOLS**  
**PROFESSIONAL DEVELOPMENT PLAN**  
**2010-2016**

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**INTRODUCTION**

This Professional Development Plan reflects the efforts of a district professional development committee, led by the assistant superintendent, consisting of administrators, PK-12 teachers and para-educator representatives from all six schools. During the process of the plan's development, input was solicited from administrators, teachers, staff and para-educators at all levels.

The plan includes a listing of districtwide priorities for professional development activities as well as general objectives and specific strategies for realizing goals. The plan will be reviewed each spring, and a staff handbook distributed each September will outline the particulars of the activities to be offered during the coming school year.

The professional development plan seeks to address district priorities for improving curriculum and instruction as well as state-mandated goals for educational reform, including frameworks and MCAS implementation and recertification.

The staff will be surveyed annually to determine their priorities and needs for specific activities for the coming year. The plan will be monitored, reviewed and revised (as needed) to reflect changing needs. The assistant superintendent will assume responsibility for plan maintenance and implementation. In each building, the principal or designee(s) will serve as a liaison for professional development communications with staff.

The Professional Development Plan has been shared with the School Committee.

**PURPOSE**

The purpose of the professional development plan is to provide all staff with a variety of high quality professional development opportunities to strengthen and extend their content knowledge and instructional skills so that they are able to develop professionally, meet the educational needs of all students, and attain school and district goals.

**HIGH QUALITY PROFESSIONAL DEVELOPMENT PRINCIPLES**

High quality professional development activities:

- Are intense and sustained activities that focus on increasing educators' content knowledge in the subjects which they teach and that address state academic standards.
- Increase the repertoire of effective pedagogical strategies that enable educators to address the full range of student abilities (e.g., English language learners, students with learning disabilities, academically advanced students, etc.) in the classroom.
- Are part of a deliberate plan to evaluate the impact of the professional development activities on student learning (e.g., through pre- and post-testing of students, examination of student work, classroom assessment data, etc.).
- Are designed with the extensive participation by teachers, staff and administrators to address the needs identified by a variety of student performance data.
- Are guided by scientifically-based research and utilize a standards-based approach.
- Provide training on the appropriate use of technology and applications for use in the classroom.
- Are supported through the district budget and through available grants.
- Provide a variety of programs to meet the needs of all staff members.

(continued)

**DISTRICT PROFESSIONAL DEVELOPMENT GOALS / 2010-2016**

1. Expand the use of technology by all staff for instructional and productivity purposes.
2. Provide staff development in content, curriculum, instruction and assessment to support staff in increasing their knowledge and skills to provide a challenging education program for all students.
3. Develop programs and provide training for staff to meet the social and emotional needs of students and to ensure safe and supportive school climates.
4. Train staff to utilize differentiated instruction strategies, accommodations, modifications and interventions to teach students so that they may meet academic standards.
5. Provide staff development in literacy programs and strategies to increase the number of students who demonstrate competency in reading and writing in all disciplines at all grade levels.
6. Expand the expertise and use of data analyses by all staff to monitor and improve student learning and to develop and implement school and district plans and program reviews.

**OBJECTIVES**

1. Monitor licensure and relicensure requirements, keep staff informed and support staff in completing requirements.
2. Develop district professional development programs and disseminate information about district courses, workshops, minicourses and inservice programs.
3. Collect and disseminate to staff, information about out of district professional development programs and opportunities.
4. Develop procedures for budgeting and allocating district professional development funds and write and coordinate grants to provide an additional source of funding for professional development.
5. Expand the number and use of partnerships and collaborative approaches to professional development.
6. Utilize technology, such as websites and other methods of online communication, to disseminate information and collect data.

**PROFESSIONAL DEVELOPMENT STRATEGIES**

- I. Professional Development Coordination and Planning Process
- II. Professional Development, Mentoring and Induction, and “Highly Qualified” Programs
- III. Professional Development Collaboration, Partnerships and Resources

**HINGHAM PUBLIC SCHOOLS**  
**DISTRICT PROFESSIONAL DEVELOPMENT PLAN**  
**2010-2016**

<b>STRATEGIES</b>		
<b>I. Professional Development Coordination and Planning Process</b>		
Action Steps	Person(s) Responsible	Timeline
1. Professional development PK-12 representative committee coordinate and plan programs	1. Assistant superintendent and administrators, teachers, staff and para-educator representatives	1. Annual
2. Professional development plan 2010-2016	2. Assistant superintendent and administrators, teachers, staff and para-educator representatives	2. 2010-2016
3. Annual needs assessment and staff survey	3. Assistant superintendent and administrators, teachers, staff and para-educator representatives	3. Spring – each school year
4. Annual professional development handbook and website	4. Assistant superintendent	4. Fall – each school year
<b>II. Professional Development, Mentoring and Induction, and “Highly Qualified” Programs</b>		
Action Steps	Person(s) Responsible	Timeline
1. Hingham mentoring and induction programs: a. First year mentoring program: mentors, curriculum workshops, new staff orientation and “I Can Do It” training, and mentor and mentoree meetings  b. Grant supported second year teacher courses: “Studying Skillful Teaching” – RBT; “Differentiated Instruction” – Teachers <sup>21</sup> etc. c. Grant supported new administrator training – “Analyzing Teaching for Student Results”– RBT	1a. Mentoring Committee: Jen Driscoll (MS) and Courtney Stevenson (Foster) Co-chairs; Eileen Sharkey (HS); Rose Yodzio (East); Joan Kilban (PRS); Kathy LeBlanc (South) 1b. Assistant superintendent  1c. Assistant superintendent	1a. Annual  1b. Annual 1c. Annual
2. Comprehensive, high quality, scientifically research-based and effective professional development programs for PK-12 staff consistent with state and NCLB “highly qualified” requirements: a. District courses, staff development training and minicourses b. Summer curriculum workshops c. Opening days and inservice programs d. Professional development days e. Grade level meetings f. Administrator training g. Para-educator training h. Conferences and out of district workshops i. Educator Evaluation Professional Practice Goals / IPDPs j. Course reimbursement – graduate courses and credits	2. Assistant superintendent and PK-12 professional development committee	2. Annual



