

Professional Development Master Plan



Ashland Elementary School
Ashland, New Hampshire

2025-2030

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Professional Development Committee

Professional Development Committee Members:

- Jamie King, Middle Tier, Social Studies Teacher
- Guy Donnelly, Principal
- Teresa Merrifield, Art (K-8); Family & Consumer Science Teacher (6-8)
- Carrie Sanborn, Guidance Director
- Megan Wright, Primary Tier Teacher
- Jenn Lyford, Paraprofessional
- Elisabeth Hess, Special Educator
- Sue Rubbe, School Nurse

With support from:

- Mary Moriarty, Superintendent SAU #2
- Becky Zumbach, Parent

Roles and responsibilities of the Professional Development Committee:

The main focus of the Ashland Professional Development Master Plan (PDMP) is to enhance the growth of teachers to benefit improved student learning. In evaluating the effectiveness of the plan, one tool would not be adequate. It is important that the process include diverse assessment tools.

1. Develop the Ashland PDMP in conjunction with local school board policies, school and district goals, and the NH DOE Guidance for NH Admin Code Ed 513 (Professional Development Master Plan and Renewal)
2. Serve as a resource to staff in implementing the PDMP; mentors to staff in developing goals and writing Individual Professional Development Plans
3. Evaluate the effectiveness of the PDMP through analysis of student assessment results and growth data, staff participant surveys, written reflections, formal and informal observations and review of updated Professional Development Needs Assessment results
4. Communicate professional development efforts to parents through weekly newsletters, school events, and during monthly school board meetings

Introduction

The Ashland School District Professional Development Master Plan (PDMP) has been

developed in accordance with federal, state, and local initiatives-This plan serves as a practical guideline for the educators of Ashland Elementary School, in designing individual professional development plans that focus on targeted student learning and growth.

The Town of Ashland is located in the geographic center of New Hampshire. Ashland Elementary School is both an elementary school and a school district unto itself. The school encompasses kindergarten through grade eight. There are X students, and X faculty members and paraprofessionals.

Due to the small size of the staff, both administration and faculty have a variety of roles and responsibilities. We have the unique distinction of being part of SAU #2 which includes the Inter-Lakes School District, but have an integral relationship with SAU #48 as the high school students from Ashland attend Plymouth Regional High School.

Statement of Purpose

It is important to recognize that professional development is more than meeting recertification requirements. In the Ashland School District, professional learning is defined as the ongoing efforts to increase, improve and/or expand upon content knowledge, skills and teaching pedagogy to directly impact the growth of students. The broad purpose of the Professional Development Master Plan of the Ashland School District is to provide a framework for the administrator, teachers and paraprofessional staff members to improve the learning of all students. The focus of this plan is the professional growth of the educator, who will establish goals through self-assessment, analysis of student progress and collaboration within the context of district goals. Professional development activities are linked directly to staff Individual Professional Development Plans (IPDPs); professional development portfolios are reviewed as part of the educator evaluation process.

It was vital to the Professional Development Committee (PDC) to create a process that:

1. Clearly links high quality professional learning and educator effectiveness to student learning and academic achievement.
2. Provides a wide variety of high quality professional development opportunities for all educators
3. Meets the necessary requirements for educator re-certification
4. Aligns with local, state, and national professional learning standards

The purpose of this Professional Development Master Plan is to:

1. Provide opportunities for teachers to improve in meeting the individual needs of their students
2. Increase the focus on professional development needs identified by the school community for district initiatives
3. Provide for individual teacher content knowledge and skill development
4. Focus on continuous student growth and achievement
5. Support teachers in meeting recertification requirements
6. Continually assess and identify professional development needs
7. Map a process and strategies to meet those needs

This purpose is consistent with our district mission:

The mission of Ashland Elementary School is to educate today's learners for tomorrow's world.

Ashland Elementary School, through its vision, leadership, and programs, will provide a network of services for learning about and implementing developmentally appropriate practices for children.

Using Data

Ashland Elementary School teachers continue to make amazing progress in individualizing instruction, and our students continue to benefit from those efforts. The Professional Development Committee utilizes data from a multitude of sources to make well informed decisions.

The administration and committee members collectively allocate time to review emerging data trends and patterns. Through collaborative analysis and discussion, they interpret data to support the evolving needs of students. Teachers also use student performance data to inform and guide their professional learning goals and development plans continually.

