

# PROFESSIONAL DEVELOPMENT MASTER PLAN

*School Administrative Unit #14*



July 1, 2021 to June 30, 2026

## 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 promote and support educators' learning in order to meet our individual, school and district goals and to improve student achievement. This document represents a plan designed to articulate the expectations, responsibilities, and opportunities for professional growth and recertification.

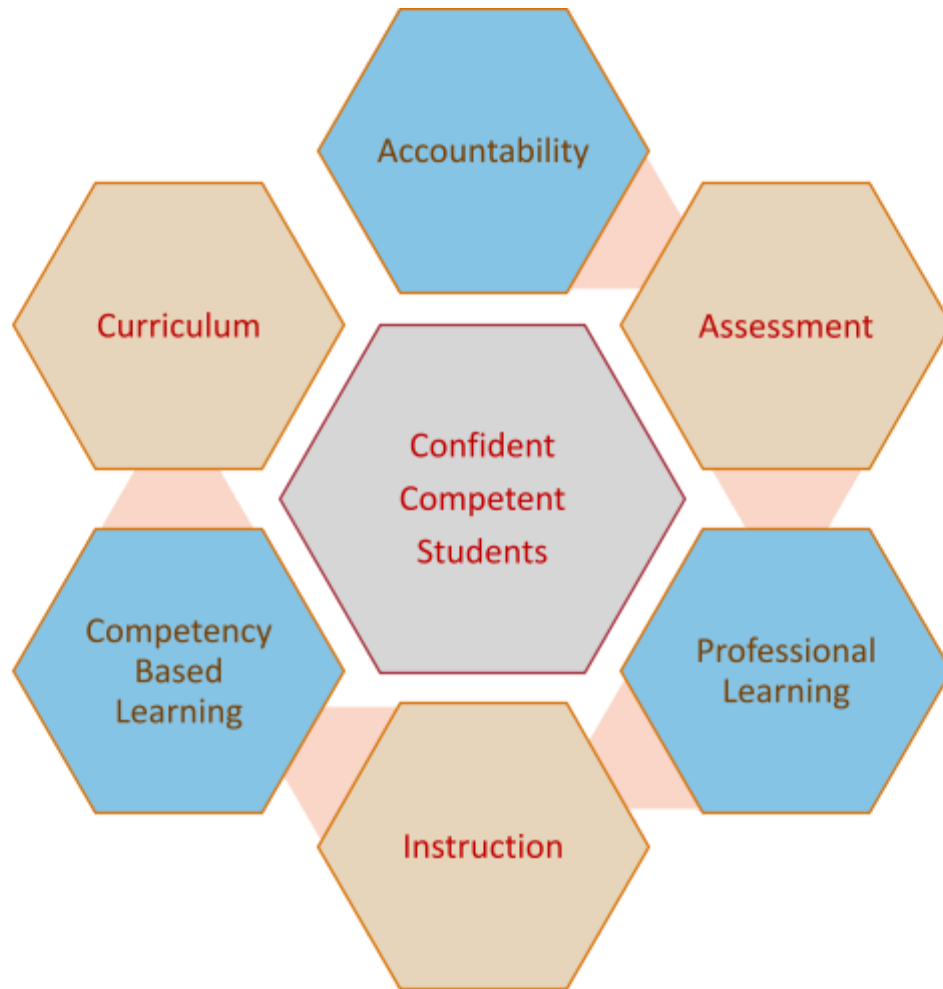
This Master Plan outlines the means by which educators in the Epping School District will improve our teaching while satisfying the New Hampshire requirements for recertification and aligns with local, state and national standards. We believe that high quality and effective professional development relies 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 theory. 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 state requirements as well as the articulation and implementation of SMART goals that guide educators in a cycle of growth. The professional cycle of growth includes:

- Self-evaluation and analysis of student data
- Goal setting
- Outlining steps and strategies for achieving goals
- Reflection on progress towards achieving goals

## 21st Century Student Outcomes For College, Career And Life Ready Students

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.



