

EPPING SCHOOL DISTRICT
SCHOOL ADMINISTRATIVE UNIT 14
PROFESSIONAL DEVELOPMENT MASTER PLAN

NHDOE APPROVED

JULY 1, 2007 to JUNE 30, 2011

Approved January 7, 2010

“Adult Learning in the Service of Student Achievement”

National School Reform Faculty

ACKNOWLEDGEMENTS

The following professional development committee members met throughout the 2006-2007 school year to revise our Professional Development Master Plan. They contributed many hours to the project, dedicated to the concept of refining a practical guideline for the educators of the Epping School District. Although many people provided input into the plan, it was this committee that gathered and analyzed the data, reflected on its meaning, and created a plan for meaningful professional development that will focus on student learning.

Epping Professional Development Committee:

Charles Barksdale – High School Teacher
Melorah Bisailon – High School Dean of Students
Bruce Christie – Middle School Teacher & Staff Development Coordinator
Lisa Freyenhagen – Elementary School Teacher
Lyn Healy – Middle School Principal
Tobey Harmon – High School Teacher
Susan McGeough – Middle School Teacher
Kathy McKay – Elementary School Special Education Coordinator
Carolyn Morse-Finn – High School Teacher
Gabriel Mosca – Middle School Teacher
Colleen Schmidt – Elementary School Teacher
Catherine Zylinski – District Director of Special Services

Committee Facilitation:

Laura Thomas – Antioch New England & Center for School Renewal
Gary Tirone – Assistant Superintendent

This committee would like to express their sincere gratitude to members of our educational community who contributed their thoughts, concerns, and suggestions throughout this process. We fully recognize that this document is the work of many people who contributed their ideas about what constitutes good teaching and how we can achieve greater student learning in our district. This work reflects: research on best practice for professional development, NHDOE requirements as outlined in Ed512.02, discussion with multiple constituencies, and several writings and revisions. We expect that it will remain a dynamic document, subject to revisions as we implement the plan and experience the required components.

** During the 2007-2008 school year several questions arose when implementing this plan. In response the professional development forms were revised to provide more guidance for the process and more detail for goal development. The timeline was also revised to address these implementation concerns. These changes have not affected the original intent of the plan. The Professional Development Committee approved these changes in April and November 2008.

In 2008-2009 concerns were raised about understanding the process and consistency of implementation. The process was revised to have an annual educator goal based on a school or district goal over the three year period for certification. A Professional Development Guide was developed to communicate the plan in a user friendly format and outline the organizational structure for implementation. Forms were also revised to reflect these changes. **

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SECTION ONE

BELIEFS: NSDC STANDARDS

The process for the revision and recreation the Epping School District's Staff Development Master Plan began in the fall of 2006 and included a diverse committee of teachers and administrators representing SAU 14 and each of the three schools. The committee's work was also facilitated by Laura Thomas of Antioch New England and The Center for School Renewal. The body of work represented in this Master Plan represents the committee's beliefs and meets new criteria established by the New Hampshire Department of Education. Additionally, the plan was consistently filtered through the National School Reform Faculty's Circle of Inquiry, as well as the following National Staff Development Council's (NSDC) Standards for Staff Development:

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.

For more information and elaboration on the NSDC Standards, please visit the website by following the www.nsd.org/standards/index.cfm link. The NSDC link as well as other sites that support SAU 14 Professional Development Master Plan can be accessed electronically at the www.sau14.org website and the curriculum and instruction link.

SCHOOL DISTRICT MISSION STATEMENT

The mission of the Epping School District is to focus on the potential of every student and engage each 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.

EPPING SCHOOL BOARD POLICY SCHOOL COMMUNITY RIGHTS AND RESPONSIBILITIES

Our goal is to provide rigorous learning opportunities for all members of our school community in a personalized learning environment. To achieve this end, our strategy is to implement a learning community of disciplined people, thought and action focused on high expectations for teaching and learning. We expect all of our school community, including students, to:

1. Support the individual in determining his or her learning purposes and the means for achieving them.
2. Provide a rigorous educational program to promote success for all learners.
3. Balance the educational program with real world and service learning.
4. Be engaged in the learning process by setting high expectations and collaborating with others to meet these expectations.
5. Respect the right to learn for all and at all times.
6. Be responsible for one's own learning and encourage the learning of others.
7. Behave in an appropriate manner considerate of one's self and the community.
8. Be accountable for one's actions and choices.
9. Be truthful, courteous, and take pride in one's work.
10. Be present and on time.

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.

