

EPPING SCHOOL DISTRICT

SCHOOL ADMINISTRATIVE UNIT 14

PROFESSIONAL DEVELOPMENT MASTER PLAN

JULY 1, 2011 to JUNE 30, 2016

EPPING SCHOOL DISTRICT MISSION STATEMENT

The mission of the Epping School District is to focus on the potential of every student and engage them to be passionate, confident learners who demonstrate competence and have strength of character to reach their highest aspirations and thoughtfully contribute to a diverse and changing world.

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STATEMENT OF PURPOSE

The purpose of professional development in the Epping School District is to improve the learning experiences of students by acknowledging their varied needs, both in their learning styles and development, while increasing educators' knowledge and expanding their professional skills. Professional development uses data from student assessments, performance goals established by the community, SAU, schools and educators to improve student learning and student achievement.

This Master Plan outlines the means by which educators in the Epping School District will improve our teaching while satisfying the New Hampshire requirements for recertification. The plan provides for professional learning teams whose goals are based on the improvement goals of the school and district. We believe that high quality and effective professional development relies on the evaluation of data and other information concerning student learning. Educators are required to implement research-based educational practices in their teaching and apply knowledge of learning. Collaboration is expected in the establishment of goals, the activities used to meet these goals, and in both the informal and formal assessments of the success of reaching these goals.

Professional development in the Epping School District is based on a job-embedded Cycle of Inquiry that guides educators in developing goals, carrying out strategies and collecting data, analyzing data, framing or reframing key issues or questions, and working together to address these goals through collaborative efforts or field experiences.

BELIEFS

The body of work in this Master Plan represents the beliefs of the Epping School District and meets the criteria established by the New Hampshire Department of Education. The plan is filtered through the National School Reform Faculty's Circle of Inquiry, as well as the Learning Forward (formerly NSDC) Standards for Professional Growth.

1. Learning Forward (NSDC) Standards

Context Standards - Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Revision incorporates professional learning communities)
- Requires skillful school and district leaders who guide continuous instructional improvement.
- Requires resources to support adult learning and collaboration.

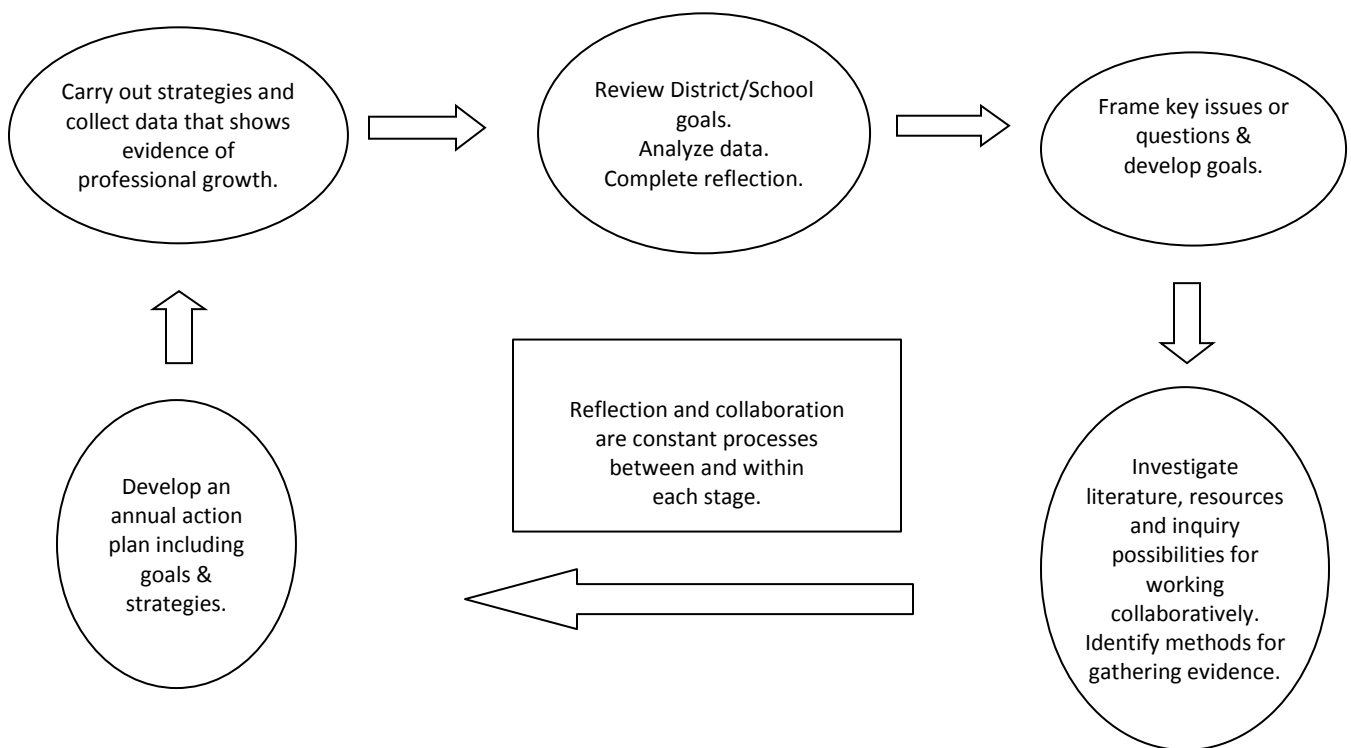
Process Standards - Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- Uses multiple sources of information to guide improvement and demonstrate its impact.
- Prepares educators to apply research to decision making.
- Uses learning strategies appropriate to the intended goal.
- Applies knowledge about human learning and change.
- Provides educators with the knowledge and skills to collaborate.

Content Standards - Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately.

2. Cycle of Inquiry



Professional growth focuses on broadening the educators' knowledge of the content area and learners and learning, while offering opportunities to incorporate research-based instructional methods and varied forms of assessment in their teaching. This Master Plan recognizes the

uniqueness of individuals by allowing for a variety of learning opportunities and styles. By combining self-knowledge with the District Reform Model and building goals and student performance needs, educators will develop their own goals by framing key issues or questions.