<b>III. Professional Development Collaboration, Partnerships and Resources</b>		
Action Steps	Person(s) Responsible	Timeline
1. Collaboration/partnerships: <ul style="list-style-type: none"><li>• South Shore Educational Collaborative – Professional Development Council</li><li>• Bridgewater State University Curriculum Leadership Center (CLC)</li><li>• Lighthouse Superintendents and Assistant Superintendents meetings</li><li>• South Shore Superintendents meetings</li><li>• Primary Source Partnership</li></ul>	1. Superintendent and assistant superintendent	1. Annual
2. Professional development district budget and federal, state and local grants: <ul style="list-style-type: none"><li>a. Professional development district budget: inservice, workshops and course reimbursement accounts</li><li>b. Federal, state and local grants:<ul style="list-style-type: none"><li>• Title I, Title IIA Teacher Quality</li><li>• HEF and PTO grants</li></ul></li></ul>	2a. Assistant superintendent 2b. Assistant superintendent	2a. Annual 2b. Annual

HINGHAM PUBLIC SCHOOLS

**PROFESSIONAL DEVELOPMENT/TEACHER QUALITY  
DATA and RESULTS**

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- Percentage of Hingham teachers licensed in teaching assignment 2015 – 100%
- Percentage of core academic classes in Hingham taught by highly qualified teachers 2015 – 100%
- Massachusetts Accountability Status for 2015 / Hingham District – Level 2
- Percentage of Hingham staff with graduate degrees/additional credits

Master's	24%
Master's +15	15%
Master's +30	25%
Master's +60	24%
Doctorate	.01%
Total	88%

**SUMMARY OF PROFESSIONAL DEVELOPMENT PRIORITIES  
2016-2017**

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**Curriculum/Instruction/Assessment/Accountability**

1. 21st Century Skills/Learning
2. Differentiated/Tiered Instruction
3. Common Core State Standards
4. MCAS 2.0
5. Blended/Hybrid/Flipped Learning
6. Global Education

**Safe/Supportive School Climates**

1. Classroom Behavior Management
2. Positive Behavior Intervention & Support (PBIS)
3. Bullying/Cyberbullying
4. CPR/First Aid/Defibrillator
5. Crisis Intervention/Security
6. Diversity/Appreciation of Differences
7. Alternative/Flexible Structures/Schedules

**Technology for Instruction and Productivity**

1. 1 to 1 Personalized Computing (Chromebooks, iPads)
2. Google Apps
3. SMART Board
4. Online Classroom Management/Assessment
5. Creating Websites/Web-based Content Resources
6. X2 Student management database

**Special/Regular Education Intervention/Support**

1. Teaching Students with Emotional/Behavioral Disabilities
2. Executive Function skills
3. Social Thinking
4. Teacher/Para-educator Team Building
5. Inclusion/Strategies/Co-teaching
6. Accommodations/Modifications/IEPs, 504s, CAPs
7. Teaching Math to Struggling Students
8. Response to Intervention (RTI)

**Reading/Writing Across Curriculum**

1. Common Core Literacy Standards
2. Empowering Writers
3. Lexia, Read Naturally, Etc.
4. Orton-Gillingham/Wilson Specialized reading

## MENTORING/INDUCTION PROGRAM

2016-2017

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A collaboration between the Hingham Public Schools and the Hingham Education Association, with support from the Massachusetts Teachers Association, has resulted in a number of new teacher support activities planned for the 2016-2017 school year. Teacher mentors at all levels have volunteered or been recruited. The extent of interest and the level of response from experienced faculty reflect an awareness of the importance of recruiting and maintaining quality new teachers in the profession. Summer 2016 activities included:

- The pairing of mentors (or “buddy” teachers) with new staff (mentorees) for school year 2016-2017 support. At the time of this writing, there are 16 or 17 new teachers and sundry new para-educators and other support staff who are beginning what we hope will be long and successful careers in the Hingham Public Schools.
- Letters of welcome from mentors to new teacher mentorees.
- A number of one-on-one workshop days pairing new secondary teachers with mentors or departmental peers to discuss curriculum issues.
- An HEA-hosted luncheon for mentors and their mentorees scheduled for the new teacher orientation day on August 29, 2016.
- A full-day workshop for new teachers on August 30, 2016.  
The morning workshop curriculum was arranged by the Mentor Coordinators. The afternoon session, An Introduction to Special Education, was conducted by Elizabeth Kurlan, Director of Student Services.

Over the coming school year, mentorees will confer regularly (at least weekly) with their mentors. In addition, a series of group meetings is planned according to the schedule below.