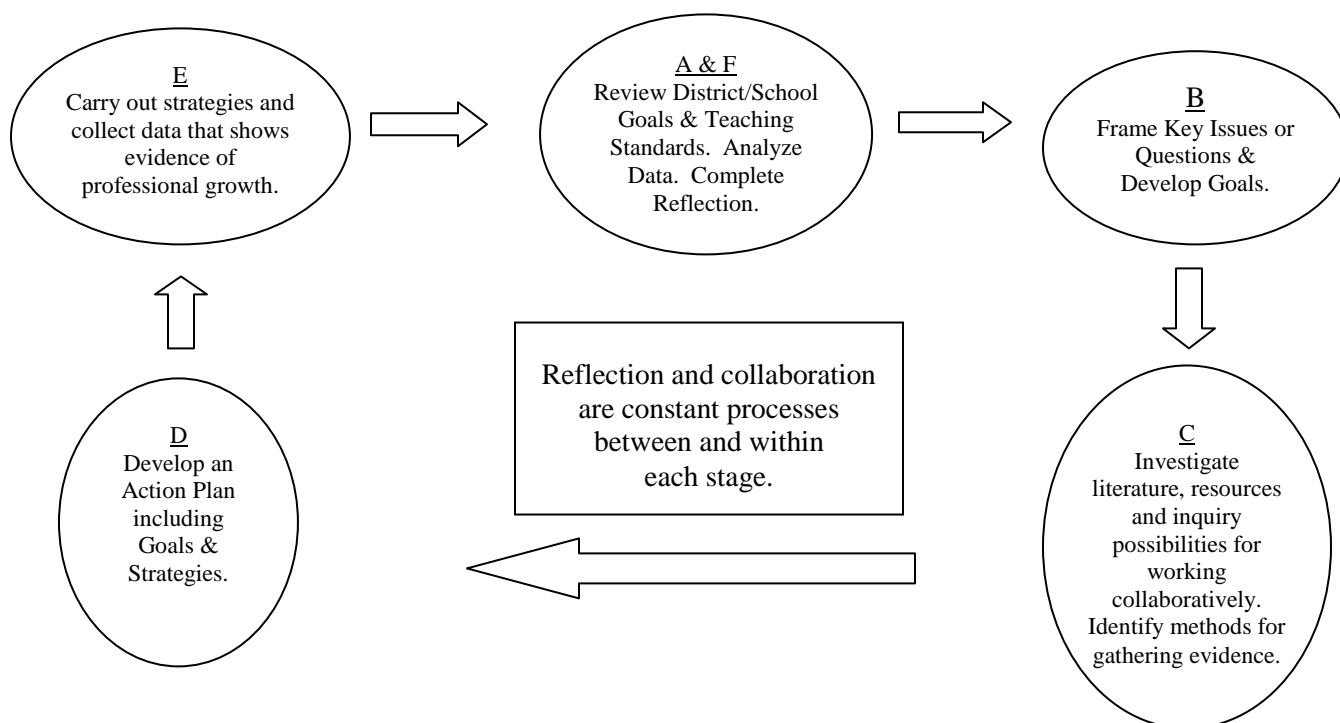
In the past educators were recertified by attending workshops and seminars outside of the school setting. Now, professional development will also include resources within the schools. By recognizing the expertise available within our own schools, we will foster collaboration as we share skills and knowledge. Again, this Master Plan emphasizes educators' growth and learning as a means to improve student learning and achievement.

This Master Plan outlines the means by which educators in the School District will improve their teaching while satisfying the New Hampshire requirements for recertification. The plan provides for learning communities whose goals are based on those 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 an Individual Professional Development Plan, carrying out strategies and collecting data, analyzing data, framing or reframing key issues or questions, and investigating both literature and/ or field experience.

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 wide-variety of learning opportunities and styles. Standards for all certified staff are outlined to be used as tools of reflection upon strength and weakness. By combining these self-assessments with SAU and building goals, along with student performance needs, educators will develop their own Individual Professional Development Plans (IPDP) by framing key issues or questions.

Options for developing a comprehensive 3-year individual professional development plan as outlined in NHDOE Ed512.02:

Option 1: The development of a body of evidence documenting job-embedded or formal professional development addressing the school or district goal(s) and content areas;

Option 2: A accumulation of a minimum of 75 continuing education units (CEUs)* documenting job-embedded or formal professional development addressing school or district goal(s) and content areas; or

Option 3: A combination of less than 75 continuing education units(CEUs) and evidence that together, document job-embedded or formal professional development addressing the school or district improvement goal(s) and content areas.

**A continuing education credit (CEU) equals one hour*

Note: All three options *must include* reference to multiple data sources, student performance, self-assessment, feedback from colleagues, etc., as referenced in “An Integrated Model of Enhancing Professional Practice and Improving Student Learning.” Also, it is the District’s understanding that Options 2 & 3 will eventually be phased out as recertification options by the NHDOE.