## COMPETENCY BASED STUDENT LEARNING PK to 12

| CURRICULUM  | ASSESSMENT   | INSTRUCTION   | PROFESSIONAL LEARNING  | ACCOUNTABILITY  |
|---|--|---|--|---|
| <u>Guaranteed Curriculum</u> <ul style="list-style-type: none"> <li>• Philosophy &amp; goals</li> <li>• Learning strategies</li> <li>• District competencies</li> <li>• Sequence of topics</li> <li>• Student friendly standards</li> <li>• Course competencies</li> <li>• Vocabulary</li> </ul>                | <u>Guaranteed Assessment</u> <ul style="list-style-type: none"> <li>• National &amp; state</li> <li>• Performance assessments</li> <li>• Common grade/course assessments</li> <li>• Classroom formative &amp; summative</li> <li>• Rubrics</li> <li>• Grading</li> </ul> | <u>Guaranteed Instruction</u> <ul style="list-style-type: none"> <li>• Time</li> <li>• Unit plans</li> <li>• Lesson plans</li> <li>• Inquiry, problem solving, &amp; higher order thinking</li> <li>• Integrated technology</li> </ul>      | <u>Professional Learning</u> <ul style="list-style-type: none"> <li>• Plans</li> <li>• Teams</li> <li>• Mentoring &amp; Induction</li> </ul><br><u>School Teams</u> <ul style="list-style-type: none"> <li>• Data</li> <li>• Professional development</li> </ul> | <u>Structures</u> <ul style="list-style-type: none"> <li>• Student learning</li> <li>• Professional learning</li> <li>• Accountability</li> </ul><br><u>Evaluation</u> <ul style="list-style-type: none"> <li>• Administrator</li> <li>• Teacher</li> <li>• Support staff</li> </ul>  |
| <u>21st Century Learning</u> <ul style="list-style-type: none"> <li>• Interdisciplinary themes</li> <li>• Integrated skills               <ul style="list-style-type: none"> <li>○ Life &amp; career</li> <li>○ Learning &amp; innovation</li> <li>○ Information, media &amp; technology</li> </ul> </li> </ul> | <u>Reporting Student Learning</u> <ul style="list-style-type: none"> <li>• Student Information System parent portal</li> <li>• Progress reports</li> <li>• Student Achievement Reports</li> <li>• Student recognitions</li> </ul>  | <u>Personal Learning Plans</u> <ul style="list-style-type: none"> <li>• Extended learning opportunities</li> <li>• Projects/exhibitions</li> <li>• Enrichment plans</li> <li>• Test accommodations</li> <li>• Intervention plans</li> </ul> | <u>Professional Development</u> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Parents</li> <li>• Community</li> </ul>  | <u>District Report Card</u> <ul style="list-style-type: none"> <li>• Financial and educational information</li> <li>• Demographics</li> </ul><br><u>Outside Agency Approval</u> <ul style="list-style-type: none"> <li>• NEASC accreditation</li> <li>• NH school approval</li> <li>• NH program approval</li> <li>• Financial audit</li> </ul> |

## PROFESSIONAL READING and RESEARCH

| CURRICULUM  | ASSESSMENT   | INSTRUCTION  | PROFESSIONAL LEARNING   | ACCOUNTABILITY  |
|---|--|--|---|---|
| <ul style="list-style-type: none"> <li>• <i>Understanding by Design</i> – Wiggins &amp; McTighe</li> <li>• <i>Schooling by Design</i> – Wiggins &amp; McTighe</li> <li>• <i>Curriculum 21</i> – Hayes-Jacobs</li> <li>• <i>Partnership for 21st Century Skills</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Classroom Assessment &amp; Grading that Work</i> – Marzano</li> <li>• <i>Fair Isn't Always Equal</i> - Wormeli</li> <li>• <i>The Perfect Assessment System</i>- Stiggins</li> <li>• <i>Performance Assessment: Showing What Students Know and Can Do</i>- Brookhart</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Classroom Instruction that Works</i> – Marzano, Pickering &amp; Pollock</li> <li>• <i>The Art and Science of Teaching</i> – Marzano</li> <li>• <i>Pyramid Response to Intervention</i> – Buffum, Mattos &amp; Weber</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Schooling by Design</i> – Wiggins &amp; McTighe</li> <li>• <i>Learning by Doing</i> – DuFour, DuFour, Eaker &amp; Many</li> <li>• <i>Results Now</i> – Schmoker</li> <li>• <i>Good to Great</i> - Collins</li> <li>• <i>Breaking with Tradition: The Shift to Competency-Based Learning in PLCs at Work</i>- Stack &amp; Vander Els</li> <li>• <i>Competency-Based Education: A New Architecture for K-12 Schooling</i>- Colby</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Assessing Educational Leaders</i> – Reeves</li> <li>• <i>Enhancing Professional Practice</i> – Danielson</li> <li>• <i>District (School) Leadership That Works</i> – Marzano &amp; Waters (&amp; McNulty)</li> <li>• <i>Rethinking Teacher Supervision &amp; Evaluation</i> (Kim Marshall)</li> </ul> |

## CURRICULUM

“What is it we expect students to learn (know, understand, and be able to do)?”