Within the RtI model, student data is used to determine appropriate interventions. Teachers and administrators collaborate in the systematic collection and analysis of data, which informs and drives individualized classroom instruction.

Measuring student growth as an outcome of professional development is a priority, ensuring that every student has the opportunity to achieve their highest level of academic progress.

Innovation

Our focus on a more individualized learning environment at AES has prompted us to use innovative technology to increase student engagement, as well as reinforce and enhance learning in all tiers. Throughout Ashland Elementary School we implemented a one-to-one Chromebook initiative which has not only extended the opportunity for students to learn well beyond the school day and constraints of the physical classroom.

Many teachers employ several technology tools including Google Classroom to create an electronic learning platform that is easily accessible via the chromebook. This platform

allows both teacher and peer collaboration, and provides opportunity for seamless communication. Students may access a variety of educational applications to support learning, including Artsonia, Digital Portfolio for Art (through the art classroom iPad), XtraMath, TumbleBooks, Typing.com, Code.org, LEGO Education, 99math, HMH Ed/Waggle, GeoGuessr, and Discovery Education, etc.

The use of technology has connected our students with the world beyond the small town of Ashland. It has reawakened their natural curiosity, increased their engagement and empowered them to be independent learners. With the integration of technology, learning continues to be a hands-on, interactive experience; one that benefits our entire educational community.

Communication

Ashland Elementary School works diligently to maintain open, effective communication with parents/guardians. Throughout the year hold Open Houses, Parent Teacher Conferences, Math Night, Literacy Night, Title 1 Night to open the lines of communication whenever possible.

Rigor and High Standards

As a staff, we embrace our Belief and Commitment Statements (see below). These statements detail the high expectations we have for ourselves as professionals, and our students as lifelong learners and members of our educational community. These statements are posted throughout the school and serve as a constant reminder of our mission to best meet the needs of all our learners.

We strive to foster a growth mindset for staff and students, willing to accept the change of our fast paced world and move forward to meet every learner where they are at and help them to reach their full potential.

AES BELIEF STATEMENTS

Regarding students and learning, we believe:

- All students can learn
- Success is earned through achievement.
- Learners progress at different paces and learn in a variety of ways.
- Students need to feel valued, safe and be part of a group.

Regarding teachers and teaching, we believe:

- Teachers build relationships that engage students in learning.
- Teachers are dedicated, innovative, enthusiastic lifelong learners.

Regarding learning communities, we believe:

- Parents are the students' first teachers.
- Interactive communication fosters community support.
- Community partnerships are essential.
- Our learning community provides a sense of family.

AES COMMITMENT STATEMENTS

Regarding learners and learning, we expect:

- All learners will learn.
- Learners to earn success through their achievements.
- Learners to progress at different paces and learn in a variety of ways.
- Learners will demonstrate our core values.

As educators we will:

- Continue to be dedicated, enthusiastic, lifelong learners.
- Build relationships that engage students in learning.
- Create a learning community where learners feel valued, safe and part of a group.

As a learning community, we will:

- Build parent and community partnerships in support of our learners.
- Provide a sense of family among our members.
- Communicate interactively with all stakeholders to foster community support.

AES CORE VALUES

The following values are the result of the collaborative efforts of all staff members; they are critical in establishing an environment that meets the needs of individual learners.

- | | |
|------------------|--|
| HONESTY | ● Honest people are truthful and sincere. |
| RESPECT | ● People who treat others with respect enable members of the community to feel valued.
● Respectful people treat others as they want to be treated. |
| INTEGRITY | ● People with integrity behave ethically and lead by example. |
| CARING | ● Caring people demonstrate empathy for others which builds positive relationships. |

LOYALTY	. Loyal people are supportive, dependable and reliable.
CITIZENSHIP	. Citizens care for the community and consider the needs of others as well as their own. . They work collaboratively within the community.
RESPONSIBILITY	. Responsible individuals are reliable, self-sufficient and take ownership of their actions.
FAIRNESS	. Fair people are committed to justice, equal treatment of others and acceptance of diversity.

Professional Development Foundations

When did the rule (ED513) become effective?

- ◆ The rules (Ed 513.01 through Ed 513.06) were readopted with amendments, with documents filed on October 8, 2020, and effective as of October 5, 2020.

What is the rationale for professional development under this Master Plan?