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 Superintendent or designee
- Two building administrators
- 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 Roles & Responsibilities: Members of the Professional Development Committee will meet at least twice a year 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.

Committee Leadership: To facilitate the work of the committee, a chair and a secretary are 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 if 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 is submitted to the State for preliminary review;
- A final draft is sent to the State for review and acceptance by May.

SECTION TWO

DATA COLLECTION, INTERPRETATION, AND USE

The Professional Development Master Plan is based on the Cycle of Inquiry (which is included in the statement of purpose), a continuous cycle from school year to school year. This process 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.

- 1) 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.
- 2) Based on a wide collection of student data, student learning goals are identified. 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, to address the learning goals.
- 3) Using the measured results, teams of teachers, administrators, and paraprofessionals collaboratively review, enrich, and/or modify existing activities aimed at meeting the learning goals.
- 4) The Professional Development Committee will review annually 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
Developmental Indicators for the Assessment of Learning (DIAL-3)	Pre-School & Kindergarten	Pre-School & Kindergarten Staff Spring Semester	Reported to Staff Used as a screening tool
Developmental Reading Assessment (DRA)	Varied Elementary grades	Grade level staff & Administration Fall & Spring Semesters	Reported to Staff Used to track school and student progress over time Used for curriculum instruction and assessment
DIBELS or Observation Survey	Varied Elementary grades	Elementary Staff Ongoing throughout the school year	Reported to Staff and Parents Used for curriculum instruction and assessment
New England Common Assessment Program (NECAP)	Grades 3-8 and 11 for NECAP testing PreK – 12 staff for Frame	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

		Science Assessments given in May	Used for curriculum instruction and assessment
Advanced Placement Testing	Test given in May	Guid. & AP teachers Summer & Fall	AP teachers and administration
Northwest Evaluation Association (NWEA)	Varied Grades Elementary, Middle, and High School	Grade level staff and Administration	Reported to Staff, Students, Parents, School Board, & Community Used to show progress over time Used for curriculum instruction and assessment
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
Attendance Data	Collected Daily and recorded on PowerSchool	School Staff & Administration Ongoing throughout the school year	Reported to Staff, School Board, Parents, & Students Used to monitor individual student performance
Behavior/Discipline Data	Collected daily by administrative records	Administration and individual teachers	Reported to Parents, Students, Staff as appropriate
Curriculum Based Measures including the NH State Frameworks and GLEs/GSEs	PreK-12 Classroom Teachers	PreK-12 Staff Ongoing throughout the school year	Reported to Parents, Students, and Staff as appropriate

Curriculum Maps			Used to show academic progress and teaching strategies
High School Graduation Rates	High School Guidance	High School Guidance and Administration Ongoing throughout the school year	Reported to Administration, School Board, and Community Used for curriculum instruction and assessment Used to develop strategies to address students' needs & drop out rates
Progress Reports and Report Cards	Instructional Staff and Administrative Records	Administration and Staff Ongoing throughout the school year	Reported to Parents, Students, and Administration Elementary, Middle, and High School- Report Cards and are issued quarterly Middle and High School- Progress Reports are issued quarterly Elementary, Middle, and High School- Parent Conferences are held periodically during the school
Gates-MacGinitie Reading Assessment	Grades 1- 8	Reading Specialists & Teaching Teams Fall & spring	Available to Grades 1- 8 Staff Used for student placement
Other			

SECTION THREE

TEACHERS AND ADMINISTRATORS 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, and
- Any other professional educator.

Paraprofessionals certified as teachers are also required to use this certification process.

It is important to note that the awarding of certification is based on the completion of an Individual Professional Development Plan. Educators will be assigned to a Professional Learning Team for collegial support throughout the process from developing individual and/or team goal(s) to completion of the goal(s).

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 learning communities whose goals are aligned with those of the school and district. Educators also have the opportunity to work within professional learning teams to address team needs as they relate to school and district goals to advance student learning. Whether approaching goals as an individual or team, educators will work within professional learning teams for collegial support from goal and plan development to completion.

The Epping School District Professional Development Master Plan was also written to address certain realities. In most cases certification is awarded for a three-year period. Organization of learning communities will require students common to the professional learning team. However, the professional learning team members will not have their certification cycle in common. It is therefore recommended that individuals and teams frame their plan on a three-year school and/or district goal, write annual individual and/or team goal(s) in support of the school and/or district goal, and if needed revise annual individual and/or team goal(s) over the three year period for certification.

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. *Upon successful completion of this plan, the Superintendent will recommend recertification to the State Department of Education.*

Step 1 – Review & reflect on school and student data, school and district goals, & other relevant information – **March 15 to September 30.**

Your Professional Development Supervisor will:

- Provide you with the district student learning goal and school goal(s).
- Approve a Professional Learning Team assignment.
- Provide you with student data relevant to your assigned Professional Learning Team.