| PROPOSED ACTIVITIES<br>Activities to achieve the desired outcomes in district practice and student experiences                             | TIMELINE<br>Activity done by                                  | OVERSIGHT<br>Primary responsibility/leadership  | MONITORING<br>Evidence to document completion of activity   | RESOURCES<br>Resources used to accomplish the activity  |
|--|---|---|---|---|
| Develop and refine learning progressions to align with district competencies and curriculum frameworks, including performance assessments. | <ul style="list-style-type: none"> <li>• 2021-2026</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers</li> <li>• District Leadership Team</li> <li>• Vertical Alignment Team</li> <li>• Director of Curriculum, Data, and Assessment</li> </ul> | <ul style="list-style-type: none"> <li>• Course syllabi</li> <li>• Learning progressions</li> <li>• Units of instruction</li> </ul> | <ul style="list-style-type: none"> <li>• PD funding &amp; grants</li> <li>• Differentiated PD plan for content</li> <li>• District &amp; state competencies</li> <li>• District curriculum frameworks</li> <li>• Content specialists &amp; consultants</li> </ul> |

## ASSESSMENT

“How will we know when students have learned it?”

| PROPOSED ACTIVITIES<br>Activities to achieve the desired outcomes in district practice and student experiences   | TIMELINE<br>Activity done by                                  | OVERSIGHT<br>Primary responsibility/leadership  | MONITORING<br>Evidence to document completion of activity  | RESOURCES<br>Resources used to accomplish the activity  |
|--|---|---|--|---|
| Strengthen assessment literacy of staff, including continued alignment of assessments to curriculum and competencies, alignment of rubrics with assessments, and using student data to inform instruction. | <ul style="list-style-type: none"> <li>• 2021-2026</li> </ul> | <ul style="list-style-type: none"> <li>• School Teachers</li> <li>• District Leadership Team</li> <li>• Director of Curriculum, Data, and Assessment</li> </ul> | <ul style="list-style-type: none"> <li>• Formative &amp; summative assessments</li> <li>• Rubrics</li> <li>• Student data</li> </ul> | <ul style="list-style-type: none"> <li>• PD funding &amp; grants</li> <li>• Differentiated PD plan</li> <li>• District &amp; state competencies</li> <li>• District curriculum frameworks</li> <li>• Content specialists &amp; consultants</li> </ul> |

## INSTRUCTION

“How do we teach so all students learn? How will we respond when students have already learned it? How will we respond when students don’t learn?”

| PROPOSED ACTIVITIES<br>Activities to achieve the desired outcomes in district practice and student experiences   | TIMELINE<br>Activity done by                                  | OVERSIGHT<br>Primary responsibility/leadership   | MONITORING<br>Evidence to document completion of activity        | RESOURCES<br>Resources used to accomplish the activity  |
|--|---|--|--|---|
| Strengthen educators’ competency-based instructional practices through the work done by the Competency Implementation Team, Universal Design for Learning, and working with Great Schools Partnership. | <ul style="list-style-type: none"> <li>• 2021-2026</li> </ul> | <ul style="list-style-type: none"> <li>• District Leadership Team</li> <li>• Director of Curriculum, Data, and Assessment</li> </ul> | <ul style="list-style-type: none"> <li>• Student data</li> </ul> | <ul style="list-style-type: none"> <li>• School teams</li> <li>• School universal screener assessments</li> <li>• Student data</li> <li>• Student data systems</li> </ul> |

## PROFESSIONAL LEARNING

“How will we grow professionally to support student learning?”

| PROPOSED ACTIVITIES<br>Activities to achieve the desired outcomes in district practice and student experiences   | TIMELINE<br>Activity done by                                  | OVERSIGHT<br>Primary responsibility/leadership   | MONITORING<br>Evidence to document completion of activity   | RESOURCES<br>Resources used to accomplish the activity                    |
|--|---|--|---|---|
| Further develop the UDL team to include all staff members, including the consistent implementation of instructional rounds, in addition to utilizing resources from NHLI and district PD days to support district goals. | <ul style="list-style-type: none"> <li>• 2021-2026</li> </ul> | <ul style="list-style-type: none"> <li>• Director of Curriculum, Data, and Assessment</li> <li>• Building Leads</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Unit Plans</li> <li>• Assessments and or student data</li> </ul> | <ul style="list-style-type: none"> <li>• Learning Designed Hub</li> </ul> |



## ACCOUNTABILITY

“How will we hold ourselves accountable for student learning?”