- ◆ Provides educators with knowledge and skills to involve families and other stakeholders appropriately.
- ◆ Prepares educators to create relationships with parents to support student learning.
- ◆ Organizes adults into learning communities whose goals are aligned with those of the school and district.
- ◆ Uses multiple sources of information to guide improvement and demonstrate its impact

Who is required to develop and fulfill a 3-year professional development plan?

- ◆ All certified educators are required to develop and fulfill 3-year individual professional development plans for the purposes of continuous professional growth and recertification. This includes: Superintendents, Assistant Superintendents, Principals, Administrative Team members, Special Education Administrators, Counselor, Teachers, any other professional educator and paraeducators.

What does a 3-year individual professional development plan need to support?

- ◆ All educators must develop and fulfill plans that support their current job assignment and other areas of endorsement they wish to maintain. Educators holding multiple endorsements, who wish to maintain those endorsements within the three year cycle, should provide evidence documenting job-embedded or formal professional development equivalent to 30 continuing education units addressing content for each

endorsement.

- ◆ All educators must develop individual professional development goals that increase their knowledge of all subject and content areas taught and fields of specialization for each recertification sought; knowledge of learners and learning; and knowledge of effective, developmentally-appropriate teaching strategies and best practices for subject and content areas taught.

What options do I have for developing a comprehensive 3-year IPDP?

Option 1: The development of a body of evidence that documents job-embedded or formal professional development addressing the schools and content areas;

Option 2: An accumulation of a minimum of 75 continuing education units documenting job-embedded or formal professional development addressing school goals and content areas; or

Option 3: A combination of less than 75 continuing education units and evidence that together document job-embedded or formal professional development addressing the school goals and content areas.

A Shifting Paradigm

Professional Development in New Hampshire

LESS EMPHASIS ON...

MORE EMPHASIS ON...

Seat time and clock hours

Educators learning what matters most in support of student achievement

State driven professional development

Locally driven professional development

Individual learning

Individual learning as it relates to district, school and content area goals

Recertification as the focus of professional development

Professional development that leads to re-certification

Professional learning away from the school/district site

Professional learning that is job embedded

Evaluating professional development on the basis of participant satisfaction

Evaluating professional development on the basis of what participants learn and do with what they learn

State level monitoring of professional development

Continuous assessment of professional development by local educators

Professional developers as outside “experts”	Educators as experts in providing professional development
Leadership around professional development as positional	Leadership around professional development as a role that is shared by many
Telling the community about what effective professional development is all about	Engaging the community in defining and experiencing what effective professional development is all about
Adding of knowledge and skills	Supporting deeper understanding and ways of thinking about how to apply knowledge and skills meaningfully

Curriculum Development

The Ashland School District has a complete framework and curriculum structure for each of the following core content areas: Literacy, Mathematics, Science and Social Studies. We have active curriculum committees encompassing Primary (K-2), Intermediate (Grades 3-5) and Middle tiers (Grades 6-8). Each committee is composed of representatives from each tier and work together with the building principal to analyze assessment data, and make curriculum decisions during committee meetings held throughout the year.

1. **Assessment:** What are the student performance results in this content area? Analyze assessment-teacher, school/district (NWEA), state assessment data and student work samples.
2. **Alignment:** Why are the results what they are? Examine existing district curriculum alignment with NH College and Career Readiness Standards (NHCCRS), encompassing the Common Core State Standards (CCSS) and NH Grade Span Expectations (GSE), in addition to alignment with the Next Generation Science Standards (NGSS), and instructional strategies.
3. **Professional Development:** What are the priorities to improve results and how can we establish them? What are the professional development activities or opportunities that we need to provide our staff in order to assure greater student achievement?

Each committee is charged with developing a K-8 articulation and aligning district curricula with state and national frameworks and benchmarks. Curriculum committees examine best practices, analyze the multiple assessments for that curriculum area and gather and share information from conferences, journals, workshops and courses. These committees analyze data and also contribute to the development of district goals. It is the primary responsibility of these committees to determine the professional development needs for the district’s

faculty, which they do through the examination of the three questions stated above. They also employ surveys, both formal and informal, to determine faculty professional development needs.

As a single, small school district, we have a K-8 committee for the Specialist/Unified Arts curricular areas (Guidance, Health & Physical Education, Arts, Technology, and Family Consumer Science). This committee has the same charge as the core curricular committees. However, it meets as a K-8 group because there are fewer teachers to represent.