The Epping School District has opted to focus on Option 1 outlined in NHDOE Ed512.02 which allows for “the development of a body of evidence documenting job-embedded or formal professional development addressing the school or district goals and content areas.”

PROFESSIONAL DEVELOPMENT COMMITTEE

The primary role of the Professional Development Committee is to develop and monitor the five year master plan for the Epping School District.

Committee Composition: In order to ensure diversity in the creation, implementation and monitoring of the plan, the committee represents a variety of stakeholders including:

- A school board member
- The Director of Professional Learning
- A building administrator
- Two teacher representatives from the different instructional levels (elementary, middle and high)
- Special Education Director or a representative from special education
- A paraprofessional
- Two community representatives

Committee members include the building professional development coordinators and at least one other volunteer teacher. Membership for the committee is posted each spring. Community volunteers are solicited via the district website and the school board appoints a member each year.

Committee Roles & Responsibilities: Members of the Professional Development Committee will meet to discuss issues relating to the plan’s implementation. The committee will examine the extent to which professional development requirements and specific activities are designed to meet student needs; and assess the degree to which the plan accomplishes its stated purpose. It will formulate and recommend alternative approaches to addressing student needs on an as-needed basis and will address questions such as the extent to which staff members are adhering to the plan’s guidelines, following procedures and revise the plan if needed.

The committee will function as a committee of the whole at least once each year and as subcommittees for other business. Each school will host a subcommittee composed of the Director of Professional Learning and the two professional staff members who will meet to review the individual goals and to assess the annual progress of the staff. The Director of Student Services or her designee will meet with the paraprofessional representative on the committee to review the individual goals and to assess the annual progress of the support staff. Building principals are welcome to attend any of these meetings.

Committee Leadership: To facilitate the work of the committee, the Director of Professional Learning will serve as chair, and a secretary will be selected by the committee for an annual term. The chair is responsible to prepare agendas and preside at meetings, to represent the committee at the state level, to call special meetings, and to fill membership vacancies by appointment. The secretary is responsible to provide notification of meetings, to keep minutes of all meetings and distribute them to members, to record correspondence, and to keep committee members informed of all actions. In order for the committee to take action or conduct an appeal process, a quorum or simple majority of its membership must be present.

Development and Assessment of the Epping School District Five-Year Plan: During the final year of the Master Plan's cycle, the committee reviews the plan's components, confers with the State of NH and revises the plan for the next cycle.

- A working draft of the document will be shared with faculty, school board and interested community members by March of the fifth year when it will be presented in public session to the Epping School Board;
- The draft will be submitted to the State for preliminary review;
- A final draft will be sent to the State for review and acceptance by May.

DATA COLLECTION, INTERPRETATION, AND USE

The Professional Development Master Plan is based on the Cycle of Inquiry, a continuous cycle from school year to school year. This process is used in the design of the action plan for the District Reform Model and ensures that data is collected and interpreted in order to provide evidence of each educator's growth in knowledge of:

- Subject or field of specialization
- Learners and learning as they relate to school and district goals in order to increase student achievement.

As a part of this process, teams of teachers, administrators, and paraprofessionals ensure that learner outcomes and benchmarks are research based and measurable as part of the school and district goals.

- Continuous improvement and identification of student learning needs depend on academic and non-academic student assessments. Assessments include, but are not limited to: standardized tests, portfolios, performance assessments, other local instruments and/or other appropriate data that may emerge. Additionally, student attendance data, feedback from graduates, community input through surveys, interviews, high school graduation rates, post-secondary education, and discipline information may help identify student learning needs.
- Learning goals are identified based on a wide collection of student data and the Epping School District Reform Model. This information is disseminated to all staff across the district for input in helping to plan professional development activities including, but not limited to: sustained job-embedded professional development, school or district-based

professional development initiatives, conferences, coursework, appropriate workshops and/or professional readings.

- Using the measured results, teams of teachers, administrators, and paraprofessionals collaboratively review, enrich, and/or modify existing activities aimed at meeting the learning goals.
- The Professional Development Committee annually reviews the effectiveness of the above using data collection and feedback.

Data from these assessments and outcomes enable the district to focus on what students should know and be able to do by:

- Identifying strengths and weaknesses of instructional practices, curriculum, assessment, and student learning
- Improving instruction and advancing student learning
- Providing feedback to students, staff, parents, and community members
- Identifying professional development needs
- Tracking yearly progress
- Increasing sharing of instructional practices among teachers
- Revising curriculum
- Supporting continuous learning and improvement through the cycle of inquiry.

DATA SOURCES FOR COLLECTION, INTERPRETATION, AND USE

The following pages contain data sources that the Epping School District uses to measure student progress, achievement, and behaviors. The available information provides data points to make observations and target learning and instructional strategies in schools and classrooms. As individuals establish goals, it would be useful to target some of the data sources that follow along with data gathered from individual classrooms that shows student and teacher learning development and growth.

Data Sources	Collection Process	Data Analysis & Availability	Decision Making
ESD Reform Model	Initiated 2010-11 and revised annually	Available to school and community	Approved by the Epping School Board
ESD Report Card	Demographics, financial and educational information	Available to school and community	Used to direct education and budget decisions
Attendance Data	Collected daily and recorded on PowerSchool	School Staff & Administration Ongoing throughout the school year	Reported to parents, students, staff and community to assist with student achievement

Behavior/Discipline Data	Collected daily by administrative records	Administration and individual teachers	Reported to Parents, Students, Staff as appropriate
Northwest Evaluation Association (NWEA)	Varied Grades in Elementary, Middle, and High Schools	Grade level staff and Administration	Reported to Staff Used to track progress over time
New England Common Assessment Program (NECAP)	Grades 3-8 and 11 for NECAP testing PreK – 12 staff	Grade level staff and Administration Assessments for math, reading, and writing given in October with results available in February	Reported to Staff, School Board, Parents, & Community Used to show school and student progress
Common Assessments	PreK-12 Classroom Teachers	Ongoing throughout the school year	Used to design instruction
Progress Reports and Report Cards	Instructional staff and administrative records	Administration and Staff	Reported to parents students and administration to show student progress
Other Teacher Assessments	As appropriate during instructional process	Ongoing throughout the school year	Used to enrich, remediate or reinforce
AIMSweb	Elementary and middle grades; high school for special education	Available to classroom teachers and special educators	Reported to staff and used as a formative assessment
Developmental Reading Assessment (DRA)	Varied elementary grades	Grade level staff during fall and spring semesters	Used by teachers to track progress over time and to inform instruction
DIBELS or Observation Survey	Varied elementary grades	Implemented throughout the school year	Used to help inform instruction
Fountas and Pinnell Benchmarks	Grades 4 and 5	Used throughout the school year	Used to help form instruction