| <b>PROPOSED ACTIVITIES</b><br>Activities to achieve the desired outcomes in district practice and student experiences | <b>TIMELINE</b><br>Activity done by                         | <b>OVERSIGHT</b><br>Primary responsibility/leadership                      | <b>MONITORING</b><br>Evidence to document completion of activity                                 | <b>RESOURCES</b><br>Resources used to accomplish the activity |
|---|---|--|--|---|
| Increase student ownership of learning through instructional practices, curriculum, and student-led conferences.      | <ul style="list-style-type: none"><li>• 2021-2026</li></ul> | <ul style="list-style-type: none"><li>• District Leadership Team</li></ul> | <ul style="list-style-type: none"><li>• Observations</li><li>• Student-led conferences</li></ul> | <ul style="list-style-type: none"><li>• NHLI, UDL</li></ul>   |

## 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 following people will be invited to participate:

1. School Board Member (Invited every year)
2. A community representative (Committee will offer this to the community every three years)
3. District representative (Superintendent or Curriculum Director)
4. Building administrator (One from each building)
5. Professional Development Coordinator (One from each building- Stipend position)
6. One special education Staff Development Advisor (Director of Student Services or Special Ed Building Coordinator)
7. Teacher representative (One from each building)
8. Paraprofessional representatives (One from each building)

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 and the School Board will be invited to participate each year.

### Committee Roles & Responsibilities

School Board Members and Community Representatives

- Serve as a community representative at professional development district meetings.

District Representative (Superintendent or Curriculum Director)

- Will attend all of the professional development meetings.
- Serve in an advisory capacity at the district level.

### Building Administrator

- Will attend all of the professional development meetings.
- Serve in an advisory capacity at the building level.
- Assist building staff development coordinator to read, approve and sign professional development forms in assigned school.

Building Staff Development Coordinator – Oversee all aspects of the Professional Development process at the building level. This may include, but is not limited to:

- Work with School Principal to coordinate the professional development process in assigned school.
- Collect relevant professional development documents from all building professional teaching staff.
- Read, approve and sign professional development forms in assigned school.
- Keep a system of documentation for all professional certified staff in assigned school.
- Notify certified staff and school administration of missing documentation.
- Notify teachers, school administration, and district administration of staff members in jeopardy of not receiving certification.
- Serve as a certification resource addressing concerns and issues and reporting these concerns and issues to the District Professional Development Committee.
- Interface with District Office as needed for the successful certification of school and district professional staff per the Professional Development Master Plan.
- Carry out other duties as assigned by the District Professional Development Committee.

### One special education Staff Development Advisor

- The Director of Student Services or Building Special Ed Coordinator serves as advisor for special educators and paraprofessionals.

### Teacher Representatives

- Attend professional development meetings that are held within the work day.
- Support the mission of the professional development committee.

## Paraprofessional

- Attend professional development meetings that are held within the work day.
- Support the mission of the professional development committee.

## Yearly Meetings

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 teachers' professional growth with the ultimate goal of increasing student achievement. This meeting will also assess the degree to which the plan accomplishes its stated purpose. The committee will evaluate the previous year and recommend changes to procedures and forms for the upcoming year. The committee will formulate and recommend alternative approaches to addressing staff concerns. In addition, the committee will address issues regarding the extent to which staff members are adhering to the plan's guidelines and following procedures. The committee will revise the Master Plan as needed and create a plan for summer subcommittee work.

The committee will function as a whole at least once each year and as a subcommittee for other business. A subcommittee composed of the Committee Chair, Professional Development Coordinators and building Principals will meet annually in the summer. The subcommittee will meet to modify the professional development plan as recommended in the June meeting. Additional planning may include the development of opening day presentations and changes to forms or procedures for the following year.

Members of the PD Committee will consistently meet with teams responsible for professional learning such as Title II-A, district curriculum, leadership teams, etc., to develop an overarching framework.

## Committee Leadership

To facilitate the work of the committee, a chair and 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.

## DATA 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 Matrix

| DATA SOURCES   | COLLECTION PROCESS                                   |   | DATA ANALYSIS  | DECISION MAKING   |   |
|--|--|---|--|---|---|
|  | How/by whom?   | When?                                       |  | Use   | Reported to   |
| <b>ESD Report Card-Demographics, financial and educational information</b> | NH DOE   | Annually                                    | School Staff & Administration, School Board                                | Used to direct education and budget decisions                               | School and community via iPlatform                      |
| <b>Attendance Data</b>   | School staff, recorded on Student Information System | Daily                                       | School Staff & Administration<br>Ongoing throughout the school year        | Used to assist with student achievement                                     | Parents, students, staff and community                  |
| <b>Behavior/Discipline</b>   | School staff, recorded on Student Information System | Weekly                                      | Administration and individual teachers                                     | Used in MTSS process  | Reported to parents, students, staff as appropriate     |
| <b>High School Graduation rates and Drop-out rates</b>                     | School Counselors                                    | Annually                                    | School Counselors and Administration<br>Ongoing throughout the school year | Used to inform instruction and develop strategies to address student needs. | Reported to Administration, School Board, and Community |
| <b>Progress Reports and Student Achievement Reports</b>                    | Instructional staff and administrative records       | Quarterly                                   | Administration and Staff   | to show student progress  | Reported to parents, students and administration        |
| <b>Other formative and summative assessments</b>                           | Student work, grades in Student Information System   | As appropriate during instructional process | Ongoing throughout the school year   | Used to enrich, remediate or reinforce                                      | Reported to parents, students and administration        |