Individual Three-Year Professional Development Plans & Goals

The Ashland School District requires all certified educators to develop and fulfill Three-Year Individual Professional Development Plans (IPDPs) for the purposes of continuous professional growth, recertification, and employment. The following certified employees fall within the purview of this plan:

1. Principal
2. Primary, Intermediate and Middle Tier Teachers
3. Specialists (Unified Arts, Library Media, Title I)
4. Guidance Counselor
5. Special Education Teacher
6. Nurse

Ashland School District staff members use the following (adapted from Charlotte Danielson's domains) to develop personal goals for their Individual Professional Development Plans:

Goal 1: Planning and Preparation

- Knowledge of content and pedagogy
- Knowledge of students
- Setting instructional outcomes
- Knowledge of resources
- Curriculum design
- Student Assessment

Goal 2: The Classroom Environment

- Creating an environment of respect and rapport
- Establishing a culture of learning
- Classroom management
- Student behavior management
- Organization of physical space

Goal 3: Instruction

Communications (with students)
Expanding questioning and discussion techniques
Engaging students in learning
Assessment
Demonstrating flexibility and responsiveness

Goal 4: Professional Responsibilities

Self-reflection
Accurate record keeping
Communication (with families)
Professional Learning Communities
Using data to improve learning

Resources for Professional Development

The Ashland School District provides support for a variety of professional growth opportunities through the operating budget and by aggressively seeking both entitlement and competitive grant funding. Funding will be provided for activities that support the strategies and goals developed and approved in the educator's individual professional development plan. The operating budget includes lines for conference and workshop attendance, curriculum development and school goal setting activities. As required by the collective bargaining agreement (Article VIII Fringe Benefits, Sections H):

H. The district will budget for approved conferences, workshops and seminars, as per the Ashland Master Agreement. Application for approval of expenses must be made in writing and submitted to the Principal not later than five (5) calendar days prior to the commencement of the conference, workshop or seminar.

District groups meet individually and collectively to analyze student data, to review school and district goals and generate professional development opportunities. Topics for professional development activities are determined in a variety of ways:

1. Monthly faculty meetings and weekly collaboration meetings provide forums to generate specific areas for professional development.
2. Parent teacher committee meetings provide a forum for discussion of professional development needs.
3. Through analyses of student performance, the tier-level teams and curriculum leaders recommend specific areas of need for our faculty.
4. The leadership team meets regularly throughout the year to discuss and plan the professional development needs of the district.

District personnel are informed of professional development opportunities through Frontline's Professional Development Management system email notifications and monthly curriculum and faculty meetings. The present collective bargaining agreement includes a 185 day contract.

Identification of Student Learning Needs

Collection and Analysis of Data

Critical stakeholders in the identification of students' learning needs include, but are not limited to the following:

- the student
- the child's parent/guardian
- the classroom teacher
- paraprofessionals
- building administration
- curriculum committee members
- problem-solving team
- professional development committee
- residents of the Ashland community

Students provide data by completing reflections regarding their learning at the end of each term or trimester long course.

Learning needs are being continually assessed by teachers and paraprofessionals in the classroom; these needs drive the development of goals for staff Individual Professional Development Plans (IPDPs). A wide range of qualitative and quantitative data is collected and analyzed daily and teachers constantly revise instructional practices based on the results of many such measures.

The building principal is charged with analyzing standardized assessment results in conjunction with the district curriculum committees. District strengths and weaknesses are identified and strategies are developed to address specific areas of concern. A report is presented each year to community members and the Ashland School Board.

Process for Identifying Student Learning Needs

The Professional Development Master Plan (PDMP) is based on the continuous school improvement cycle during which curriculum leaders ensure that learning outcomes and benchmarks are clearly measurable and research based.

A. Continuous improvement and identification of student learning needs depend on academic

and non-academic student assessments. Assessments include: standardized tests, electronic portfolios, performance assessments and other local instruments.

- B. Based on a wide collection of student data, student learning goals are identified. This information is disseminated to all staff for input in helping to plan professional development goals and activities to address these needs. Curriculum leaders, school principal and instructional staff work collaboratively to plan appropriate professional development activities.
- C. Once these activities have been implemented, student outcomes are measured through various methods: such as study groups, journaling, teacher observations, lesson plans, student/parent feedback, and performance on local and state assessments.
- D. Using the measurement results, the curriculum leaders, school principal and instructional staff work collaboratively to review, supplement, and/or modify existing activities aimed at meeting the student learning needs.

Student learning needs are also identified through student attendance data, or informal means, community input established through surveys, input from high school leadership team (i.e. high school graduation rates, students continuing in post secondary education and discipline information).