Data Sources	Collection Process	Data Analysis & Availability	Decision Making
High School Graduation rates and Drop-out rates	High School Guidance	High School Guidance and Administration Ongoing throughout the school year	Reported to Administration, School Board, and Community; Used to inform instruction and develop strategies to address student needs.
Advanced Placement Testing	Tests given in May	AP Teachers	Used by students for placement in post secondary classes
Armed Services Vocational Assessment Battery (ASVAB)	High School Student option in Grade 10	High School Guidance – Fall Semester	Reported to Students and Parents Used for career counseling
PSAT/SAT	High School Student option	High School Guidance Ongoing throughout the school year	Reported to Students, Parents, School Board, and Community Used for higher education placement

BEGINNING & EXPERIENCED EDUCATOR CERTIFICATION PROCESS

Teachers and administrators certified by the NHDOE are differentiated as beginning or experienced educators. For the purposes of this process, teachers and administrators are herein referred to as educators.

Individual Professional Development plans are required for all educators for the purpose of continuous professional growth that support their current job assignment and for their recertification. The educators included in this group are:

- Superintendents/Assistant Superintendents
- Business Administrators
- Principals/Assistant Principals/Deans of Students
- District Administrators
- Special Education Administrators
- Directors
- Counselors

- Social Workers
- Teachers
- Media Supervisors and Specialists
- Any other professional educators
- Paraprofessionals

It is important to note that the awarding of certification is based on the completion of an Individual Professional Development Plan that supports an educator’s current job assignment.

ESTABLISHING INDIVIDUAL PROFESSIONAL DEVELOPMENT GOALS

The Epping School District Professional Development Master Plan was written to include the effective practices from current research in conjunction with the Revised New Hampshire Standards for Professional Development. The plan emphasizes the fact that professional development must focus on increasing student achievement. Educators have the opportunity to address individual needs as they relate to school and district goals to advance student learning. The plan also emphasizes the organization of adults into professional learning communities whose goals are aligned with those of the school and district.

As stated on page 4, the Epping School District has opted to use Option 1 outlined in NHDOE Ed512.02 which allows for “the development of a body of evidence documenting job-embedded or formal professional development addressing the school or district goals and content areas.”

Through the analysis of student learning needs, self-reflection on individual competencies, and the review of school and district goals, educators chose from a variety of learning opportunities and strategies to create a plan for professional growth. Plans are approved annually by the School PD Team both before implementation and upon reflection. *Upon successful completion of this plan, the Superintendent will recommend recertification to the State Department of Education.*

First Step – Review & reflect on school and student data, school and district goals, and other relevant information. Examine exemplar goals and plans.



Second Step – Meet with assigned Professional Learning Team and develop team norms. These should address some of these areas: time, behavior, decision-making, confidentiality, assessment, team roles and other structures that will ensure successful teamwork.



Third Step – Determine team goal and individual roles in meeting this goal. Team goals should reflect school and district goals; individual goals include knowledge of subject and content areas as well as knowledge of learners and learning and developmentally effective teaching strategies. Develop individual learning plan. This individual professional learning plan needs to be submitted to the School PD Team no later than **September 30th**. The action and goal plan is available on the website.



Fourth Step – Work on the PD plan throughout the school year using the designated activities. If appropriate, collegiate or graduate course work, workshops and professional conferences, seminars and institutes may be included in the work plan.



Final Step -- For educators who are not on continuing contract or whose certificates expire: Complete the Professional Growth Reflection Form (available on the website) and submit it to the School PD Team no later than **March 15th**. Recommendations for recertification will be submitted to the superintendent.

Or

Final Step -- For educators who are on continuing contract: Complete the Professional Growth Reflection Form (available on the website) and submit it to the School PD Team no later than **May 30th**. Certificates indicating successful completion of annual professional learning will be issued.

Teachers with multiple endorsements should consider these when establishing their annual plans with their Professional Learning Teams. If the professional growth work they are doing does not apply to an endorsement, they will need to establish a separate individual goal. This is in addition to the work they are doing with their PLT.

Teachers who are working on an Improvement Plan as part of the Teacher Evaluation Process and teachers who are working on an Alternative IV plan for certification should consider the Plan as their annual learning goal. In addition, teachers new to the Epping School District may choose to complete the “New Teacher Goal and Action Plan” for their first year. All teachers are expected to complete the Annual Reflection Form and follow the established timeline of their plans.

ALLIED HEALTH PROFESSIONAL CERTIFICATION PROCESS

Allied Health Professionals working within the Epping School District and certified with a NH Office of Licensed Allied Health Professionals Certificate can maintain their certification through the certification process for teachers and administrators. However, it is recognized that the NH Office of Licensed Allied Health Professionals requires clock hours in allied health training.

It is recommended that an allied health professional develop a professional development goal and plan that meets the certification requirements for the Epping School District and aligns with the certification requirements of the NH Office of Licensed Allied Health Professionals. Allied health professionals are required to participate as members of a professional learning team and follow the certification guidelines outlined for teachers and administrators.

Allied health professionals may request personal professional development days, as permitted under the collective bargaining agreement, to receive allied health training. On district professional development days, allied health professionals are subject to the following guidelines:

- Present in-district professional development activities if requested by administration
- Attend in-district professional development activities if requested by administration
- Attend out-of-district professional development activities if available
- Other as approved by administration.