| DATA SOURCES  | COLLECTION PROCESS    |                          | DATA ANALYSIS                        | DECISION MAKING   |  |
|---|-----------------------|--------------------------|--------------------------------------|---|--|
|   | How/by whom?          | When?                    |                                      | Use   | Reported to  |
| <b>Web-based skills assessments</b><br>(Examples may include: IXL; Reading A-Z; Credit Recovery Program, etc.)  | Collected by teachers | As needed                | Ongoing throughout the school year   | Used to inform instruction and interventions                | Reported to parents, students and administration   |
| <b>Diagnostic Assessments/ Universal Screeners</b><br>(STAR Reading-grades 2-10, STAR Math- grades 1-10, AIMSWeb- grades K-1 and as needed for special education/Title I) | Digitally collected   | Fall, winter, and spring | Grade level staff and Administration | Used as part of the Multi-Tiered System of Supports Process | Reported out to School Board annually by cohort and to parents after each screening window |
| <b>Fountas and Pinnell Benchmarks (K-5, as needed 6-8)</b>  | Classroom teachers    | Fall and spring          | Used throughout the school year      | Used to help inform instruction                             | School administration and parents  |
| <b>New Hampshire Statewide Assessment System (NHSAS)</b>  | Digitally collected   | Annually                 | Administration and Staff             | Used for federal accountability                             | Reported to parents, students and administration   |

| DATA SOURCES  | COLLECTION PROCESS                     |          | DATA ANALYSIS   | DECISION MAKING   |  |
|---|--|----------|---|---|--|
|   | How/by whom?                           | When?    |   | Use   | Reported to  |
| <b>PSAT/SAT</b>   | Grade 10 PSAT<br>Grade 11 SAT          |          | School Counselors<br>Ongoing throughout the school year | Used for higher education placement and grade 11 federal accountability | Reported to Students, Parents, School Board, and Community |
| <b>Advanced Placement Testing</b>                           | After course and test completion       | Annually | AP Teachers   | Used by students for placement in post-secondary classes                | Reported to parents, students, and administration.         |
| <b>Armed Services Vocational Assessment Battery (ASVAB)</b> | High School Student option in Grade 10 | Annually | School Counselors–<br>Fall Semester                     | Used for career counseling  | Reported to Students and Parents                           |



## DATA USE AND NEEDS ASSESSMENT

The Professional Development Master Plan is based on the template provided by the Department of Education. Annual district goals are based upon student achievement data, federal and state requirements, best practices in curriculum and instructional assessment and current research in the field of education. Additionally, this plan attempts to support teacher growth in their own professional development.

Within the Epping School District there are many structures and processes in place which provide an opportunity for staff members and administrators to use data to inform curriculum, instruction and assessment.

At the district level, multiple assessment devices are used to inform the degree to which district and school goals are obtained (see matrix above). Each school develops annual goals which reflect the annual district goals and are a part of the administrator evaluation system. Administrators, teachers, paraprofessionals, and any other educators credentialed through the NHDOE are encouraged to create professional learning goals, in part based upon their school and the district professional learning goals.

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.

- Student learning needs are identified by academic assessments as well as other measures including 21st Century learning skills, attendance, and behavioral data. Assessments may include, but are not limited to: standardized tests, digital 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.
- Individual educator goals are identified based in part on student data. 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, professional development initiatives,

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

- Using various assessment results, teams of teachers, administrators, and paraprofessionals collaboratively review, enrich, and/or modify existing activities aimed at meeting the learning goals of students.

The Epping School District evaluates the effectiveness of educator growth by:

- Identifying professional development needs
- Tracking yearly progress
- Supporting continuous learning and improvement
- The evaluation rubric
- Increasing sharing of instructional practices among teachers
- 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
- Revising curriculum

## **BEGINNING & EXPERIENCED EDUCATOR CERTIFICATION PROCESS**

All certified educators 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 teams 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 data collection and analysis, educators will determine trends in student learning needs. With these needs in mind, educators will examine individual competencies and review school and district goals 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. An outline of the procedure for developing and implementing an Individual Professional Development Plan can be found below and visualized in Figure 1.