October 3, 2016	– Mentors and Mentorees	– HMS, Distance Learning Theater, time TBA
November 7, 2016	– Mentors and Mentorees	– Time and Place TBA
January 23, 2017	– Mentors and Mentorees (elementary)	– Time and Place TBA
January 23, 2017	– Mentors and Mentorees (secondary)	– Time and Place TBA
March 20, 2017	– Mentors and Mentorees (joint session) (elementary and secondary)	– HMS, Distance Learning Theater, time TBA Speaker: Dr. James LaBillois, Asst. Supt.

The Mentoring Committee is comprised of co-chairs Jen Driscoll (Hingham Middle School) and Courtney Stevenson (Foster School), Eileen Sharkey (Hingham High School), Rose Yodzio (East School), Joan Kilban (Plymouth River School) and Kathy LeBlanc (South School). The committee members, with the support of all central office and building administrators and department directors, have organized the mentor program to date.

# TechTalk

Professional Development

2016/2017 – PD Courses  
Register Online Today  
Limited Space Available  
[www.techtalkpd.com/hingham](http://www.techtalkpd.com/hingham)

**QR Codes in the Classroom** (Instructor: Sarah Coughlin)  
August 22-25, 2016 (8am-11am) @ Hingham High School  
\$400 for 3 graduate credits

**Integrating Technology into the Common Core** (Instructor: Sarah Coughlin)  
August 22-25, 2016 (11am-2:00pm) @ Hingham High School  
\$400 for 3 graduate credits

**Flipping Your Classroom** (Instructor: Katy Gallagher)  
September 24, October 1, 15, 22, 2016 (8am-11am) @ Hingham High School  
\$400 for 3 graduate credits; \$0 for PDPs

**Collaboration in the Classroom: An Introduction to Google Apps** (Instructor: Sarah Coughlin)  
October 4, 6, 11, 13, 18, 20, 2016 (3:30pm-5:30pm) @ Hingham High School  
\$400 for 3 graduate credits; \$0 for PDPs

**Chromebooks in Your Classroom** (Instructor: Sarah Coughlin)  
November 1, 3, 8, 10, 15, 17, 2016 (3:30pm-5:30pm) @ Hingham High School  
\$400 for 3 graduate credits; \$0 for PDPs

**The iPad Revolution** (Instructor: Sarah Coughlin)  
January 7, 14, 21, 28, 2017 (8:00am-11am) @ Hingham High School  
\$400 for 3 graduate credits; \$0 for PDPs

**Communicating with a Classroom Blog** (Instructor: Sarah Coughlin)  
January 10, 12, 17, 19, 24, 26, 2017 (3:30pm-5:30pm) @ Hingham High School  
\$400 for 3 graduate credits

**KidPads** (Instructor: Laura Donovan)  
March 2, 9, 16, 23, 30, April 6, 2017 (3:30pm-5:30pm) @ Plymouth River School  
\$400 for 3 graduate credits

**Teaching in the Interactive Classroom** (Instructor: Sarah Coughlin)  
March 7, 9, 14, 16, 21, 23, 2017 (3:30pm-5:30pm) @ Hingham High School  
\$400 for 3 graduate credits

**For full descriptions of the courses, visit [www.techtalkpd.com/hingham](http://www.techtalkpd.com/hingham).**

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**Graduate Credit:** Graduate credit costs \$400 for 3 credits from Andrews University. Payment for graduate credits is due two weeks prior to the start of the course.

**Online vs. Onsite Format:** The courses above are being offered onsite in Hingham during the 2016/2017 school year. All of the TechTalk Professional Development courses are also available in a self-paced online version. For more information on the online courses, please go to [www.techtalkpd.com](http://www.techtalkpd.com).

**COURSES / STAFF DEVELOPMENT  
2016-2017**

**ENGLISH LANGUAGE LEARNERS (K-12)**

**Introduction to the WIDA Curriculum Standards for ELL Students.** Content and objectives:

The purpose of this PD is to further develop an understanding of the WIDA English Language Development standards framework and how to integrate the WIDA standards into district curricula and lesson plans. The ELL PD will focus on the following essential questions:

1. How can educators use the WIDA ELD standards to create content area and ESL lesson plans and units of instruction that promote ELLs academic achievement and language development?
2. What are potential ways to integrate the WIDA ELD standards into content area instruction?
3. What should district curriculum leaders keep in mind when designing a plan for integrating WIDA ELD standards and 2011/12 Frameworks into content area and ESL curricula for ELLs?

Dates/Times:	Fall 2016, Winter 2017, Spring 2017
Location:	TBA
PDPs:	15 PDPs for successfully completing the course (no fee associated with PDP credit)
Grad. Credit:	Optional grad. credit \$TBA for 1 graduate credit from TBA
Registration:	TBA

**Sheltered English Immersion (SEI) Full Course (teachers who are NOT currently teaching ELLs)**

Dates/Times:	TBA
Location:	TBA
PDPs:	67.5 PDPs for successfully completing the course (no fee associated with PDP credit)
Grad. Credit:	Optional grad. credit \$TBA for 3 graduate credits from TBA
Registration:	TBA

**RESPONSIVE CLASSROOM SUMMER COURSE (K-6)**

The Responsive Classroom Course is an approach to teaching and learning that fosters safe, challenging and joyful classrooms and schools, kindergarten through grade 6. Developed by classroom teachers, it consists of practical strategies for bringing together social and academic learning throughout the school day.