TRANSFERRING PROFESSIONAL DEVELOPMENT CREDIT

Individuals transferring into the Epping School District from other school districts will meet with the Director of Professional Learning to collaborate in developing a new Individual Professional Development Plan. This plan shall allow for the conversion of hours/activities already accumulated, in their current cycle, by the staff member in his/her previous position.

PARAEDUCATOR CERTIFICATION PROCESS

Paraprofessionals working within the Epping School District who are certified with a NHDOE Paraeducator Certificate can maintain their certification through the following professional development model. Paraprofessionals with a Teacher Certificate can maintain their certification through the teacher/administrator professional development model. The Epping School District has decided to parallel professional certification practices rather than count clock hours and this is part of our CBA with paraeducators.

The Individual Paraprofessional Development Plan Recertification Process

Paraprofessional certification is valid for three years and must be renewed by demonstrating continued training in the field of education. Paraprofessionals are required to establish objectives and participate in approved professional development activities designed to meet individual, district, and school action plans. The Epping School District offers many professional development opportunities including specifically designed programs presented on the district professional days. It is expected that paraprofessionals participate as members of a professional learning team and renew certification through the following process.

Step 1 – Prepare to write recertification goals -- Reflect on the paraprofessional skills and the requirements of individual job assignments. Review the school and district goals.



Step 2 – Write an Individual Paraprofessional Development Plan – The para and the supervisor work collaboratively to develop a plan which addresses growth objectives, position requirements, school and district goals and the following Professional Development Skill Areas. The form and exemplars are available on the website.

Professional Development Skill Areas for Paraeducators include:

Content Information

- Knowledge of Child Development
- Knowledge of Subject Areas
- Modifying & Adapting the Curriculum
- Adapting the Environment
- Confidentiality

Medical Information

- CPR
- Healthcare
- First Aid
- Health Safety in the Classroom
- ADL Skills

Process Information

- Communication Skills
- Knowledge of Learning Styles
- Implementing the Curriculum

Behavioral Management

- Motivation
- Reluctant Learners
- Defusing Anger
- Power Struggles
- Oppositional Defiant Students
- Data Collection

Step 3 – Participate in activities to develop the plan goals and meet with others on the learning team. Maintain a record of meetings, data collection, etc.



Step 4 – Review progress annually – Schedule an annual meeting with the appropriate supervisor to review the individual plan, share evidence, and assess the progress toward recertification goals using the Professional Growth Reflection Form, available on the website. Certificates of completion are provided annually.



Step 5 – Meet with the supervisor for recertification approval – When it is time to recertify, meet with the Director of Special Services to provide annual certificates of achievement and evidence you wish to share. The supervisor will confirm the successful completion of the paraprofessional learning plan and notify the Superintendent for certification approval.

PROFESSIONAL DEVELOPMENT ACTIVITIES

This plan offers opportunities for each educator to assemble a variety of activities, including job-embedded strategies, to form a unique design that best meets his/her own goals and context. Job-embedded is learning that occurs as teachers and administrators engage in their daily work activities and that results in increased skill and knowledge needed to assist students to reach high standards. It is documented professional learning that occurs in the course of the educator’s work. It often includes educators sharing what they have learned, reflecting on specific work experience to uncover new understanding, and listening to colleagues share best practices while trying out new programs or planning or implementing a project. The following strategies include job-embedded and traditional learning activities that can be approved for professional development credit.

Activity	Example	Evidence
Action Research	Examining one’s own teaching or professional practice and its impact on students by engaging in a research project in their classroom or work setting	Research plan Data collection, analysis, and interpretation of results
Book Talk	Engaging in a single discussion or a series of discussion about a book or other professional publications	Book titles, meeting dates, attendance lists, discussion notes
Case Discussions	Examining written narratives or videotapes of classroom teaching and learning and discussing what is happening, the problems, issues, and outcomes that ensue	Videos or description of cases, attendance lists, discussion notes
Classroom observation process	Engaging in conversations about teaching and learning based on upon one or more classroom observations	Dates on which the process occurred, meeting notes, observation reports
Creating a “product”	Developing some kind of “product.” Products can be something for the classroom, school, or district	The “product,” a log of activities and time, sources of information used
Critical friends groups	Forming a structured, collaborative, collegial group approach to examining student work to improve instruction and generating solutions to classroom problems	Meeting dates, attendance lists, discussion notes, conferences, courses
Curriculum development, implementation, adaptation	Developing new curriculum, creating new instruction units, lessons, materials and strategies, or tailoring existing ones to meet the learning needs of students	Curriculum documents, lesson plans, log of activities and time

Examining student work and student thinking, scoring assessments	Carefully examining student work and products to understand students' thinking and learning strategies and identifying learning needs and appropriate teaching strategies and materials	Copies of the student work which was examined, meeting dates, discussion notes
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Immersion in inquiry	Engaging in the kinds of learning that teachers are expected to practice with their students (e.g. inquiry-based science investigations or mathematical problem solving)	Materials, logs of activities, notes
Independent study	Engaging in study of a specific topic of interest either on one's own or as part of a formal university or college degree program	Description of the study, log of activities, paper, projects transcripts, institutes

Partnerships	Working in a collaborative partnership with a business, industry, university or college with a focus on improving the educators' knowledge of content, instructional methods, and understanding of "real world" applications of curriculum content and skills	Log of activities, materials, projects, lesson plans
Professional learning presenter	Creating and/or presenting learning experiences for other educators	Description of the presentation, copies of materials, dates, lists of participants, video or audio tape of presentations
Professional networks	Linking educators with one another through electronic means to explore and discuss topics of interest, issues of concern, and experiences in applying new methods in order to provide support and to identify and address shared problems; this may be the Professional Learning Team	Names of participants, log of contacts, notes
Study Groups	Engaging in a regular and collaborative interaction with a group of colleagues around a particular topic or topics (e.g. block scheduling, cooperative learning, multiple intelligences, etc.)	Meeting dates, agendas, discussion notes, materials

Courses, seminars, workshops and conferences	Engaging in learning in a formal environment potentially leading to an additional degree	Transcripts, reflections, sharing of learning
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APPROVAL OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Individual Professional Development Plans will allow those contractually employed as teachers, administrators, and paraprofessionals the opportunity to explore questions prompted by collected data from the field. Educators are expected to focus their efforts towards completing a Cycle of Inquiry that is based upon the Epping School District Reform Model and current action plan. Educators submit reflections on their growth plans annually, by March 15th or May 30th depending upon years of service and certification cycle. School PD Teams are responsible for reviewing the plans and making recommendations to the Superintendent for certification. Educators may appeal the decision of the School PD Team to the District PD committee, and ultimately to the Superintendent.