## **Procedure for Developing and Implementing an Individual Professional Development Plan (IPDP)**

### **1. Complete Self Assessment**

- a. Due yearly by September 15
- b. Each educator must complete the self assessment that relates to their current assignment
- c. Building administrators/supervisors will review and give feedback, as necessary

### **2. Develop Team SMART Goal & Action Plan**

- a. Due yearly by September 30
- b. Goal & action plan is developed in collaboration with the educator's Professional Learning Team (PLT)
- c. Team SMART goal must reflect school/district goals
- d. Separate forms are submitted based on PLT role (leader or member)

### **3. Develop Individual Goal & Action Plan**

- a. Due by September 30 at the beginning of each 3-year certification cycle OR in the first year of employment for the Epping School District
- b. Goal and action plan must span three years\*
- c. Goal must relate to educator's area(s) of endorsement\*\*

### **4. Implement Plans**

- a. Educators implement steps and strategies outlined in the approved team/individual goals and action plans throughout each year of the approved IPDP
- b. Educators participate in professional learning and growth using the designated activities. Approved activities are located below.

### **5. Collect Evidence**

- a. Evidence of professional learning and growth should be collected and documented throughout each year of the approved IPDP

- b. A variety of evidence is encouraged

**6. Submit Individual Learning Reflection**

- a. Years 1 & 2 of certification cycle ONLY
- b. Due by March 30 for educators who ARE NOT on continuing contract
- c. Due by May 30 for educators who ARE on continuing contract
- d. Educator reflects on only the current year of the approved IPDP

**7. Submit Certification Reflection**

- a. Year 3 of certification cycle ONLY
- b. Due by March 30
- c. Educator must reflect on all years of the approved IPDP
- d. Recommendations for recertification will be submitted to the superintendent for approval and recommendation to the NHDOE.

**8. Submit Team Learning Reflection**

- a. Due yearly by May 30
- b. Reflection is written in collaboration with the educator's Professional Learning Team (PLT)
- c. Separate forms are submitted based on PLT role (leader or member)

\*Some goals may be achieved in fewer than three years. Circumstances under which someone would have a goal last fewer than three years include: goal is achieved early, change in curriculum, a change in teaching assignment.

\*\*Teachers with multiple endorsements should consider each area of endorsement when establishing their Individual Learning Goal and Action Plan. If the professional growth work they are doing does not apply to an endorsement, they will need to establish a separate individual goal and action plan. This is in addition to team and individual goals already written. (For additional information on appeals, see the [Appeal Process](#) section.)