Review and reflect on school and student data and how it connects to your professional growth needs by addressing the following questions:

- What areas have been identified as a need for improvement?
- How do these findings impact your teaching or administrative assignment?
- How would you strengthen your practice to help students improve these areas?

Review the School District Goals and Schools' Goals/Initiatives along with the Core Teaching Standards for the Epping School District (Appendix A):

- How can you support school goals and initiatives through your own professional growth?
- As you reflect on the Core Standards, on which areas would you like to focus as part of your professional growth?
- Conduct a self assessment of professional learning needs.

Review the Exit Outcomes & Understandings for the Epping School District (Appendix B). Review state and local curriculum, instruction, and assessment standards. Refine your thinking with the following questions:

- Curriculum – What do we teach?
- Instruction – How do we teach it?
- Assessment – How do we know if they learned it?
- Support – What do we do if they didn't learn it?

Review the National Staff Development Council Tool - Tree diagram (Appendix C) for the development of SMART goals based on the following criteria:

- Strategic and specific
- Measurable
- Attainable
- Results
- Time

Step 2 – Meet with assigned Professional Learning Team to develop or revise team norms - March 15 to September 30.

Meet with your assigned Professional Learning Team to develop or revise team norms. These norms will guide the team's working culture from goal development to plan completion. Teams – Critical Issues for Teams & Developing Norms (Appendix L) serves as a resource to assist in this process. Team norms may include the following criteria:

- Time – When and where do we meet? What are the rules for beginning and ending the meeting?
- Dialogue – How will we talk together?
- Behavior – What do we expect from each other?
- Decision making – How do we make decisions for future action?
- Confidentiality – How will we know what is and what is not confidential?
- Assessment – How will we measure our success?
- Roles – Who is the facilitator, timekeeper, note taker, or observer? Who writes the agenda?

Step 3 – Meet with Professional Learning Team to articulate individual and/or team goal(s) & action plan – March 15 to September 30 Due Date.*

Meet with your assigned Professional Learning Team to:

- Review and discuss school and student data, school and district goals, & other relevant information.
- Develop annual team SMART Goal to support district and school goals.
- Develop annual individual SMART Goal if you so choose.
- Explain why the goal was chosen.
- Identify steps and strategies for goal completion.
- State evidence of success for each step and strategy.
- Estimate timeline of completion for each step and strategy.
- Obtain signatures from team members and PD Supervisor.

- Keep copy and give copy to PD Supervisor and School Staff Development Coordinator.
- Work with team on action plan during the school year and summer if applicable.

Goals should be strategic/specific, measurable, attainable, results-based, and time-bound (SMART). The NSCD Tool - Tree Diagram (Appendix C) may be used as a guide in the development of SMART goals. The number of goals depends on the nature and complexity of your plan. They should be related to school goals, district goals, knowledge of all subject and content areas taught, and/or field(s) of specialization.

Explain in writing the thinking used to develop the SMART Goals. Describe how your plan is connected to the district goal, school goal, and SMART goal. Describe how your plan will improve student performance. What do you hope to accomplish? How will you affect student learning? What results do you expect from your efforts?

The Goal & Action Plan (Appendix D) also serves as your detailed plan to outline the strategic steps, evidence of success, and timeline for completion of your plan, communicate your plan to your professional learning team and supervisor, and document your plan for certification. The Solution Tree Action Plan Samples (Appendix F) may be used as a reference in the development of the action plan.

Meet with professional learning team to discuss your action plan. Identify each step/strategy you will employ to achieve your goal. What actual action steps will you take to implement your plan? What will you be doing? What will your students be doing? The “Professional Development Activities” describe some of the ways educators can work toward professional growth and the improvement of student performance.

Include a description of what Evidence of Success you will be using to guide the implementation of your plan and determine if the goal has been completed as documented on the “Professional Growth Review.” This evidence is intended to be a careful selection of information and /or materials that demonstrate the work you have done toward meeting your professional goals. The Artifact Entry Slip (Appendix G) can be used to help record your collection of evidence.

Meet with supervisor and discuss your draft plan (Goal & Action Plan). At this conference, your plan may be approved and you can begin implementation. If you and/or your supervisor decide that some revisions are necessary, complete the revisions, meet with professional learning team, and schedule another conference. Complete Goal & Action Plan (Appendix D), obtain signatures, and give to supervisor by **September 30**.

* Educators new to the district have until **December 1** to complete the Goal & Action Plan.

Step 4 – Implement your three-year plan, document your annual progress, & meet with your supervisor – **September 30** to **May 30 Due Date**.