Data from these assessments and outcomes enables the district to:

- * Identify strengths and weaknesses of instructional practices, curriculum, assessment and student learning
- * Improve instruction and advance student learning
- * Provide feedback to students, staff, parents and community members
- * Identify Professional Development needs
- * Track growth and progress throughout a child's time at AES
- * Increase sharing of instructional practices among teachers
- * Revise curriculum
- * Focus on what students need to know and be able to do
- * Support continuous improvement

Current District Assessments

Student data/information to be collected and interpreted:

1. Results of New Hampshire State Assessments in Literacy, Math and Science
Northwest Evaluation Assessment (NWEA) results
2. ALMA student information data on attendance and behavior

3. Observations
4. Alternative assessments
5. Information from parent conferences, the School Board, and other community representatives

Methods for collecting and interpreting student data/information:

1. Using assessment-specific reports, staff members analyze assessment data to identify strengths and weaknesses.
2. These professional discussions occur in a variety of settings: as a whole group during staff meetings, as tier-level teams during Tier meetings, and in content area focus groups during Curriculum Leader meetings.
3. All assessment results are reviewed and analyzed during Leadership Team meetings, and shared during full staff, tier-level and curriculum meetings.

Annual schedule for collecting and interpreting student data/information:

1. NWEA results are reviewed three times a year, fall, winter and spring.
2. NH state assessments in Math, Literacy and Science are reviewed annually.
3. Learning Summaries are issued every six weeks to report student growth.
4. Curriculum-based assessment is ongoing.
5. Other data/information is collected and interpreted on an ongoing basis.

The following table describes procedures for systematically using the NWEA, NH State Assessments, and other collected data. Descriptions of these procedures are listed for each of the four major areas in which the data is utilized.

Student Data Collection and Interpretation					
	Student performance and learning needs with relation to CCSS, NH GSEs & NGSS	District and school goals which target the identified student learning needs	Professional improvement goals which target the identified student learning needs	Effectiveness of the Professional Development Plan in improving student learning	
P R O C E D	Data/information	NWEA, NH State Assessments in Literacy, Math & Science, and other benchmark assessments	Ongoing curriculum development Student management system data	Individual Three-Year Professional Development Plan	Student performance and outcomes

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Format of data	Online using AES Data Warehouse; program specific systems and reports	Documents, Adaptive learning programs, Student Information System	Individual Three-Year Professional Development Plan form	AES Data Warehouse
Schedule of data	Ongoing (daily/weekly/monthly and annually)	Annual review and analysis of performance data on state assessments; Daily review and analysis of adaptive learning program student performance data; Monthly & annual review and analysis of attendance and behavior data	Annual and three-year goals	Annually
Person responsible for managing data	Principal and designated staff	Principal, committees, and staff	Principal & Superintendent	Principal and designated staff
Procedures and timeline	Weekly and monthly meetings	Annual and daily reviews	Three year recertification cycle	Weekly and monthly meetings
Person responsible for utilizing data	All staff	All staff	Individual professional staff	All staff

Teacher Competency Standards

The New Hampshire Department of Education, has identified standards that reflect the competencies needed by all teachers in order to teach all students. These competencies are detailed in the ED 600s of the New Hampshire Code of Administrative Rules. While this list is intended as a guideline for teacher preparatory programs, it also reminds us of the skills and knowledge in which educators must remain trained and current.

As the basis for our local competencies, the Ashland Professional Development Committee used these standards, the domains described by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*, and the *Model Standards for Beginning Teacher Licensing and Development* from the Interstate New Teacher Assessment and Support Consortium (INTASC) and created the following crosswalk to identify the skills,

knowledge and attitudes that good teachers must have:

State of NH	Sub-Categories	Danielson
D1: Learner & Learning	#1-Development	<i>1c-Setting Instructional Outcomes</i>
	#2-Differences	<i>1b-Knowledge of Students</i>
	#3-Environment	<i>2a-Creating an environment of respect & rapport</i>
		<i>2b-Establishing a culture of learning</i>
		<i>2c-Managing classroom procedures</i> <i>2d-Managing student behavior</i>
D2: Content Knowledge	#4-Content	<i>1a-Knowledge of content & pedagogy</i>
	#5-Application of Content	<i>3a-Communicating with students</i>
		<i>3c-Engaging students in learning</i>
		<i>3f-Demonstrating flexibility & responsiveness</i>
D3: Learning Facilitation Practice	#6-Assessment	<i>1f-Designing student assessment</i>
		<i>3d-Using assessments in instruction</i>
	#7-Planning for Instruction	<i>1e-Designing coherent instruction</i>
	#8-Instructional Strategies	<i>3b-Using questions & discussion techniques</i>
D4: Professional Responsibility	#9-Reflection & Continuous Growth	<i>4a-Reflecting on teaching</i>
		<i>4e-Growing and developing professionally</i>
		<i>4f-Showing professionalism</i>
	#10-Collaboration	<i>4c-Communicating with families</i>
		<i>4d-Participating in professional communities</i>