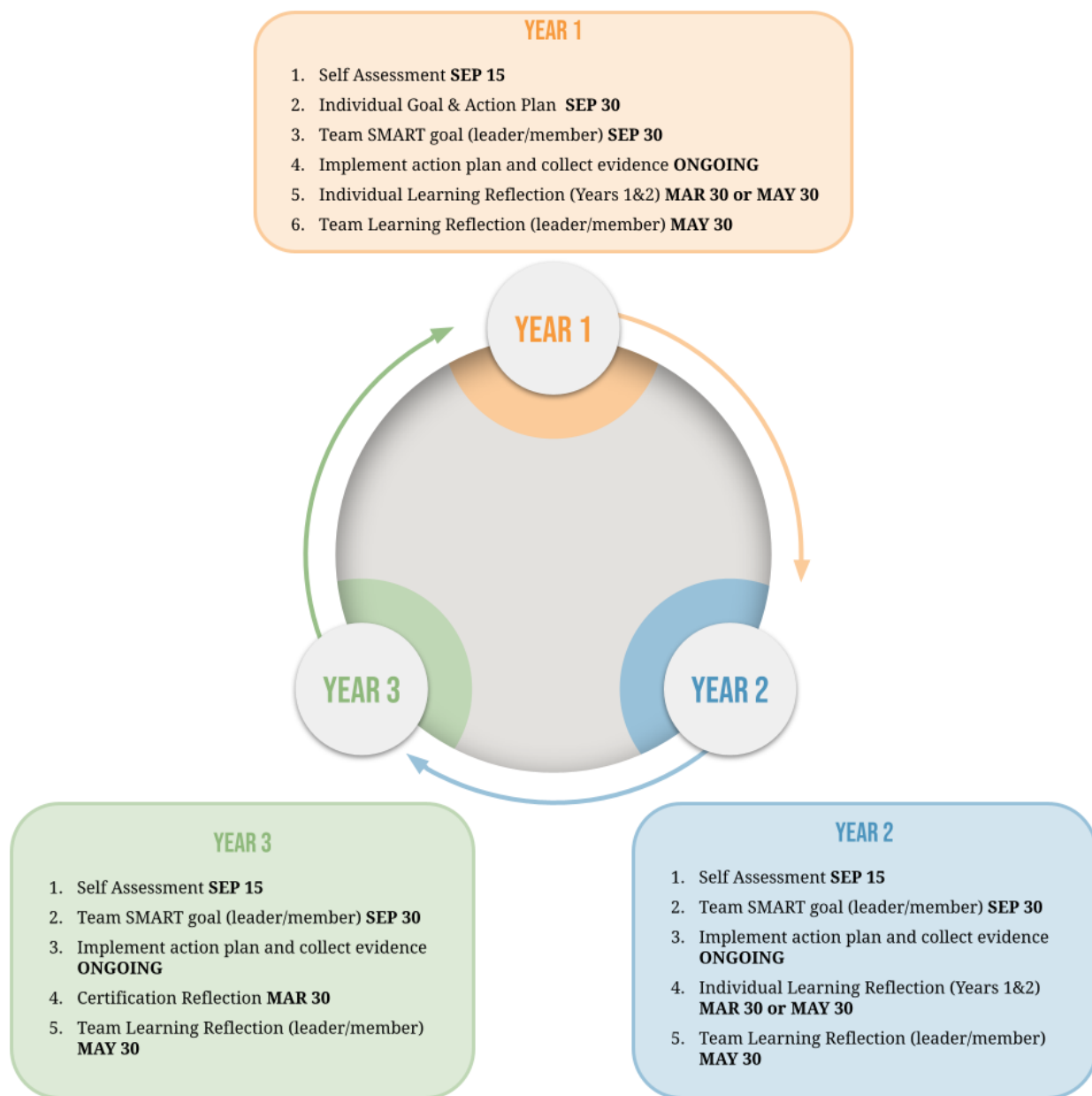


Figure 1. Diagram outlining the procedure professional educators will follow to develop and implement an Individual Professional Development Plan (IPDP).

## 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. This work will be completed in lieu of the professional development goal setting and reflection process outlined above.

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 Superintendent 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, and will be shared with the appropriate Building PD Coordinator.

### **Teachers On Leave From The Epping School District**

If an educator requests a leave of absence, he or she remains responsible for working toward the completion of a goal, action plan and reflection. However, this plan may be different from those completed by other members of their traditional Professional Learning Team. For example, an educator on maternity leave may elect to read and reflect on a variety of professional texts, may choose to complete a course online, or may attend professional activities being hosted by the district. Evidence of completing an annual goal must be submitted by the deadlines established in this Master Plan.

If an educator takes an extended leave during the course of working on an established goal, he or she should assume the initiative to adjust the annual goal and action plan to a

plan that is attainable. For example, if an employee takes medical leave for four months mid-year and therefore is unable to complete his or her previously approved goal, he or she should provide some evidence of professional learning related to his or her specific content area as well as an annual reflection.

In the event that an educator is unable to complete these professional responsibilities due to extenuating circumstances, he or she will meet with the Superintendent to develop an alternative plan of action.

## PARAPROFESSIONAL CERTIFICATION PROCESS

Paraprofessionals working within the Epping School District who are certified with a NHDOE Paraprofessional Certificate can maintain their certification through the following professional development model.

| Paraprofessionals with<br>Paraprofessional Certification Level I & II | Paraprofessionals with<br>Teacher Certification |
|---|---|
| 50 clock hours over a three year period                               | Must follow the teacher plan                    |

### Procedure for Developing and Implementing an Individual Paraprofessional Development Plan

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

**1. Complete Self Assessment**

- a. Due yearly by September 15
- b. Each paraprofessional must complete the self assessment that relates to their current assignment
- c. Building administrators/supervisors will review and give feedback, as



necessary

**2. Prepare to Write Recertification Goals**

- a. Reflect on the paraprofessional skills and the requirements of individual job assignments
- b. Review the school and district goals

**3. Develop Individual Paraprofessional Development Plan**

- a. Due by September 30 at the beginning of each 3-year certification cycle OR in the first year of employment for the Epping School District
- b. Plan must span three years\*
- c. Plan is developed in collaboration with the paraprofessional's supervisor and addresses growth objectives, position requirements, school and district goals and the following Professional Development Skill Areas