In this initial training institute, participants will receive instruction in the following core Responsive Classroom practices:

- ◆ Morning Meeting – Gather ideas for ways to lead students in a daily gathering that uses a consistent format for friendly greetings, sharing of news, having fun together, and warming up for the day of learning ahead
- ◆ Creating Rules – A powerful process for collaborating with students to develop classroom rules that support everyone’s learning
- ◆ Interactive Modeling – Actively involve children in purposefully demonstrating and analyzing key behaviors that support both the social and academic curricula
- ◆ Positive Teacher Language – Practical ways to use words as a professional tool to promote learning, community and self-discipline
- ◆ Logical Consequences – Strategies for responding to misbehavior with consequences that are respectful of the children and supportive of their efforts to learn how to fix their mistakes

Participants will also have opportunities to enhance their knowledge of child development in relation to these practices and to consider ways to introduce Responsive Classroom practices during the first six weeks of school to establish a positive classroom community and climate for learning.

Participants will experience community building strategies as adult learners. Instruction will occur primarily through active participation and small group work. There will also be brief presentations and demonstrations along with time for participants to ask questions and reflect upon and apply new learning to their own practice.

Dates:	Summer 2017 – Dates To Be Determined
Times:	8:00 a.m.-3:30 p.m./Monday-Thursday (tentative)
Instructor:	To Be Announced
Location:	East Elementary School, Hingham – multipurpose room
Cost:	Free for Hingham participants (paid through grant funds)
PDPs:	67.5 PDPs / additional \$210 for 3 graduate credits / Brandman University
Registration:	Call Karin Herman at 781-741-1500 Ext. 2 or email <a href="mailto:kherman@hinghamschools.org">kherman@hinghamschools.org</a> for registration information



## PRIMARY SOURCE PARTNERSHIP

The Hingham Public Schools has a partnership with Primary Source for the 2016-17 school year. Primary Source (Watertown, Mass.) provides professional development for K-12 social studies and humanities teachers. In addition to free registrations in a variety of professional development programs, the partnership provides access to a number of free and/or reduced cost resources. The following programs are available for free registration. Seminars are one day or three days, usually from 9:00 a.m. to 3:00 p.m. and are typically hosted at Primary Source's conference spaces unless otherwise noted. Please go to their web site [www.primarysource.org/programs](http://www.primarysource.org/programs) for detailed information. Approval from your principal is required for sessions that meet during the school day. If you are interested in registering for one of our limited number of seats, contact Karin Herman at 781-741-1500 Ext. 2 or by email to [kherman@hinghamschools.org](mailto:kherman@hinghamschools.org) by September 30, 2016.

Seminars and Workshops	Dates/Times	PDPs/Credit
<b><u>Three-Day Seminars:</u></b>		
The U.S. and the World: Expressions of Power, Past & Present (Gr. 6-12)	Oct. 28; Nov. 18; Dec.7, 2016 9:00 a.m.-3:00 p.m.	22.5 PDPs / 1 graduate cred.
What's New with Ancient Civilizations? (Gr. 5-12)	Feb. 3; Mar. 3 and 31, 2017 9:00 a.m.-3:00 p.m.	22.5 PDPs / 1 graduate cred.
A Greener World: Understanding Connections Between People and the Environment (K-12)	Mar. 1 and 22; Apr. 5, 2017 9:00 a.m.-3:00 p.m.	22.5 PDPs / 1 graduate cred.
<b><u>One-Day Workshops:</u></b>		
Music of West Africa and the Diaspora (K-12) @ Boston University	Nov. 2, 2016 / 9:00 a.m.-3:00 p.m.	5 PDPs
Enlightening Elementary Social Studies with Historical Texts (Gr. 2-5)	Nov. 4, 2016 / 9:00 a.m.-3:00 p.m.	5 PDPs
Fresh Approaches to Teaching Geography (K-8)	Nov. 9, 2016 / 9:00 a.m.-3:00 p.m.	5 PDPs
Mesoamerica: Civilizations, Cultures, Legacies (Gr. 4-10) @ Harvard/Peabody Museum	Dec. 9, 2016 / 9:00 a.m.-3:00 p.m.	5 PDPs
Global & Multicultural Literature for High School Classrooms (Gr. 9-12)	Mar. 15, 2017 / 9:00 a.m.-3:00 p.m.	5 PDPs
Globalizing STEM in K-8 Classrooms (K-8)	Mar. 16, 2017 / 9:00 a.m.-3:00 p.m.	5 PDPs
Current Events with Context: Teaching the News in a Meaningful Way (K-12)	Apr. 7, 2017 / 9:00 a.m.-3:00 p.m.	5 PDPs
<b><u>Late Afternoon Book Discussion Group:</u></b>		
Global Migration Stories (K-12)	Nov. 3; Dec. 1; 2016; Jan. 12; Feb. 9; Mar. 9, 2017 / 4:30-6 p.m.	10 PDPs

