

SCHOOL ADMINISTRATIVE UNIT 14 PROFESSIONAL DEVELOPMENT MASTER PLAN

JULY 1, 2016 TO JUNE 30, 2021

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.

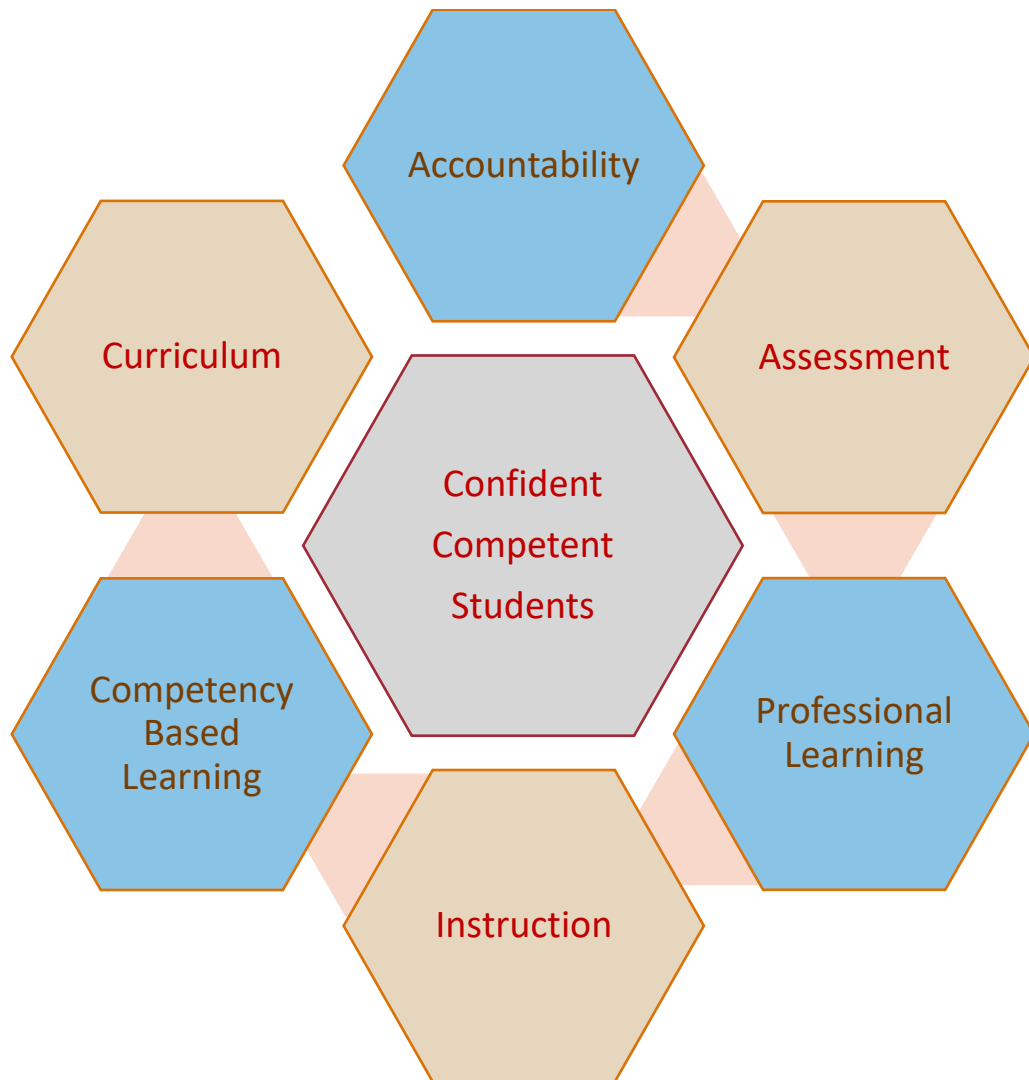
This Master Plan outlines the means by which educators in the Epping School District will improve our teaching while satisfying the New Hampshire requirements for recertification. We believe that high quality and effective professional development relies on the evaluation of data and other information 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

EPPING SCHOOL DISTRICT

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



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

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

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

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

Proposed Activities <i>Activities to achieve the desired outcomes in district practice and student experiences</i>	Timeline <i>Activity done by</i>	Oversight <i>Primary responsibility/leadership</i>	Monitoring <i>Evidence to document completion of activity</i>	Resources <i>Resources used to accomplish the activity</i>
Develop and refine instructional units to align with district competencies and curriculum frameworks. (Implement in coordination with high quality performance assessment development)	<ul style="list-style-type: none"> • 2015-2018 	<ul style="list-style-type: none"> • School Teachers • District Leadership Team 	<ul style="list-style-type: none"> • Course syllabi • Grade trajectories • Units of instruction 	<ul style="list-style-type: none"> • PD funding & grants • Differentiated PD plan for content • District & state competencies • District curriculum frameworks • PACE activities • Content specialists & consultants