Work on goal attainment. Meet with your professional learning team throughout implementation. Meet with supervisor as needed. Work on the collection and organization of evidence.

Meet with your professional learning team to complete a reflection of the year's work using the Professional Growth Review Form (Appendix H).

- Write a reflection of progress made toward goal.
- Cite evidence collected in support of goal completion.
- Obtain signatures from team members and PD Supervisor.
- Keep copy and give copy to PD Supervisor and School Staff Development Coordinator.

Meet with your supervisor by **May 30** to review your annual progress. Present your accumulated Evidence of Growth to demonstrate the progress you have made toward your goals. Show how the work you have done correlates with your plan, and has impacted student learning.

Step 5 – Continue to implement three-year plan into Year Two or Three – July 1 to May 30.

If you are in Year Two of the cycle return to the previous steps for guidance in continuing with your plan. If you are in Year Three of the cycle return to the previous steps for guidance in continuing with your plan, and also preview Step 6 for guidance in completing your plan by **March 15**. Prior to **September 30** you may want to make adjustments or revisions to your plan. Continue to work on goal attainment. Work on the collection and organization of evidence. Meet with **professional learning team** as needed. Meet with supervisor as needed.

If you are in Year Two of the cycle go back to Step 1 to prepare for Year Three. If you are in Year Three go to Step 6 to complete your three-year plan.

Step 6 - Write your Summative Reflection in Year Three of your professional development cycle – March 15 Due Date.

When you have completed your plan, write a narrative by responding to the following guiding questions: What did I do? What did I teach and how did I teach it? How did it work? What did I learn? How do I know if they learned it? How did it impact student performance? What did I do if they did not learn it? How did I use what I learned to improve my teaching? What are my plans as I move forward? How did my plan address school and district goals?

Meet with **professional learning team** to present evidence of attainment of professional development goals and to receive written feedback. Use **Professional Growth Review** (Appendix H).

Step 7 – Meet with your supervisor for a total performance review in Year Three of your professional development cycle – March 15 Due Date.

Present your **Professional Growth Review** (Appendix H) and associated evidence to your supervisor. Your supervisor will confirm the successful completion of your three-year plan and notify the Superintendent for certification approval by **April 1**. *

* If your plan or summative work is not approved by your supervisor, you may wish to spend more time preparing and re-submit it to your supervisor, or you may wish to follow the appeals process as outlined in this document.

Step 8 – Upon successful completion of this three-year plan, the Superintendent will recommend certification to the State of Department of Education – **April 15 Due Date.**

Step 9 – Begin a new professional development cycle. Go back to Step 1.

TRANSFERRING PROFESSIONAL DEVELOPMENT CREDIT

Individuals transferring into the Epping School District from other school districts will meet with their supervisor 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.

TEACHER COMPETENCY STANDARDS

The New Hampshire Department of Education, through the Teacher Certification Task Force, and with the approval of the State Board of Education and New Hampshire Legislature has identified standards that reflect the competencies needed by all teachers in order to teach all students. These competencies are detailed in ED 610.01 of the *New Hampshire Code of Administrative Rules*. While this list is intended as a guideline for teacher preparatory programs, it also reminds us of the skills and knowledge in which educators must remain trained and current.

As the basis for our local competencies, the Epping School District Professional Development Committee subscribes to domains outlined in Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*, (Appendix A) and the National Board for Professional Teaching Standards. The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, dispositions, and commitments reflected in the following five core propositions:

1. Teachers Are Committed To Students and Their Learning

Educators are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students' one from the other, and taking account of these differences in their practice. They adjust their practice as appropriate, based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances, and peer relationships.

Accomplished educators understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility, and their respect for individual, cultural, religious, and racial differences.

2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

Educators have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines, and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished educators command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

3. Teachers Are Responsible For Managing and Monitoring Student Learning

Educators create, enrich, maintain, and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own.

Accomplished educators command a range of generic instructional techniques, know when each is appropriate, and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.

They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure. Additionally they can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

4. Teachers Think Systematically About Their Practice and Learn From Experience

Educators are models of educated persons, exemplifying the virtues they seek to inspire in students – curiosity, tolerance, honesty, fairness, respect for diversity, and appreciation of cultural differences – and the capacities that are prerequisites for intellectual growth; the ability to reason and take multiple perspectives, to be creative and take risks, and to adopt an experimental and problem-solving orientation.

Accomplished educators draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students.

Striving to strengthen their teaching, educators critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment, and adapt their teaching to new findings, ideas, and theories.

5. Teachers Are Members of Learning Communities

Educators contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed. Accomplished educators find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

EPPING SCHOOL DISTRICT GOALS 2009-2010

The following Epping School District goals are evaluated, adjusted, and updated on an annual basis and are a product of input from the School Board, the Professional Development Committee, administration, and staffs from each school.