## PROFESSIONAL DEVELOPMENT SKILL AREAS FOR PARAPROFESSIONALS

|                              |  |
|------------------------------|--|
| <b>Content Information</b>   | <ul style="list-style-type: none"> <li>• Knowledge of Child Development</li> <li>• Knowledge of Subject Areas</li> <li>• Modifying &amp; Adapting the Curriculum</li> <li>• Adapting the Environment</li> <li>• Confidentiality</li> </ul> |
| <b>Medical Information</b>   | <ul style="list-style-type: none"> <li>• CPR</li> <li>• Healthcare</li> <li>• First Aid</li> <li>• Health Safety in the Classroom</li> <li>• ADL Skills</li> </ul>   |
| <b>Process Information</b>   | <ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Knowledge of Learning Styles</li> <li>• Implementing the Curriculum</li> <li>• Job-specific Knowledge and Skills</li> </ul>                                       |
| <b>Behavioral Management</b> | <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Reluctant Learners</li> <li>• Defusing Anger</li> <li>• Power Struggles</li> <li>• Oppositional Defiant Students</li> <li>• Data Collection</li> </ul>                      |

*Figure 2. A list of approved professional development skill areas and topics for paraprofessionals in the Epping School District.*

#### 4. Participate in Professional Development Activities

- Paraprofessionals participate in district hosted professional development throughout the school year
- Participation in self-selected professional development in support of individual goals is encouraged

## **5. Collect and Document Evidence**

- a. Evidence of participation in professional development activities should be collected and logged in Vector Solutions (formerly Teachpoint)
- b. Paraprofessionals are responsible for recording all non-district hosted events and getting approval for hours from assigned PD coordinators
- c. Examples of approved evidence are listed under [Professional Development Activities](#)

## **6. Review Progress**

- a. Schedule an annual meeting with the appropriate supervisor to review the individual plan, share evidence, and assess the progress toward recertification goals using professional learning tracking tool

## **7. Recertification Approval**

- a. Year 3 of certification cycle ONLY
- b. Due by March 30
- c. Paraprofessional is responsible for ensuring that all professional development activities are logged and approved in Vector Solutions (formerly Teachpoint)
- d. All events and supporting evidence will be reviewed by the assigned staff development coordinator to determine whether the paraprofessional has met the requirements for recertification. The coordinator 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. Educators are encouraged to participate in a variety of professional development activities from the list below.

| 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<br>Data collection, analysis, and interpretation of results |
| Book Talk                     | Engaging in a single discussion or a series of discussions about a book or other professional publications  | Book titles, meeting dates, attendance lists, discussion notes            |
| Case Discussions              | Examining written narratives or videos 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 one or more classroom observations   | Dates on which the process occurred, meeting notes, observation reports   |

| ACTIVITY   | EXAMPLE   | EVIDENCE  |
|--|---|---|
| Courses, seminars, workshops and conferences                     | Engaging in learning in a formal environment potentially leading to an additional degree  | Transcripts, reflections, sharing of learning   |
| 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        |
| 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 |

| ACTIVITY                             | EXAMPLE   | EVIDENCE  |
|--------------------------------------|---|---|
| Mentoring/ Coaching                  | 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                         | 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 development facilitator | Creating and/or presenting learning experiences for other educators   | Description of the presentation, copies of materials, dates, lists of participants, video or audio 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 | Name of organization, 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   |

## APPROVAL OF PROFESSIONAL DEVELOPMENT PLAN

Professional Development Plans will allow those contractually employed as teachers, administrators, and paraprofessionals the opportunity to assess individual performance, develop goals, and reflect on progress. Educators submit reflections on their professional development plans annually, by March 30 or May 30, depending upon years of service and certification cycle. The Professional Development Committee is responsible for reviewing the plans and making recommendations to the Superintendent for certification. Educators may appeal the decision of the Professional Development Committee, and ultimately to the Superintendent.

### Appeal Process

The appeal process may be initiated in the following situations:

- Denial of approval for Initial Professional Development Plan
- Denial of professional development activities initiated prior to employment in the Epping School District
- Denial of recommendation for recertification

These decisions would have been made by the Professional Development Committee.

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 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

A. [Educator Evaluation Model](#)

B. [Teacher Self-Assessment](#)

This form is due by September 15.

C. [Annual Team Goal and Action Plan](#)

This form is due from teams by September 30.

D. [Individual Goal and Action Plan](#)

This form is due from individuals by September 30.

E. [Annual Team Learning Reflection](#)

This form is due from teams by May 30.

F. [Annual Individual Learning Reflection](#)

This form is due from individuals by May 30.

G. [Certification Reflection](#)

This form is due from individuals by March 30 (only in certification year). The reflection is reviewed by the Professional Development Committee. The recommendation for certification is sent to the Superintendent. These forms are also used by paraprofessionals.