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

Proposed Activities <i>Activities to achieve the desired outcomes in district practice and student experiences</i>	Timeline <i>Activity done by</i>	Oversight <i>Primary responsibility/leadership</i>	Monitoring <i>Evidence to document completion of activity</i>	Resources <i>Resources used to accomplish the activity</i>
<p>Develop, implement, and refine high quality performance assessments to align with instructional units. (Implement in coordination with instructional unit refinement)</p> <p>First year pilot task development Second year+ pilot task development & operational task implementation</p> <ul style="list-style-type: none"> • Grades 3-5 – ELA, math, & science • Grades 6-8 – All subjects • Grades 9-12 – All subjects 	<ul style="list-style-type: none"> • 2015-2018 	<ul style="list-style-type: none"> • School Teachers • District Leadership Team 	<ul style="list-style-type: none"> • High quality performance assessments • Formative & summative assessments to support high quality performance assessments • Competency rubrics • Student data 	<ul style="list-style-type: none"> • PD funding & grants • Differentiated PD plan for content • District & state competencies • District curriculum frameworks • PACE activities • NH Performance Assessment Bank • Content specialists & consultants
<p>Develop and refine school grading and reporting to align with competency based student learning.</p> <ul style="list-style-type: none"> • EES – implement & refine grading & reporting • EMS – refine grading, develop& implement reporting • EHS – refine grading & reporting as needed 	<ul style="list-style-type: none"> • 2015-2018 	<ul style="list-style-type: none"> • School Principals • District Leadership Team 	<ul style="list-style-type: none"> • School grading guidelines • School report cards 	<ul style="list-style-type: none"> • District grading & reporting guidelines • EHS guidelines & report card • District & state competencies • District curriculum frameworks • School committees • PowerSchool support • Grading & reporting consultants

**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 <i>Activities to achieve the desired outcomes in district practice and student experiences</i>	Timeline <i>Activity done by</i>	Oversight <i>Primary responsibility/leadership</i>	Monitoring <i>Evidence to document completion of activity</i>	Resources <i>Resources used to accomplish the activity</i>
Develop and refine response to intervention for academic, attendance, and behavior models.	<ul style="list-style-type: none"> • 2015-2018 	<ul style="list-style-type: none"> • School RTI Committees • District Leadership Team 	<ul style="list-style-type: none"> • School RTI system models & guidelines • School RTI programs • School structures to support RTI • Student data 	<ul style="list-style-type: none"> • District RTI models • School teams • School STAR assessments • Student data • Student data systems • Data consultants

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

Proposed Activities <i>Activities to achieve the desired outcomes in district practice and student experiences</i>	Timeline <i>Activity done by</i>	Oversight <i>Primary responsibility/leadership</i>	Monitoring <i>Evidence to document completion of activity</i>	Resources <i>Resources used to accomplish the activity</i>
Develop and implement professional development to enhance technology curriculum and support classroom technology integration, student e-portfolios, and teacher websites.	<ul style="list-style-type: none"> • 2015-2018 	<ul style="list-style-type: none"> • District & School PD Committees • District Leadership Team 	<ul style="list-style-type: none"> • Goggle classrooms • Google PLCs • Technology curriculum improvements • Student e-portfolios • Teacher websites 	<ul style="list-style-type: none"> • PD funding • Technology funding & grants • District Technology Plan • District Technology Committee • School Library/Media Specialists & Technology Integrators
Review and refine administration job descriptions and evaluation systems to align with state requirements and support district needs.	<ul style="list-style-type: none"> • 2015-2017 	<ul style="list-style-type: none"> • Superintendent of Schools • District Leadership Team 	<ul style="list-style-type: none"> • Job descriptions • Evaluation rubrics • Evaluation model 	<ul style="list-style-type: none"> • NHDOE guidelines • District teacher evaluation model

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

Proposed Activities <i>Activities to achieve the desired outcomes in district practice and student experiences</i>	Timeline <i>Activity done by</i>	Oversight <i>Primary responsibility/leadership</i>	Monitoring <i>Evidence to document completion of activity</i>	Resources <i>Resources used to accomplish the activity</i>
Develop and implement an alternative accountability system participating in the Performance Assessment for Competency Education (PACE) Pilot Program with state and regional partners.	<ul style="list-style-type: none"> • 2015-2018 	<ul style="list-style-type: none"> • District PACE Project Leader • District Leadership Team 	<ul style="list-style-type: none"> • PACE high quality performance tasks • Student PACE task scores • Student competency grades 	<ul style="list-style-type: none"> • State & regional PACE partners • PACE activities • NH Performance Plus Database
Provide varied activities and communications to build school and community relationships and support district goals.	<ul style="list-style-type: none"> • 2015-2018 	<ul style="list-style-type: none"> • School Principals • Superintendent of Schools • District Leadership Team 	<ul style="list-style-type: none"> • Small & large scale school activities • School print communications • Social technology communications • Advisory committees 	<ul style="list-style-type: none"> • District website • Technology
Develop short and long term facility plans to address school and community needs.	<ul style="list-style-type: none"> • 2015-2018 	<ul style="list-style-type: none"> • School Facilities Committees • School Business Administrator 	<ul style="list-style-type: none"> • Facilities plans • Committee charters • Committee reports • District warrant articles 	<ul style="list-style-type: none"> • School government • Town government