All certified staff participate in an evaluation process. Building principal provides both a checklist and narrative that specifically address the level of competency in each of these standards. With this information, the staff member and principal work collaboratively to guide the individual's professional development efforts.

Strategies for Professional Learning

At the heart of any professional development plan is the decision about which strategies or approaches to use. The selection of strategies is determined by the goals, the knowledge base and the context. We have provided a brief overview of several strategies.

A strategy is a learning experience that has identifiable characteristics that make it recognizable when implemented. In this document are brief descriptions of each strategy. For in-depth information on each strategy, one can refer to *Designing Professional Development for Teachers of Science and Mathematics* by Susan Loucks-Horsley.

Any professional development plan does not occur as isolated strategies. This plan offers opportunities for each staff member to assemble a variety of activities, including job-embedded strategies, to form a unique design that best meets his/her 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 the 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 experiences 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 learning activities that can be approved for professional development credit.

Immersion in Inquiry/Professional Peer Observations

- Engaging in the kinds of learning that teachers are expected to practice with their students

Primary Purpose: build knowledge

Secondary Purpose: develop awareness and reflection

Delivered/Facilitated by: credentialed presenters, institutes of higher education or professional organizations

Although this strategy is often used in science and mathematics, it can be applied to other content areas. This strategy is the structured opportunity to experience, firsthand content area knowledge and processes. First, by becoming a learner of the content, teachers broaden their own understanding and knowledge of the content that they are addressing with students. Second, by learning inquiry –putting the principles of inquiry-based teaching and learning into practice and experiencing the processes for themselves, teachers are better prepared to implement the practices in their classrooms. The goal is to help the teacher become a competent inquirer and an analytical student of his or her own process of learning through immersion in an investigation of content. Immersion experiences most often occur in settings in which the learning is guided by a knowledgeable and experienced “instructor”, and the curriculum is designed specifically to highlight the inquiry approach to learning the content material.

Example:

A teacher attends a 2-week summer institute at which they immerse themselves in investigating a question in science.

Immersion in Research Activities/Independent Study

- Participating in an intensive experience in day-to-day work

Primary Purpose: build knowledge

Secondary Purpose: develop awareness

Delivered/Facilitated by: credentialed presenters, institutes of higher education or professional organizations

The vast majority of teachers have never had an opportunity to actually “do” their area of expertise in a real world setting. Participation in an intensive experience in the day-to-day work of a laboratory, industry, or museum gives teachers practical experience in the fields they are teaching.

-
Example:

Boston Museum of Fine Arts offers opportunities for teachers to work with staff members on research projects.

Curriculum Implementation

- Learning, using, and refining use of a particular set of instructional materials in the classroom

Primary Purpose: practice teaching

Secondary Purpose: build knowledge and translate the knowledge into practice

Delivered/Facilitated by: credentialed presenters, institutes of higher education, collaboration of professional peers, or through professional organizations

The implementation of new curricula in the classroom can serve as a powerful learning experience for teachers. For curriculum implementation to support professional development, plans must be designed in ways that enable teachers to learn about, try, reflect on and share information about teaching and learning in the context of implementing the curriculum with their colleagues. Through using curriculum in their classrooms, reporting on what happens, and reflecting with others on the strengths and weakness of different ideas and activities, teachers learn about their own teaching and their students' learning.

Curriculum Replacement Units

- Implementing a unit of instruction that addresses one topic or concept and incorporates effective teaching and learning strategies to accomplish learning goals

Primary Purpose: practice teaching

Secondary Purpose: build knowledge and translate the knowledge into practice

Delivered/Facilitated by: credentialed presenters, institutes of higher education, collaboration of professional peers, or professional organizations

Curriculum replacement units offer a window through which teachers can glimpse what new teaching strategies look like in action. They also offer a way for teachers to engage in new and different teaching practices without completely “overhauling” their entire program. There are two ways in which replacement units are used for professional development. First, the units are intended to stimulate teacher reflection and discussion. Second, the units gradually replace the entire curriculum one or two units at a time. In this way teachers gradually learn new ways of teaching and master new content while ultimately creating a new curriculum.