APPEAL PROCESS

The appeal process may be initiated in the following situations:

- Denial of approval for initial Individual Professional Development Plan
- Denial of professional development activities initiated prior to employment in the Epping School District
- Denial of recommendation for re-certification.

These decisions would have been made by the School PD Team.

To initiate the appeal process, the individual educator must request in writing that the chairperson of the Professional Development Committee schedule a hearing for the educator before the committee. Teachers on the School PD Team will present information but will not be involved in the decision.

The chairperson shall then direct the committee to set a hearing date. The hearing date shall be set no later than five school days from the date of the chairperson's request and shall be scheduled no later than fifteen school days from the initial request of the educator. A quorum consisting of a simple majority of the committee must be present.

The educator involved shall attend the hearing to present his/her case including all supportive documentation.

- The educator may provide written documentation to the Appeals Committee at any time prior to the oral presentation.

- The Appeals Committee will provide a maximum of 30 minutes for each oral presentation.
- Documentation should include the nature of the disagreement and rationale for the individual's position.

The committee will render a decision on the appeal in writing, based upon a majority vote, within three school days.

The educator may appeal the committee's decision to the Superintendent for a hearing and final decision following due process procedures and policy. The Superintendent shall set a hearing date no later than one week from the date of the appeal request and that hearing shall be scheduled no later than three weeks from the original request.

Appendices

- Professional Learning Plan Exemplar – This is a sample plan to model those submitted by faculty and staff by September 30th. The plan is approved by the School PD Team. These forms are also used by paraprofessionals. Forms are available on the SAU website under Staff: Professional Development.
- Annual Reflection Form – Educators complete this form by March 15th if they are not on continuing contract or in their year of certification and by May 30th if they are on continuing contract. The form is reviewed by the School PD Team. The recommendation for certification is sent to the Superintendent or the educator receives a certificate of successful completion of professional learning for one year. These forms are also used by paraprofessionals. Forms are available on the SAU website under Staff: Professional Development.
- District PD model visual
- District Reform Model (There is an annual action plan which is not included in this appendix, however, this action plan helps shape professional learning for the year.)
- Title IIA Requirements for professional learning self assessment form

Epping School District Annual Goal and Action Form

Name _____ School _____ School Year: 2011-2012

Area (s) of Certification: _____ Year in Cycle: 1 2 3

District Goal:	The goal of the Epping School District is to implement the District Model: <i>“21st Century Student Outcomes for College, Career and Life Ready Students.”</i>
School Goal:	<p>EES—Epping Elementary School will support student achievement in mathematics by implementing the Math in Focus program during the 2011-2012 school year.</p> <p>EMS – Epping Middle School will support student achievement by developing and implementing an integrated project block during the 2011-2012 school year.</p> <p>EHS – Epping High School will support student achievement by refining course syllabi, developing authentic assessments, and aligning to NEASC expectations during the 2011-2012 school year.</p>
Professional Learning Team Goal:	
Individual Goal: (Optional)	

- Distribution: Staff Member, PD File, SAU File

Please complete an action plan for each member of the PLT. If you also have an individual goal, complete a separate action plan.

Steps/Strategies for Goal Completion	Evidence of Success	Timeline

Staff member: _____ Date: _____

Team Member: _____ Team Member: _____

Team Member: _____ Team Member: _____

Building Professional Development Coordinator: _____ Date: _____

Epping School District Annual Reflection Form

Name: _____

School: _____ School Year: _____

Area(s) of Certification: _____ Year in Cycle: 1 2 3

Approved PLT Goal (as submitted on the Goal and Action Form)

Approved Individual Goal (optional – as submitted on the Goal and Action Form)

Directions for the completion of this form: (You need to complete a separate reflection for each goal.)

Step One:

Staff Member: Describe the progress you have made on your Goal & Action Plan. Based on your personal reflections and conversations with your Professional Learning Team Members, write a one to three page reflection that addresses your professional growth in light of the district, school, and individual professional goals as well as the evidence you have collected. Make sure to note how you have achieved your goal (citing specific evidence) or what has kept you from achieving your goal. If you have multiple endorsements you must indicate how your work applies to each endorsement you carry. Please be specific. Forward your reflection to your team members for comment. Use as much space as necessary.

Step Two:

Team Members: Please provide a written comment on this form. At least two other team members should respond to this reflection and sharing of evidence.

Step Three:

Print a copy of the complete document. Make sure that the necessary signatures and dates are included. Give the document to your building PD coordinator.

Step Four:

School Professional Development Coordinator: Following a meeting of your School PD Team, please comment and make a recommendation regarding the status of professional growth. Provide the staff member with a certificate of completion or recommendation for certification as appropriate.

Reflection by Staff Member:

Signature _____ Date: _____

Comments by Team Member #1

Team Member #1 Signature _____ Date: _____

Comments by Team Member #2

Team Member #2 Signature _____ Date: _____

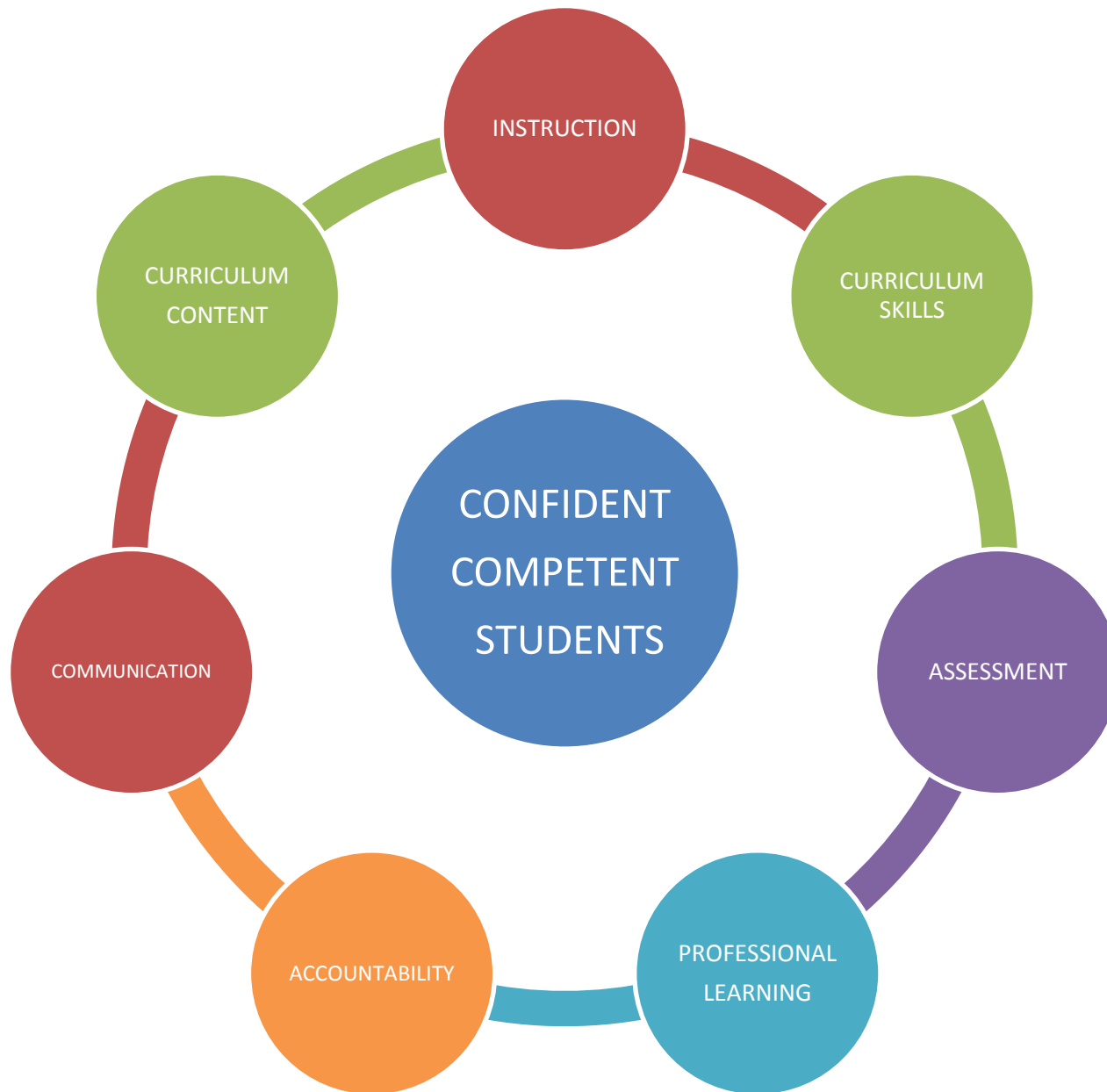
Recommendation from Building Professional Development Team:

----- approved with annual certificate attached

----- returned with this recommendation:

Signature of Building PD Coordinator _____ Date _____

Distribution: Staff member, PD File, SAU file



EPPING SCHOOL DISTRICT
21ST CENTURY STUDENT OUTCOMES FOR COLLEGE, CAREER and LIFE READY STUDENTS

21ST CENTURY STUDENT OUTCOMES FOR COLLEGE,CAREER and LIFE READY STUDENTS

MISSION - The mission of the Epping School District is to focus on the potential of every student and engage them to be passionate, confident learners who demonstrate competence and have strength of character to reach their highest aspirations and thoughtfully contribute to a diverse and changing world.

STUDENT LEARNING PK to 12				
CURRICULUM	ASSESSMENT	INSTRUCTION	PROFESSIONAL LEARNING	ACCOUNTABILITY
<u>Guaranteed Curriculum</u> <ul style="list-style-type: none"> Standards Enduring Understandings & Questions Vocabulary Misconceptions Content Goals Skill Goals <u>21st Century Learning</u> <ul style="list-style-type: none"> Interdisciplinary Themes Integrated Skills <ul style="list-style-type: none"> Life & Career Learning & Innovation Information, Media, & Technology 	<u>Guaranteed Assessment</u> <ul style="list-style-type: none"> Standardized Formative Summative Performance Based Common/Benchmarks Rubrics Student Work Examples Grading Homework <u>Reporting Student Learning</u> <ul style="list-style-type: none"> Progress Reports Report Cards Student Recognitions 	<u>Guaranteed Instruction</u> <p>Time</p> <p>Unit Design</p> <ul style="list-style-type: none"> Goals Standards Activities Strategies Resources <p>Lesson Planning</p> <p><u>Response to Intervention</u></p> <ul style="list-style-type: none"> Student Data Flexible Grouping Remediation/Enrichment Guidance & Health Special Services Behavioral Support 	<u>Professional Learning</u> <ul style="list-style-type: none"> Plans Teams <p><u>School Teams</u></p> <ul style="list-style-type: none"> Data Professional Development <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Staff Parents Community 	<u>Structures</u> <ul style="list-style-type: none"> Budget Policies Resources Communication <p><u>Evaluation</u></p> <ul style="list-style-type: none"> Administrator Teacher <p><u>Report Card</u></p> <ul style="list-style-type: none"> District School <p><u>Outside Agency Approval</u></p> <ul style="list-style-type: none"> NEASC Accreditation NH School Approval NH Program Approval Financial Audit

CONTENT AREAS

- English, reading, and language arts
- Mathematics
- Science
- Social studies
- Unified arts
- World languages

21ST CENTURY SKILLS*

LEARNING & INNOVATION SKILLS

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Critical Thinking & Problem Solving

- Reason Effectively
- Make Judgments and Decisions
- Solve Problems
- Understand How Things Influence One Another Within a Whole (Systems Thinking)

