

## Medford School District 549C Continuing Professional Development Plan

### I. **Purpose:**

The Medford School District 549C Continuing Professional Development Plan shall have as a primary purpose increased student learning by enhancing the professional skills of educators. In addition, this plan has the goals of:

- A. Assisting each educator to achieve district, state, and national standards.
- B. Helping each educator keep current with the development and use of best practices.
- C. Assisting educators to develop ways to enhance learning for a diverse student body.

### II. **Domains of Professional Competency:**

The professional development activities of the educator must be based on at least one of the six domains of professional competency. The domains are:

#### A. **Subject Matter of Specialty**

The educator may gain more background in the specific endorsement area or in specialty areas such as English for Speakers of Other Languages (ESOL) or special education.

#### B. **Assessment Strategies**

The educator may develop new ways to assess learning. Examples of assessments are portfolios, demonstration performances, and written tests. An educator may work with the way assessment affects the curriculum design.

#### C. **Methods and Curriculum**

Educators may increase professional skills in classroom management, leadership, curriculum development, and administrative management.

**D. Understanding Diversity**

Educators may enhance ability to deal with diversity including understanding of learning abilities and styles, learning strategies, ethnic diversity, as well as economic diversity.

**E. State and National Education Priority**

The state and nation have set goals and priorities for curriculum and standards of achievement. Educators need to be aware of these priorities and their effect on work in the schools.

**F. Use of Technology in Education**

Educators may acquire skills in technology, computer programming, video operation, and multimedia in the context of enhancing student learning.

**III. Suggested Activities That Could Meet CPD Standards:**

- The educator may gain more background in a specific endorsement area.
- The educator may analyze data and establish best practices to increase student learning.
- The educator may participate in workshops/classes to increase skills in teaching strategies and methods.
- The educator may participate in curriculum development activities.
- The educator may participate in workshops/classes to increase understanding of diverse learning abilities, learning styles, ethnic diversity, economic diversity, and strategies to deal effectively with diverse groups of students.
- The educator may gain skill and expertise in the use of technology within the curriculum, the operation of new technologies in the classroom, and multi-media in the context of enhancing student learning.
- The educator may write articles and reports that contribute to the effective practice of the profession.
- The educator may engage in action research that culminates in increased knowledge and understanding of the educational process.
- The educator may mentor a student teacher or a peer within a systematic program.
- The educator may participate on a building site council.

**IV. CPD Opportunities:**

**A. District/Building Improvement Plans**

All school improvement plans will be evaluated and, where appropriate, labeled with domain and CPD units to be earned by participating in and completing *The School Improvement Plan*.

**B. Individual Opportunity**

A teacher who wishes to develop their own plan within established *Teacher Standards and Practices Commission* guidelines may work directly with their supervisor to do so.

**V. Supervision:**

The educator will conference with the supervisor/advisor at the beginning of the plan. The educator and the supervisor/advisor will discuss the professional goals and needs of the educator. They will agree on the proposed professional development activities that address one or more of the domains, and they will agree on the number of professional development units to be assigned to each activity in the plan. The educator will arrange a meeting with the supervisor/advisor should a change in plan be necessary. The TSPC Professional Development Plan must be signed upon completion by the supervisor/advisor and the educator. The educator is responsible for maintaining copies of his/her CPDU plan. Upon renewal of the educator's license, the supervisor/advisor of the Professional Development Plan or a district representative from the Personnel Department will check and initial the "Peer" form in the Continuing Professional Development section for verification. *Professional Development Plans should **not** be forwarded to the Personnel Office.*

**VI. Teacher Standards and Practices Commission Phase-In Timeline:**

- 2002 Educators renewing Basic, Standard or Continuing Licenses must complete 25 PDUs.
- 2003 Educators renewing Basic, Standard or Continuing Licenses must complete 50 PDUs.
- 2004 Educators renewing Basic, Standard or Continuing Licenses must complete 75 PDUs.
- 2005 Educators renewing a Basic License must complete 75 PDUs. Educators renewing a Standard or Continuing License must complete 100 PDUs.
- 2006 Educators renewing Standard or Continuing Licenses must meet the full requirement of 125 PDUs.

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