Online Courses	Dates	PDPs/Credit
Modern African History: Colonialism, Independence & Legacies (Gr. 6-12)	Nov. 2-Dec. 6, 2016	22.5 PDPs 1 graduate credit
Global Understanding in Action: Human Rights, Educational Access & Gender Equity (K-12)	Nov. 2-Dec. 6, 2016	22.5 PDPs 1 graduate credit
Engaging Culturally & Linguistically Diverse Students & Families in <u>Elementary Schools</u> (K-5)	Nov. 2-Dec. 6, 2016	22.5 PDPs 1 graduate credit
Engaging Culturally & Linguistically Diverse Students & Families in <u>Secondary Schools</u> (6-12)	Nov. 2-Dec. 6, 2016	22.5 PDPs 1 graduate credit
Japan & the World: Historical & Cultural Developments [5 <sup>th</sup> Century-Present] (K-12)	Jan. 25-Mar. 28, 2017	45 PDPs 2 graduate credits
Windows to the Islamic World: Art, Architecture & Music (K-12)	Jan. 25-Feb. 28, 2017	22.5 PDPs 1 graduate credit
Essential Topics for Global Understanding: Health, Environment & Economics (K-12)	Mar. 1-28, 2017	22.5 PDPs 1 graduate credit
Turning Points in Latin American History & Culture: From Colonization to the Cold War (K-12)	Mar. 1-28, 2017	22.5 PDPs 1 graduate credit



HINGHAM PUBLIC SCHOOLS

**STUDY GROUPS**

Study groups provide a practical and convenient means of addressing the ongoing professional development of an experienced teaching faculty. Typically, a group of teachers having a common area of interest will meet to read about, reflect upon and discuss issues through the direction of a group facilitator and the resources of appropriate readings, relevant research and personal experience. All approved study groups will be eligible for PDPs at the rate of one PDP per one hour of group's participation time. A minimum of five teachers is required to form a study group. Teachers are expected to plan for at least ten hours of participation time and to develop a project to meet recertification guidelines. Faculty members who serve as study group facilitators/leaders are responsible for organizing the group, conducting the discussions, keeping the attendance and reporting all of this information to the assistant superintendent.

**STUDY GROUP PROPOSAL**

Study Group Facilitator: \_\_\_\_\_

Study Group Topic/Title: \_\_\_\_\_

Number of Sessions: \_\_\_\_\_ Length of Each Session: \_\_\_\_\_

Total Hours: \_\_\_\_\_ PDPs Expected: \_\_\_\_\_

Date(s): \_\_\_\_\_ Beginning/Ending Times: \_\_\_\_\_

Location of Sessions: \_\_\_\_\_

Description: Please attach the following information to this page:

- a) intended learning outcomes for participants
- b) anticipated product
- c) list of potential participants

Proposal Approved: \_\_\_\_\_ Date: \_\_\_\_\_

Product Approved: \_\_\_\_\_ Date: \_\_\_\_\_  
(upon receipt) Assistant Superintendent

PDP certificates will be sent to study group members after an attendance list and documentation of completion of products are submitted to and reviewed by the assistant superintendent. Facilitator stipend will be awarded at this point as well.

**EARLY RELEASE DAY FACULTY INSERVICE PROGRAMS****2016-2017****ELEMENTARY**

<b>Date</b>	<b>Level</b>	<b>Topic</b>	<b>Location</b>
<b>October 5, 2016</b>	Gr. PK-5	Classroom Teachers: Journeys Orientation & Training Art, Music, PE: Science Integration Foreign Language: Curriculum Articulation Instructional Technology: TBA	By School & Department
<b>January 11, 2017</b>	Gr. K-5	Classroom Teachers: inservice – Math, Science, Social Studies Art, Music, PE: Science Integration Foreign Language: Curriculum Articulation Instructional Technology: TBA	By School & Department
<b>March 1, 2017</b>	Gr. PK-5	Classroom Teachers: Journeys Orientation & Training Art, Music, PE: Science Integration Foreign Language: Curriculum Articulation Instructional Technology: TBA	By School & Department
<b>May 3, 2017</b>	Gr. K-5	Classroom Teachers: Journeys Orientation & Training Art, Music, PE: Science Integration Foreign Language: Curriculum Articulation Instructional Technology: TBA	By School & Department
<b>June 7, 2017</b>	Gr. K-5	School Meetings	By School

**SECONDARY****HINGHAM MIDDLE SCHOOL**

<b>Date</b>	<b>Level</b>	<b>Topic</b>	<b>Location</b>
<b>September 29, 2016</b>	Gr. 6-8	School Safety & Security	HMS
<b>October 5, 2016</b>	Gr. 6-12	Social Emotional Well-Being	HMS
<b>December 7, 2016</b>	Gr. 6-12	HMS Department Meetings	TBA
<b>January 11, 2017</b>	Gr. 6-8	Social Emotional Well-Being	HMS
<b>March 1, 2017</b>	Gr. 6-8	TBA	HMS
<b>May 26, 2017</b>	Gr. 6-8	Gr. 5 Move-up Day	HMS

**HINGHAM HIGH SCHOOL**

<b>Date</b>	<b>Level</b>	<b>Topic</b>	<b>Location</b>
<b>September 27, 2016</b>	Gr. 9-12	School Safety & Security	HHS
<b>October 5, 2016</b>	Gr. 9-12	NEASC Preparation	HHS
<b>December 7, 2016</b>	Gr. 9-12	NEASC Preparation	HHS
<b>February 1, 2017</b>	Gr. 9-12	NEASC Preparation	HHS
<b>March 1, 2017</b>	Gr. 9-12	NEASC Preparation	HHS

Major themes for each day are noted but details (grade level programs, room assignments, facilitators, etc.) will be provided in a flyer just prior to the workshop date.