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA, & TECHNOLOGY SKILLS

Information Literacy

- Access & Evaluate Information
- Use & Manage Information

Media Literacy

- Analyze Media
- Create Media Products

ICT (Information, Communications, and Technology) Literacy

- Apply Technology Effectively

LIFE & CAREER SKILLS

Flexibility & Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals & Time
- Work Independently
- Be Self-directed Learners

Social and Cross-Cultural Skills

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

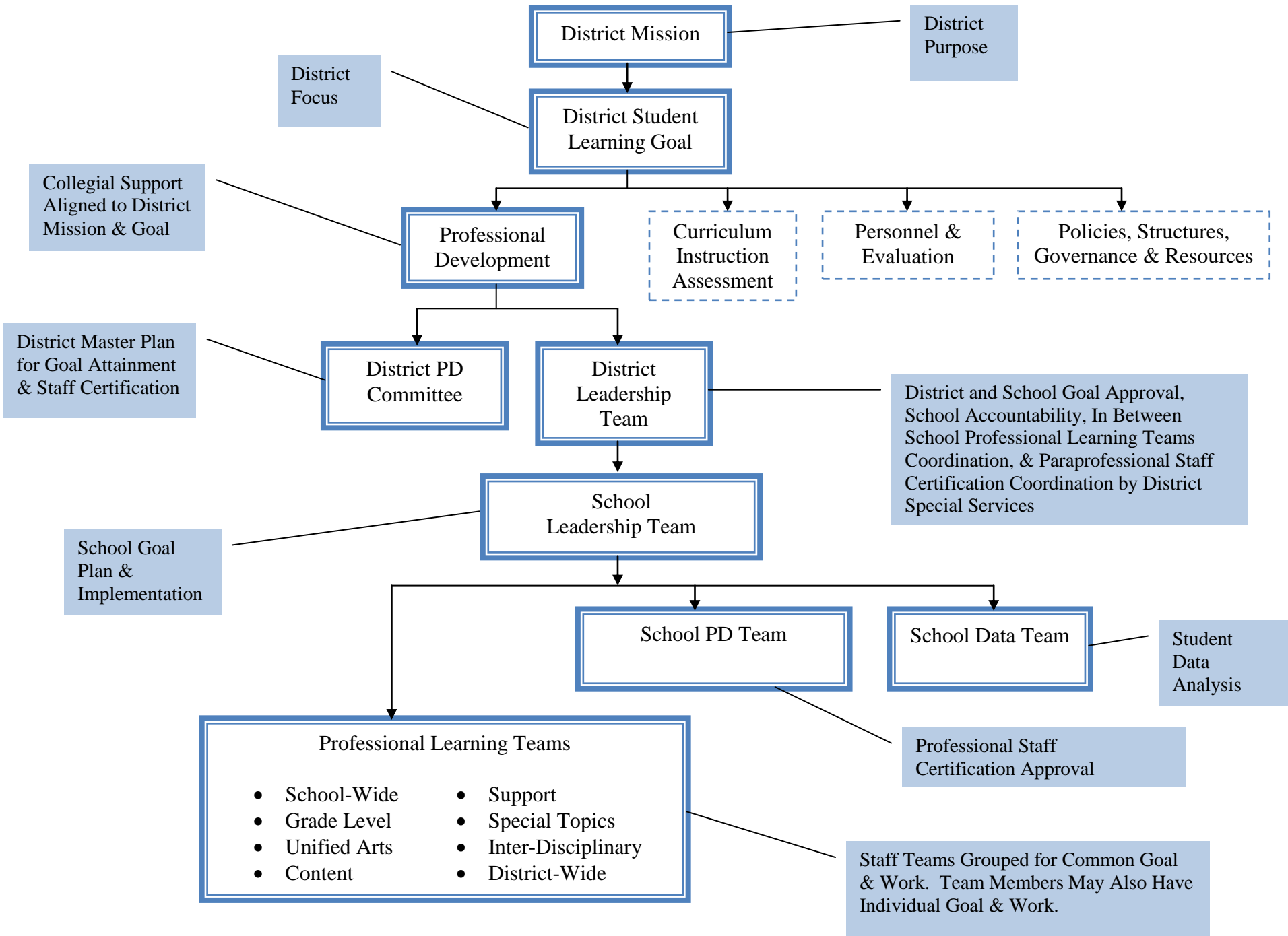
- Guide & Lead Others
- Be Responsible to Others

* (The Partnership for 21st Century Skills)

PROFESSIONAL READING and RESEARCH

<ul style="list-style-type: none"> • <i>Understanding by Design</i> – Wiggins & McTighe • <i>Schooling by Design</i> – Wiggins & McTighe • <i>Curriculum 21</i> – Hayes-Jacobs 	<ul style="list-style-type: none"> • <i>Classroom Assessment & Grading that Work</i> – Marzano • <i>Fair Isn't Always Equal</i> - Wormeli 	<ul style="list-style-type: none"> • <i>Classroom Instruction that Works</i> – Marzano, Pickering & Pollock • <i>The Art and Science of Teaching</i> – Marzano • <i>Pyramid Response to Intervention</i> – Buffum, Mattos & Weber 	<ul style="list-style-type: none"> • <i>Schooling by Design</i> – Wiggins & McTighe • <i>Learning by Doing</i> – DuFour, DuFour, Eaker & Many • <i>Results Now</i> – Schmoker • <i>Good to Great</i> - Collins 	<ul style="list-style-type: none"> • <i>Assessing Educational Leaders</i> – Reeves • <i>Enhancing Professional Practice</i> – Danielson • <i>District Leadership That Works</i> – Marzano & Waters • <i>School Leadership that Works</i> – Marzano, Waters & McNulty • <i>Accountability In Action</i> - Reeves
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PROFESSIONAL DEVELOPMENT ORGANIZATION