1. **STUDENT LEARNING** – Each student will demonstrate proficiency on school, district, and state learning assessments in reading and mathematics, and effort as defined in the school and district work habit standards.
 - a. Curriculum aligned to state curriculum frameworks.
 - b. Curriculum taught to common curriculum using core maps and consistent instructional strategies.
 - c. Learning assessed annually by state testing and semi-annually by district assessment protocols.
 - d. Learning routinely assessed using proficiency benchmarks on common grade/course assessments.
 - e. Interventions provided on a timely basis to students not performing at proficiency levels.
 - f. School and district structures, staff, and resources aligned to support student learning.

2. **COLLABORATIVE & ACCOUNTABLE CULTURE** – Each staff member and School Board member will demonstrate collaboration and accountability as outlined in the district professional development master plan and district evaluation standards.
 - a. Each staff member to participate on school/district team(s) with defined team norms.
 - b. Each team member to review data and develop strategic and specific, measurable, attainable, results-oriented, and time-bound goals.
 - c. Each team member to collect and use data to monitor progress, guide his/her work, and produce evidence of goal completion.
 - d. Each team member to provide timely feedback on student learning to staff members, students, and parents.
 - e. Each staff member to receive timely feedback on their performance.
 - f. School and district structures, staff, and resources aligned to support collaborative and accountable culture.

3. **COMMUNICATION** – Each school leader and School Board member will communicate school values, goals, and specific actions that will be taken and have been taken to meet the Epping School District Mission. Each staff member will communicate specific actions that will be taken and have been taken to enable students to demonstrate their highest potential.

- a. Communication plan designed to increase school/district visibility, enhance communication, and encourage public involvement.
- b. Communication plan designed to match the communication format to the audience and support school and/or district change.
- c. School board meeting format and best practices designed to support communication and other school district goals.
- d. Website improved to expand school functionality and provide school staff access.
- e. District report card developed to interpret Epping School District student demographics, educational results, and financial statistics in relation to other New Hampshire school districts.
- f. School and district structures, staff, and resources aligned to support communication.

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	A structured, collaborative, collegial 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
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, institutes*
Mentoring/Coaches	Serving as a formal mentor/coach for another educator or participating as that recipient of formal mentoring/coaching by another educator	Log of activities, discussion notes

Partnerships	Educators working in 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 developer	Creating and/or presenting learning experiences for other educators	Description of the professional development, copies of materials, dates of presentations, lists of participants, video or audio tape of presentations
Professional networks	Educators linking 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	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 Seminars * Workshops * Conferences*

*Traditional activities like courses, seminars, workshops, and conferences are noted in the Professional Development grid.

DOCUMENTATION OF PROFESSIONAL LEARNING

SAU 14 recognizes differences among educators in establishing their individual professional growth plans. In this section, we have defined the process for three types of plans as identified in ED512. Educators must select one of three available plans for professional growth.

Individual plans must be written based on the Cycle of Inquiry and an analysis of the following:

- School District Goals
 - School Building Goals / Action Plans
 - NEASC Reports
 - SINI/DINI Plans
 - Other Reports or Plans
- Areas of Student Learning and Improvement
- Professional Knowledge of Skills which improve teaching and student learning in designated areas
- Data Analysis to identify areas of student need including:
 - NHEIAP/NECAP and other Testing Data
 - Classroom Assessment Data
 - Student Work Samples
 - Observations

Each certified educator will develop an Individual Professional Development Plan with other certified educators. The plan shall be developed for a three-year period aligned with the educator's teaching assignment and certification and shall include the following components:

- Activities and efforts to reinforce school or district improvement goals or both
- Activities and efforts focused on increasing student achievement
- Knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought
- Knowledge of Learners and Learning
- Knowledge of effective developmentally appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought
- Activities that promote continuing improvement in exercising professional responsibilities and obligations.

Educators have three options for documenting their professional learning and the fulfillment of their professional development goals. Options for developing a comprehensive 3-year Individual Professional Development Plan as outlined in NHDOE Ed512.02 are:

Option 1: The development of a body of evidence documenting job-embedded or formal professional development addressing the school or district goal(s) and content areas;

Option 2: A accumulation of a minimum of 75 continuing education units (CEUs)* documenting job-embedded or formal professional development addressing school or district goal(s) and content areas; or

Option 3: A combination of less than 75 continuing education units(CEUs) and evidence that together, document job-embedded or formal professional development addressing the school or district improvement goal(s) and content areas.