## LEADERSHIP TEAM TRAININGS

2016-2017

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### FOCUS TOPICS

1. Strategic Planning
2. Elementary & Secondary Education Act Reauthorization
3. Emotional/Behavioral Health

### LEADERSHIP TEAM TRAINING – DATES AND TOPICS

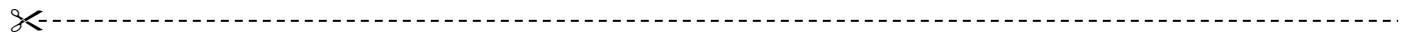
- August 25, 2016 / Planning Meeting
- September 22, 2016 / Strategic Planning
- October 27, 2016 / Strategic Planning
- November 17, 2016 / ESSA Reauthorization (Overview)
- January 26, 2017 / Overview of Massachusetts Tiered Systems of Support (MTSS)
- February 16, 2017 / Book Study – Part I  
The Price of Privilege by Madeline Levine
- March 23, 2017 / Book Study – Part II
- April 27, 2017 / ESSA Reauthorization (Update)
- May 25, 2017 / Emotional and Behavioral Health Planning

**ELEMENTARY PARA-EDUCATOR TRAININGS**

**2016-2017**

Para-educators are invited to enroll in any of the district-sponsored staff development workshops and minicourses or to request funding for relevant training activities outside the district. Para-educators are also invited to participate in the elementary teacher inservice programs(\*). In addition, the following programs have been arranged specifically for elementary para-educators. All are two-hour sessions scheduled for elementary conference or release day Wednesdays.

- |                    |                            |  |
|--------------------|----------------------------|--|
| * October 5, 2016  | – Foster, PRS, South       | – Faculty District Inservice – Reading                       |
|                    | – East                     | – TBA  |
| November 2, 2016   | – Foster and PRS           | – Security Training  |
|                    | – South and East           | – Behavior, Meg Corry  |
| December 7, 2016   | – Foster and PRS           | – Behavioral Support and Intervention                        |
|                    | – South and East           | – Active Shooter Training                                    |
| * January 11, 2017 | – Foster, PRS South, East  | – Faculty District Inservice – Math, Science, Social Studies |
| February 1, 2017   | – Foster and PRS           | – Social/Emotional Curriculum                                |
|                    | – South                    | – Social Emotional /Social Thinking                          |
|                    | – East                     | – TBA  |
| * March 1, 2017    | – Foster, PRS, South, East | – Faculty District Inservice – Reading                       |
| April 5, 2017      | – Foster, PRS, South, East | – Trouble Free Playground                                    |
| * May 3, 2017      | – Foster, PRS, South, East | – School Based   |
| * June 7, 2017     | – Foster, PRS, South, East | – School Based   |



**ELEMENTARY PARA-EDUCATOR INSERVICE**

**REGISTRATION FORM**

Name	School	Role
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I plan to attend the following early release inservice sessions:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> October 5, 2016  | <input type="checkbox"/> November 2, 2016 | <input type="checkbox"/> December 7, 2016 |
| <input type="checkbox"/> January 11, 2017 | <input type="checkbox"/> February 1, 2017 | <input type="checkbox"/> March 1, 2017    |
| <input type="checkbox"/> April 5, 2017    | <input type="checkbox"/> May 3, 2017      | <input type="checkbox"/> June 7, 2017     |

**Please return this form to your Assistant Principal by Wednesday, September 28.**

**SECONDARY PARA-EDUCATOR TRAININGS**

**2016-2017**

Para-educators are invited to enroll in any of the district-sponsored staff development workshops and minicourses or to request funding for relevant training activities outside the district. In addition, the following programs have been arranged specifically for secondary para-educators.

**HINGHAM MIDDLE SCHOOL**

- September 1, 2016 – District Required Training
- September 29, 2016 – School Safety and Security Training
- October 5, 2016 – Social/Emotional Needs Part 1 (with teachers)
- January 11, 2017 – Social/Emotional Needs Part 2 (with teachers)
- March 1, 2017 – MCAS Training

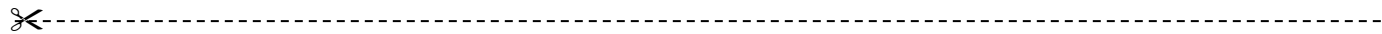
**HINGHAM MIDDLE SCHOOL PARA-EDUCATOR TRAININGS  
REGISTRATION FORM**

Name	Role
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Sessions I plan to attend:

- Sept. 29, 2015     
  Oct. 5, 2016     
  Jan. 11, 2017     
  Mar. 1, 2017

**Please return this form to Alison Januelewicz, Assistant Principal, at Hingham Middle School by Wednesday, September 21.**



**HINGHAM HIGH SCHOOL**

Para-educators are also invited to participate in the high school faculty inservice programs.

- Oct. 5, 2016 – Understanding the IEP (Presenter: Steve Centerrino, School Psychologist)
- Dec. 7, 2016 – District Required Training (Presenter: Rich Swanson, Assistant Principal)
- Feb. 1, 2017 – Executive Functioning (Presenter: Jessica Mathews, Special Education Teacher)
- Mar. 1, 2017 – Collaborating with Regular Education Teachers (Presenter: Jessica Mathews, Regular Ed. Teacher)

**HINGHAM HIGH SCHOOL PARA-EDUCATORS TRAININGS  
REGISTRATION FORM**

Name	Role
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Sessions I plan to attend:

- Oct. 5, 2016     
  Dec. 7, 2016     
  Feb. 1, 2017     
  Mar. 1, 2017

**Please return this form to Rick Swanson, Assistant Principal, at Hingham High School by Wednesday, September 28.**

## PDP OPTIONS

As teachers plan their professional development, they may want to consider the options listed below. This list may also be helpful in developing the Personal Professional Growth Plan required for Phase I of the evaluation cycle. For recertification purposes, a minimum of 10 hours on a topic with a product is required for 10 PDPs.