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 Special Ed Director)
4. Building administrator (One from each building)
5. One building Professional Development Coordinator (Stipend position)
6. One special education District Staff Development Coordinator (Stipend position)
7. One teacher representative from each school.
8. Paraprofessional representatives (Up to 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 Director of Special Services)

- 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.

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.

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.

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

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

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 Superintendent, 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.

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 Sources	Collection Process	Data Analysis & Availability	Decision Making
STAR Reading and Math Assessment	Digitally collected in the fall, winter and spring Grades 1 through 12	Grade level staff and Administration Reported out to School Board annually by cohort spring to spring	Used as part of the Response to Intervention Process
Smarter Balanced Assessment Consortium (SBAC)	Math – Grades 4 and 8 ELA – Grades 3 and 8	Available to parents and school community in the fall of the following year	2016 SBAC is in its second year At this point this data not used to make instructional decisions
Performance Assessment Competency-based Education (PACE)	Math – Grades 3,5,6,7,9 and 10 ELA – Grades 4,5,6,7,9 and 10 Science – Grades 4,8,9 and 10	Available to parents and school community in the fall of the following year	2016 PACE pilot is in its second year PACE reports to parents and community in the fall As a part of competency education current teachers may use information gleaned from the PACE task to reteach and reassess as needed
PSAT/SAT	Grade 10 PSAT Grade 11 SAT	High School Guidance Ongoing throughout the school year	Reported to Students, Parents, School Board, and Community Used for higher education placement
Quality Performance Assessments	PreK-12 Classroom Teachers	Ongoing throughout the school year	Used to design instruction
ESD Report Card	Demographics, financial and educational information	Available to school and community	Used to direct education and budget decisions

Progress Reports and Report Cards	Instructional staff and administrative records	Administration and Staff	Reported to parents students and administration to show student progress
Other formative and summative assessments	As appropriate during instructional process	Ongoing throughout the school year	Used to enrich, remediate or reinforce
Web-based skills assessments (Examples include: IXL; Bridges; Kids A-Z; GradPoint, etc.)	Collected by teachers	Ongoing throughout the school year	Used to inform instruction and interventions
AIMSweb	Elementary and middle grades; high school for special education	Available to classroom teachers and special educators	Reported to staff and used as a formative assessment
Fountas and Pinnell Benchmarks	Grades K-5 Used for RTI for grades 6-8	Used throughout the school year	Used to help form instruction
Advanced Placement Testing	Tests given in May	AP Teachers	Used by students for placement in post-secondary classes
DIBELS or Observation Survey	Varied elementary grades	Implemented throughout the school year	Used to help inform instruction
Attendance Data	Collected daily and recorded on PowerSchool	School Staff & Administration Ongoing throughout the school year	Reported to parents, students, staff and community to assist with student achievement
School-Wide Information System (SWIS) Behavior/Discipline	Collected weekly by administrative assistants and put into the SWIS program	Administration and individual teachers	Reported to parents, students, staff as appropriate

Data Sources	Collection Process	Data Analysis & Availability	Decision Making
High School Graduation rates and Drop-out rates	High School Guidance	High School Guidance and Administration Ongoing throughout the school year	Reported to Administration, School Board, and Community; Used to inform instruction and develop strategies to address student needs.
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

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. Teachers and paraprofessionals 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, Google 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
- 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

1 BEGINNING & EXPERIENCED EDUCATOR CERTIFICATION PROCESS

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

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

- Superintendents/Assistant Superintendents
- Business Administrators
- Principals/Assistant Principals/Deans of Students

- District Administrators
- Special Education Administrators
- Directors
- Counselors
- Social Workers
- Teachers
- Media Supervisors and Specialists
- Any other professional educators
- Paraprofessionals

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

ESTABLISHING INDIVIDUAL PROFESSIONAL DEVELOPMENT GOALS

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

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

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

First Step – Educator completes **Self Assessment** based on their current assignment, evaluation standards and student outcomes. Building administrators will collect and review assessments and give feedback as necessary before **September 15**.



Second Step – Meet with Professional Learning Team to develop a team SMART goal. This goal should reflect school/district goals. The **Annual Team Goal and Action Plan** needs to be submitted by the team leader to the designated PD Coordinator no later than **September 30**.