Title II A Self Reflection

Indicator ID	Indicator	Examples of Supporting Documentation; Leading Questions	Evidence
	Professional Development Plan		
IIA-B	LEA has a professional development plan, NCLB 2122(a) and (b), Ed.512.01	<ul style="list-style-type: none"> ● Copy of plan 	See Epping School District PD Master Plan.
IIA-C	Needs assessment was conducted with the involvement of teachers, including Title I-A teachers, and takes into account activities that give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers provide students with the opportunity to meet academic achievement, NCLB 2122 (c), Ed.512.02(c)(4)	<ul style="list-style-type: none"> ● Copy of local needs assessment that considers professional development and hiring needs to improve student achievement ● List of teachers included in developing needs assessment ● Description of the results of the needs assessment ● Evidence of impact based on identified needs <p>Leading Principal questions:</p> <ol style="list-style-type: none"> 1. What role did you play in the needs assessment process? 2. How does the professional development at your school relate to the needs assessment? 3. How does funding build leadership capacity in your schools? 	<ul style="list-style-type: none"> ● See Epping School District Reform Model developed by District Leadership Team which includes Principals. (PD Master Plan Appendix) ● District Reform Model addresses student learning (curriculum, instruction, assessment), professional learning (professional development), and accountability. ● District PD Committee provides feedback on school and district PD needs. ● District and school PD aligns with District Reform Model. ● PD includes all PD from regular budget, federal grants, and other sources.
IIA-D	Professional development plan includes a description of how teachers, paras, principals, other relevant school personnel, and parents have collaborated in planning Title II-a funded activities, NCLB 2122(b)(7), Ed.512.02(b)(1)	<ul style="list-style-type: none"> ● Brief description of planning process and persons involved. ● Evidence of implementation 	See IIA-C.
IIA-E	Plan describes how activities carried out by the LEA will be aligned with state academic content standards and assessments, and student academic achievement standards, and the curricula and programs tied to these standards, NCLB 2122(b)(1)(A),	<ul style="list-style-type: none"> ● Matrix aligning professional development activities to state content standards and assessments, to student achievement standards, and to curricula tied to these standards <p>Leading Principal question: How do activities align with DINI/SINI plans?</p>	<ul style="list-style-type: none"> ● District Reform Model aligns with District mission statement, NH Curriculum Framework, and Common Core State Standards. ● PD Master Plan aligns with District Reform Model. ● SINI Plans align with District Reform Model.
IIA-F	Plan describes how the professional development activities are based on best practices/scientifically based research and explain why the activities are expected to improve student academic achievement, NCLB 2122(b)(1)(B)	<ul style="list-style-type: none"> ● List of professional development activities and research supporting how each is expected to improve student achievement 	<ul style="list-style-type: none"> ● See PD Master Plan “Beliefs.” ● See PD Master Plan “PD Activities.”

IIA-G	Plan describes how professional development activities have a measurable and positive impact on student academic achievement in the classroom and are used as part of a broader strategy to eliminate the achievement gap separating low-income and minority students from other students, NCLB 2122(b)(2), Ed.512.02(e)(1)	<ul style="list-style-type: none"> ● Professional development training schedule and agendas ● Sign in logs from meetings ● Meeting notes from professional development activities ● Evidence of method used to determine extent to which the activities have had an impact on student achievement ● Data results and evidence of impact <p>Leading LEA questions:</p> <ol style="list-style-type: none"> 1. To what extent does the LEA consider gaps in achievement that may separate low-income and minority students from other students when planning and implementing Title II-A and other professional development activities? 	<ul style="list-style-type: none"> ● District Reform Model aligns with District mission statement. <i>The mission of the Epping School District is to focus on the potential of every student and engage them to be passionate, confident learners who demonstrate competence and have strength of character to reach their highest aspirations and thoughtfully contribute to a diverse and changing world.</i> ● District Reform Model is based on three components: student learning, professional learning, and accountability. ● Student learning includes guaranteed instruction for all students and response to intervention for when students have not learned or have already learned. ● District PD Master Plan aligns with District Reform Model by incorporating the professional learning component. ● Accountability includes evaluation plans, district and school data teams, outside agency approval processes (including NHDOE), and resources systemically aligned. ● See District Reform Model. ● See District PD Master Plan.
IIA-H	Plan describes how the LEA will ensure that the professional development needs of teachers and principals will be met, NCLB 2122(b)(5), Ed.512.03-04, Ed.512.02(c)(4)(f)	<ul style="list-style-type: none"> ● Description of professional development activities ● Evidence of impact <p>Leading LEA/principal questions:</p> <ol style="list-style-type: none"> 1. How is the effectiveness of the professional development program evaluated? 	
IIA-I	Plan addresses professional development training to enable teachers to teach and address the needs of students with different learning styles, improve student behavior, involve parents in their child's education, understand and use data and assessments to improve classroom practice, NCLB 2122(b)(9)	<ul style="list-style-type: none"> ● List of professional development training activities & attendance or sign-in sheets ● Evidence of implementation ● Evidence of teacher training to address how to involve parents in their children's education ● Evidence of how data and assessment trainings are used to improve classroom practice and student learning 	
IIA-J	Plan describes how LEA will use funds to meet requirements of section 1119 (highly qualified teachers and Para-prof) 2122(b)(10)	<ul style="list-style-type: none"> ● Licensure data for teachers and Para-profs indicating 100% highly qualified status (HQT Survey, teacher schedules and I-4See data included) ● Evidence of measurable objectives to meet 100% HQT goal ● Professional development plans for those staff not HQ <p>Leading LEA questions:</p> <ol style="list-style-type: none"> 1. What plans have been developed to increase the percentage of classes taught by highly qualified teachers? 2. How is the LEA increasing the percentage of teachers who are receiving high quality professional development? 3. Evidence that the LEA publicly reports its progress toward meeting its annual measurable objectives for increasing the percentage of classes taught by highly qualified teachers 	District hiring process includes a "highly qualified" component to meet 100% HQT as defined by NCLB.
IIA-K	Assurance that the LEA will comply with section 9501(private school participation), NCLB 2122(b)(11)	<ul style="list-style-type: none"> ● Evidence the LEA has consulted with private school(s) regarding equitable participation ● Evidence indicating how funds for private school(s) was calculated 	District grant process includes a "private school" component to meet grant requirement.