Please go to the DOE website [www.mass.gov/edu/government/departments-and-boards/ese/programs/educator-effectiveness/licensure/academic-prek-12/advancing-or-renewing-a-license.html](http://www.mass.gov/edu/government/departments-and-boards/ese/programs/educator-effectiveness/licensure/academic-prek-12/advancing-or-renewing-a-license.html) for detailed information.

• Graduate courses	1 semester hour = 22.5 PDPs
• Instructor of graduate course	1 semester = 45 PDPs
• District and school-based inservice (minimum 10 PDPs on a topic with a product)	1 PDP per 1 hour – minimum 10 PDPs – maximum 30 PDPs
• District approved professional development study group	1 PDP per 1 hour – minimum 10 PDPs – maximum 30 PDPs
• Mentoring	15 PDPs
• Peer coaching	15 PDPs
• Cooperating teacher	15 PDPs
• National Board of Professional Teaching Standards	120 PDPs
• Accreditation team member	30 PDPs in 5-year cycle
• School staff preparing for accreditation visit	30 PDPs in 5-year cycle
• District and school curriculum work	1 PDP per 1 hour – minimum 10 PDPs – maximum 30 PDPs
• Presenters/trainers (3+ sessions)	Two times number of PDPs for participants – minimum 10 PDPs – maximum 24 PDPs
• Presentation at professional conference	30 PDPs
• School-based activity for students, parents or teachers incorporating curriculum standards	1 PDP per 1 hour – minimum 10 PDPs – maximum 30 PDPs
• Professional journal article or chapter in professional book	30 PDPs per article or chapter
• DOE summer content institute	67.5 PDPs in content
• DOE professional development (at least 10 hours)	1.5 PDPs per 1 hour

## CONTRACT EXCERPTS RELATING TO PROFESSIONAL DEVELOPMENT

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### HEA (2014-2017 contract)

#### Article X Professional Leave

- 10.1 Leaves of absence with pay may be granted at the sole discretion of the Superintendent to permit individual teachers to visit other schools or attend approved education meetings or conferences. Written reports, if required, shall be submitted.
- 10.2 The School District may elect to pay reasonable expenses (including, but not limited to, registration fees, meals, lodging and transportation) incurred by a teacher who is authorized by the Administration to attend workshops, seminars or other approved professional improvement sessions provided that said amount shall have been previously provided for and is expendable in the existing school department budget. Teachers seeking reimbursement must submit to the Superintendent for advance approval a voucher listing the expenses for which reimbursement is sought in whole or in part.
- 10.3 In situations where the Administration requires a teacher to attend workshops, seminars or other professional development sessions, the School District will pay all reasonable expenses.

#### Article XXXIX Salaries

- 39.6 Degrees and courses used for advancement to a higher salary scale are subject to the approval of the Superintendent and must be from a college or university accredited by any of the recognized accrediting organizations or the American Council on Education. Such approval shall be consistent with the practices existing in the Hingham Public Schools on the date of this Agreement except, however, effective August 29, 2007, all courses for advancement to a higher salary scale must be at the graduate level from an accredited college or university. Effective August 31, 2015, no more than twenty-four (24) graduate credits may be used for salary advancement within a twelve (12) month period. Credits in excess of twenty-four (24) shall be banked for use at a future time.

#### Article XLII Professional Development and Educational Improvement

- 42.1 The Committee will reimburse a teacher for tuition and fees for college course(s) or professional training school course(s) approved by the Superintendent which are taken with the advance written approval of the teacher's immediate supervisor and the Superintendent. A teacher may be reimbursed only for course(s) commenced after the completion of his first full year of teaching in the Hingham Public Schools.
- 42.2 Subject to a maximum of \$800 per year for any individual teacher, full reimbursement shall be provided towards the cost of tuition for a course.
- 42.3 To receive reimbursement the teacher must: a) complete the course(s) with a grade of at least B- or equivalent; b) present to the Superintendent the official transcript of the course(s) and grade(s) and a receipted bursar's bill within thirty (30) days after issuance of final grades, but not later than June 15 of any year; and c) not be receiving financial assistance for such course(s) from any other source (e.g. scholarship, GI Bill).
- 42.4 Teachers who are assigned to participate in or facilitate or present at curriculum workshops shall be compensated at the per hour rate of \$37.74, effective in the first year of the 2011-2014 agreement; \$38.87; effective in the second year; and \$40.04, effective in the final year, for the number of hours agreed upon between the teacher and the Administration. The rate will remain at \$40.04 unless otherwise changed.
- 42.5 Teachers who serve as Mentoring Chairs shall receive a stipend of \$1,759 during the 2010-2011 school year; \$1,794 during the 2011-2012 school year; \$1,830 during the 2012-2013 school year; and \$1,867 during the 2013-14 school year. Teacher Mentors shall receive a stipend of \$637 during the 2010-2011 school year; \$650 during the 2011-2012 school year; \$663 during the 2012-13 school year; and \$676 during the 2013-2014 school year. School-based Mentoring Coordinators shall receive a stipend of \$1,244 during the 2010-2011 school year; \$1,269 during the 2011-2012 school year; \$1,294 during the 2012-13 school year; and \$1,320 during the 2013-14 school year and subsequent years unless otherwise changed.