**A continuing education credit (CEU) equals one hour*

Note: All three options *must include* reference to multiple data sources, student performance, self-assessment, feedback from colleagues, etc., as referenced in “An Integrated Model of Enhancing Professional Practice and Improving Student Learning” (Appendix K). Also, it is the District’s understanding that Options 2 & 3 will eventually be phased out as recertification options by the NHDOE.

Possible Forms/Sources of Evidence

Evidence is what educators collect and reflect upon as an example of their learning and development. Evidence collection gives educators the opportunity to evaluate the impact of their activities on student learning. It is a natural integrated part of an educator’s teaching and learning. A written summary reflection explaining evidence is due on an annual basis. See forms in Appendices G and H.

Evidence of Educator's Learning

- Written reflection
- Oral reflection with a supervisor, colleague, mentor, or consultant
- Application of the new materials or methods in the classroom through lesson plans, formal observations, etc.
- Student work samples
- Evidence and/or artifacts from courses, seminars, workshops

Evidence of Student Achievement

- Standardized test results
- Classroom assessments
- Projects, papers, written work
- Portfolios
- Multi-media presentations
- Checklists and inventories
- Observations

Evidence that Affects Other Student Outcomes

- Attendance record
- Discipline records
- Health records
- Other

Evidence of Activities

Job-embedded Activities

- Action research – research plan, data, analysis and interpretation of results
- Book talk – book titles, meeting dates, attendance lists, discussion notes
- Case discussions – videos or description of cases, attendance lists, discussion lists
- Classroom observation process – dates, meeting notes, observation reports
- Creating a product - log of activities and time, sources of information, the product itself
- Critical friends groups – meeting dates, attendance list, discussion notes
- Curriculum development, implementation, adaptation – documentation, lesson plans, log of time

- Examining student work and student thinking, scoring assessments – examples of student work, documentation of meeting dates, discussion notes
- Immersion in inquiry – materials, log of activities, notes
- Independent study – description of study, log of activities, projects or written paper
- Mentoring/Coaching – log of activities, discussion
- Partnerships – log of activities, materials, projects. lesson plans
- Professional development provider – description, copies of materials, dates of presentations, lists of participants, video or audio tape of presentations
- Professional networks – names of participants, log of contacts, notes
- Study groups – meeting dates, agendas, discussion notes, materials

Traditional Activities

- Courses, seminars, and institutes – syllabi, papers, projects, transcripts
- Workshops and conferences – handouts, certificates of attendance

APPROVAL OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Individual Professional Development Plans will allow those contractually employed as teachers, administrators, and paraprofessionals (teacher certified) 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 (next page) that has met proper approval.

Time line:

Contracted personnel previously established in the district should have their individual goals and action plan (**Goal & Action Plan**) prepared for review by **September 30**.

Educators new to the district will have their individual goals and action plan (**Goal & Action Plan**) prepared and ready for review by **December 1**.

Once the **Goal & Action Plan** has been formulated and agreed upon, educators are responsible for meeting with their **professional learning team (assigned by PD Supervisor) on a regular basis** and supervisor on an annual basis, prior to **May 30**. A single Cycle of Inquiry does not have to be finished every year. Some cycles may take months; some may take the full three years.

During the spring of the third year of a three-year plan, completed Cycles of Inquiry are due to your supervisor by **March 15**. Supervisors will forward recommendations for recertification to the Superintendent's Office by **April 1**.