Third Step – Educators create individual goals related to their area(s) of endorsement. These goals have the flexibility to span one to three years to better meet the individual learning needs of these adult learners. The **Individual Goal and Action Plan** needs to be submitted to the designated PD Coordinator no later than **September 30**.



Fourth Step – Educators implement their PD plan throughout the school year using the designated activities. Approved activities are located below.



Fifth Step – Educators collect evidence to demonstrate their professional learning. Evidence can be collected in a variety of ways and should be logged on the available **Professional Learning Tracker**. Examples of approved evidence are listed below.



Final Step –

For team annual SMART goals

Complete the **Annual Team Learning Reflection** form and submit to the designated PD Coordinator no later than **May 30**.

For individual goals

Educators who are on a continuing contract: Complete and submit the **Individual Learning Reflection** to the Building Administrator no later than **May 30**.

Educators who are not on continuing contract: Complete and submit the **Individual Learning Reflection** to the Building Administrator no later than **March 30**.

Educators whose certificates expire: Complete and submit the **Certification Reflection** form to the designated PD Coordinator no later than **March 30**. Recommendations for recertification will be submitted to the superintendent for approval and recommendation to the NHDOE.

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. This is in addition to team and individual goals already written.

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.

2 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 on line, 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.

3 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 Paraprofessional Certification Level I & II	Paraprofessionals with Teacher Certification
50 clock hours over a three year period	Must follow the teacher plan

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 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.

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



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

Professional Development Skill Areas for Paraprofessionals include:

Content Information

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

Medical Information

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

Process Information

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

Behavioral Management

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

Step 3 – Participate in activities to meet the plan goals.

Paraprofessionals collect evidence to demonstrate their professional learning. Evidence can be collected in a variety of ways and should be logged on the available **Professional Learning Tracker**. Examples of approved evidence are listed under Professional Development Activities.



Step 4 – Review progress annually – Schedule an annual meeting with the appropriate supervisor to review the individual plan, share evidence, and assess the progress toward recertification goals using the **Professional Learning Tracker**.



Step 5 – Recertification approval

When it is time to recertify, submit **Professional Learning Tracker**, certificates of achievement and evidence you wish to share to the assigned staff development coordinator. This material must be submitted no later than **March 30**. 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

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

	to improve instruction and generating solutions to classroom problems	
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

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 developer	Creating and/or presenting learning experiences for other educators	Description of the presentation, copies of materials, dates, lists of participants, video or audio tape of presentations
Professional networks	Linking educators with one another through electronic means to explore and discuss topics of interest, issues of concern, and experiences in applying new methods in order to provide support and to identify and address shared problems; this may be the Professional Learning Team	Names of participants, log of contacts, notes
Study Groups	Engaging in a regular and collaborative interaction with a group of colleagues around a particular topic or topics (e.g. block scheduling, cooperative learning, multiple intelligences, etc.)	Meeting dates, agendas, discussion notes, materials
Courses, seminars, workshops and conferences	Engaging in learning in a formal environment potentially leading to an additional degree	Transcripts, reflections, sharing of learning

Activity	Example	Evidence
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
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

4 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

- **Teacher Self-Assessment** – This form is due by September 15.
- **Annual Team Goal and Action Plan** – This form is due from teams by September 30.
- **Annual Team Goal and Action Plan Exemplar** – This is a model of the form to be submitted by teams by September 30. The plan is approved by the Professional Development Committee. Exemplars will be provided via Google Drive and on the district website.
- **Individual Goal and Action Plan** – This form is due from individuals by September 30.
- **Individual Goal and Action Plan Exemplar** – This is a model of the form to be submitted by individuals by September 30. The plan is approved by the Professional Development Committee. Exemplars will be provided via Google Drive and on the district website.
- **Annual Team Learning Reflection** – This form is due from teams by May 30.
- **Annual Team Learning Reflection Exemplar** – This is a model of the reflection form to be submitted by teams by May 30. The reflection is approved by the Professional Development Committee. Exemplars will be provided via Google Drive and on the district website.

- **Annual Individual Learning Reflection** – This form is due from individuals by May 30.
- **Annual Individual Learning Reflection Exemplar** – This is a model of the reflection form to be submitted by individuals by May 30. The reflection is shared with the building administrator or supervisor. Exemplars will be provided via Google Drive and on the district website.
- **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.
- **Certification Reflection Exemplar** – This is a model of the form to be submitted by individuals by March 30 if in their certification year. The reflections is approved by the Professional Development Committee. Exemplars will be provided via Google Drive and on the district website.
- **Professional Learning Tracker** – This form is used by all staff throughout the district to track their professional development activities and provide evidence. Paraprofessionals will submit this in lieu of an annual reflection to verify hours.