**APPROVAL**

**HINGHAM PUBLIC SCHOOLS**

PO # \_\_\_\_\_

Vendor # \_\_\_\_\_

Acct. #R23506 5281

**COURSE APPROVAL FORM (Blue)**

Teacher's Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

School \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Current Lane/Column \_\_\_\_\_ Anticipated date of next degree change \* \_\_\_\_\_

I hereby request that the following course(s) be accepted according to the terms of Article XXXIX (39.6) and XLII (42.1, 42.2 and 42.3) of the teachers contract (below).

**I have attached a course description, evidence that the course is at the graduate level and proof that the institution is accredited.**

Course Name	Course #	Institution	Completion Date	Credits	Estimated Cost

\_\_\_\_\_  
Signature of Department Director or Principal      Date

\_\_\_\_\_  
Approved for Credit (Grad. credit only)  
\_\_\_\_\_  
Approved for Reimbursement (after one year of employment under HEA contract)

\_\_\_\_\_  
Signature of Superintendent      Date

Article XXXIX Salaries

39.6 Degrees and courses used for advancement to a higher salary scale are subject to the approval of the Superintendent and must be from a college or university accredited by any of the recognized accrediting organizations or the American Council on Education. Such approval shall be consistent with the practices existing in the Hingham Public Schools on the date of this Agreement except, however, effective August 29, 2007, all courses for advancement to a higher salary scale must be at the graduate level from an accredited college or university. Effective August 31, 2015, no more than twenty-four (24) graduate credits may be used for salary advancement within a twelve (12) month period. Credits in excess of twenty-four (24) shall be banked for use at a future time.

Article XLII Professional Development and Educational Improvement

42.1 The Committee will reimburse a teacher for tuition and fees for college course(s) or professional training school course(s) approved by the Superintendent which are taken with the advance written approval of the teacher's immediate supervisor and the Superintendent. A teacher may be reimbursed only for course(s) commenced after the completion of his first full year of teaching in the Hingham Public Schools.

42.2 Subject to a maximum of \$800 per year for any individual teacher, full reimbursement shall be provided towards the cost of tuition for a course.

42.3 To receive reimbursement the teacher must: (a) complete the course(s) with a grade of at least B- or equivalent, (b) present to the Superintendent the official transcript of the course(s) and grade(s) and a receipted bursar's bill within thirty (30) days after issuance of final grades, but not later than June 15 of any year, and (c) not be receiving financial assistance for such course(s) from any other source (e.g., scholarship, G. I. Bill).

**\*NOTE:** Teachers must notify the Superintendent's office (in writing) when requirements for a lane/column change have been completed and provide a list of the courses and completion dates that support their request for such lane/column change.

**Estimated Amount** \_\_\_\_\_



# REIMBURSEMENT

PO # \_\_\_\_\_  
 Vendor # \_\_\_\_\_  
 Invoice # \_\_\_\_\_  
 Acct. #R23506 528I  
 Date Received: \_\_\_\_\_  
 Warrant #: \_\_\_\_\_  
 Schedule #: \_\_\_\_\_  
 Amount Paid: \_\_\_\_\_  
 Open \_\_\_\_ Closed \_\_\_\_

**HINGHAM PUBLIC SCHOOLS**

**COURSE REIMBURSEMENT REQUEST FORM (Pink)**

Teacher's Name (Full Legal Name) \_\_\_\_\_ Date \_\_\_\_\_

Home Address \_\_\_\_\_

Grade/Subject \_\_\_\_\_ School \_\_\_\_\_

I hereby request reimbursement for the approved course(s) listed below that were taken during the current fiscal year. This reimbursement request is subject to the terms of Article XLII of the teachers' contract (below) and is accompanied by (1) a bursar's receipt(s) and (2) a transcript indicating the grade(s) :

Course Name	Number	Institution	Completion Date	Credits/ PDP's	Amount Paid
<b>Totals:</b>					
<b>Less Reimbursement Previously Paid This Year:</b>					
<b>Current Reimbursement:</b>					

Estimated remaining credits to my next degree change\* \_\_\_\_\_

\_\_\_\_\_  
 Signature Date Signature of Superintendent Date

**Article XLII Professional Development and Educational Improvement**

42.1 The Committee will reimburse a teacher for tuition and fees for college course(s) or professional training school course(s) approved by the Superintendent which are taken with the advance written approval of the teacher's immediate supervisor and the Superintendent. A teacher may be reimbursed only for course(s) commenced after the completion of his or her first full year of teaching in the Hingham Public Schools.

42.2 Subject to a maximum of \$800 per year for any individual teacher, full reimbursement shall be provided towards the cost of tuition for a course.

42.3 To receive reimbursement the teacher must: (a) complete the course(s) with a grade of at least B- or equivalent, (b) present to the Superintendent the official transcript of the course(s) and grade(s) and a receipted bursar's bill within thirty (30) days after issuance of final grades, but not later than June 15 of any year, and (c) not be receiving financial assistance for such course(s) from any other source (e.g., scholarship, G.I. Bill).

**\*NOTE:** Teachers must notify the Superintendent's office (in writing) when requirements for a lane/column change have been completed and provide a list of the courses and completion dates that support their request for such lane/column change.

Reimbursement Amount \_\_\_\_\_