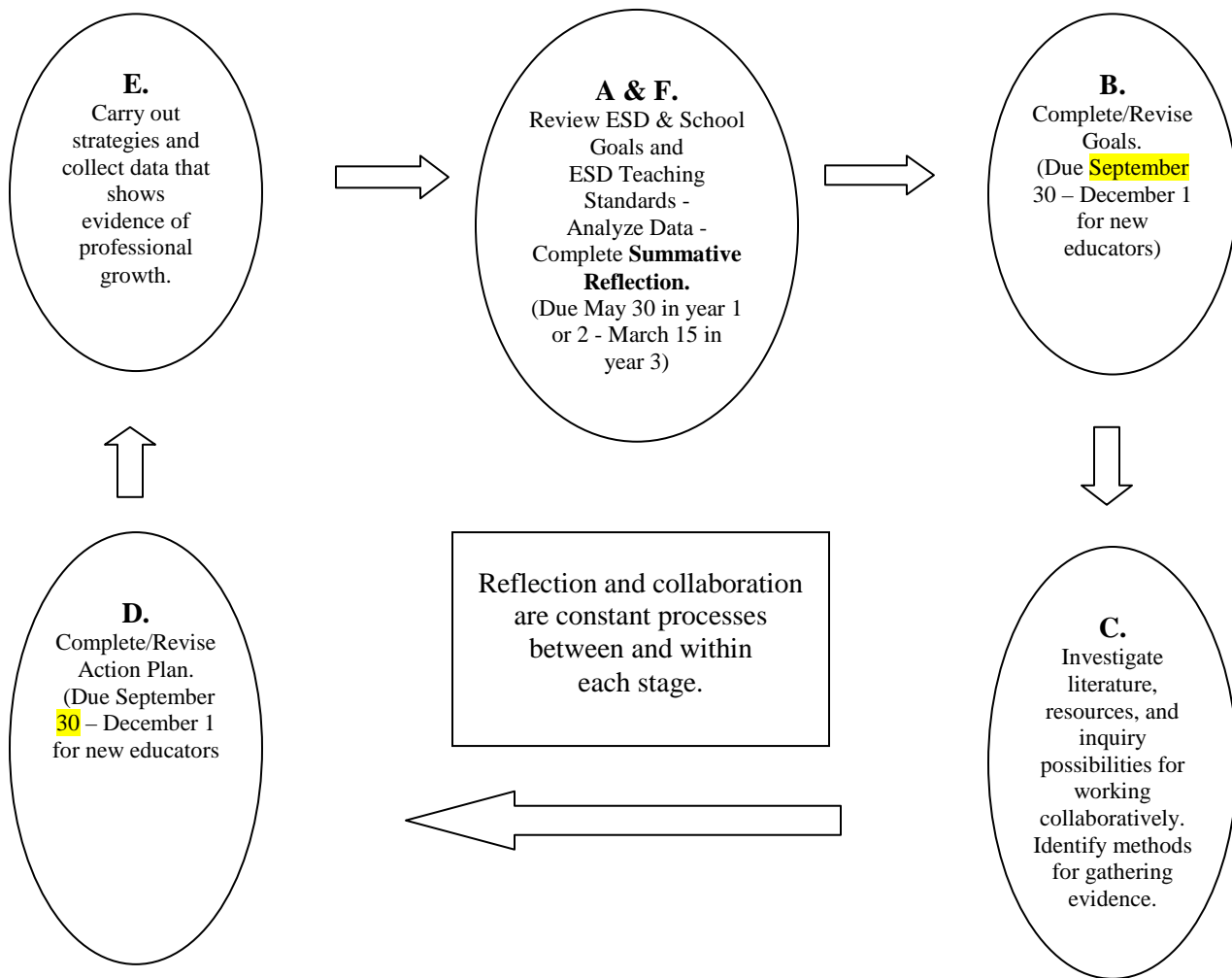
Approval:

Educators are required to obtain approval from their professional learning team throughout the Cycle of Inquiry and as part of the annual **Professional Growth Review** (Appendix H). Second, all materials must be reviewed and approved by that educator's supervisor.

Criteria:

Plans must reflect the Cycle of Inquiry and align with district, school, and individual goals. All plans must be submitted using the proper forms in addition to following the previously stated time line.

CYCLE OF INQUIRY



Reference: “Establishing Individual Professional Development Goals” for a more detailed time line.

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.

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.

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

- The educator and the supervisor 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 or supervisor(s) 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 3 weeks from the original request.

SECTION FOUR

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 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 obtain a minimum of 50 clock hours, with 30 hours in knowledge of subject or field, and 20 hours devoted to approved professional development activities designed to meet individual, district, and school action plans. The following guide outlines the steps the paraprofessional can take to qualify for recertification.

Step 1 – Prepare to write your recertification goals.

Reflect on your paraprofessional skills and the requirements of your job assignment. Review your school and district goals.

Step 2 – Write your Individual Paraprofessional Development Plan.

Working collaboratively with your supervisor, write your three-year goals. Together you will want to consider your paraprofessional growth objectives, the requirements of your position, the school and district goals, and the following Professional Development Skill Areas.

Epping Paraprofessional Development Skill Areas:

Based on current paraprofessional role descriptions in the Epping School District, the following needs can be categorized as:

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

Complete the Individual Professional Development Plan Form.

Step 3 – Participate in activities to develop your plan goals.

The Epping School District offers a variety of job embedded activities through which paraprofessionals can earn credit hours toward certification. It is important to note that you are not limited to the resources offered by the District to earn the credit hours you need to meet your certification goals. You must, however, complete the Activity Approval Form and have it signed by your supervisor prior to your participation in any activity if those hours are to be credited toward your recertification. When you have completed the activity, sign the bottom of your form confirming the hours earned, and return it to your supervisor. Be sure to keep a copy for your files.

Step 4 – Review your progress annually.

Meet with your supervisor each year to review your individual plan, share evidence, and assess the progress you are making toward recertification goals.

Step 5 – Meet with your supervisor for recertification approval.

Present your individual plan and activity forms documenting your credit hours. Your supervisor will confirm the successful completion of your three-year plan and notify the Superintendent for certification approval.