Example: The Ashland School District decides to adopt a new math program for grades K-8.

Curriculum Development and Adaptation

- Creating new instructional materials and strategies or tailoring existing ones to meet the learning needs of students

Primary Purpose: translate information into practice

Secondary Purpose: build knowledge

Delivered/Facilitated by: credentialed presenters, institutes of higher education, collaboration of professional peers, or professional organizations

Here the term curriculum refers to content-specific materials used in classrooms and the articulated content matrix used to guide instruction. The curriculum development process refers to both the creation of specific units of study to be implemented in the classroom and the creation of a district-wide or school-wide content matrix that identifies the concepts and themes to be addressed at each grade level, and the specific materials to be used to address those concepts and beliefs. Curriculum adaptation refers to the process of taking existing curriculum materials or content matrices and modifying them to more fully meet the needs of those involved the students, teachers, school, and district.

Example:

A group of volunteer K through 6 teachers gathered with a district's curriculum specialist to form a curriculum committee to coordinate and revise the math curriculum in the district. They review current literature on trends, research, practices, and attitudes in math education. They also study district, state and national standards. The committee analyzes and discusses their findings. They conduct a comprehensive needs assessment of their peers, students, and community. They develop a plan for revision of the entire math curriculum.

Workshops, Institutes, Graduate Courses, and Seminars

- Using structured opportunities outside of the classroom to focus intensely on topics of interest and learn from others with more expertise

Primary Purpose: build knowledge

Secondary Purpose: develop awareness and translate information into practice

Delivered/Facilitated by: credentialed presenters, institutes of higher education, collaboration of professional peers, or professional organizations

Workshops, courses, institutes, and seminars are structured opportunities for educators to learn from facilitators or leaders with specialized expertise as well as from peers. These professional development sessions usually occur outside of the classroom and bring together educators from different locations for common experiences and learning. Workshops and seminars tend to be offered for shorter periods of time and address more discrete learning goals. Seminars tend to be more oriented to sharing knowledge and experiences through discussions and reactions for a particular group.

Example:

Teachers attend a Science of Reading training in an effort to help them use supplementary literacy materials to address the state standards.

Action Research

- Examining teachers' own teaching and their students' learning by engaging in a research project in their classrooms

Primary Purpose: reflection

Secondary Purpose: build knowledge

Delivered/Facilitated by: credentialed presenters, institutes of higher education, collaboration of professional peers, or professional organizations

Action research has evolved in the education of community to an ongoing process of systematic study in which teachers examine their own teaching and students' learning through descriptive reporting, purposeful conversation, collegial sharing, and critical reflection for the purpose of improving classroom practice. The strength of action research as a professional development strategy is that teachers either define the research questions or contribute to their definition in a meaningful way. Therefore, they have ownership over the process and are committed to promoting changes in practice that are indicated by the findings.

Example:

After attending a workshop on equity issues in the classroom, two teachers were inspired to examine whether they treated boys and girls differently in their classrooms.

Case Discussions/Independent Study

- Examining written narratives or videotapes of classroom teaching and learning and discussing what is happening, the problems, issues, and outcomes that ensue

Primary Purpose: reflection

Secondary Purpose: develop awareness and build knowledge

Delivered/Facilitated by: credentialed presenters, institutes of higher education, collaboration of professional peers, or professional organizations

Case discussions offer groups of teachers the opportunity to reflect on teaching and learning by examining narrative stories or videos that depict classroom teaching or learning situations. Cases are narratives (whether in print form or on videotape) that offer a picture of a teaching or learning event and are specifically designed to provoke discussion and reflection. They are not simply stories about teaching or learning, but are, notes, focused on events such as a teaching dilemma, images of student thought processes, or teaching strategies in action.

Example:

A Special Education teacher could have a particularly challenging student about whom they might wish to do an in-depth case study. This could involve researching the child's educational background and learning styles and observing the child in the classroom. This might lead to the development of strategies to help the school system better meet the child's needs.

Study Groups

- Engaging in regular, structured, and collaborative interactions regarding topics identified by the group, with opportunities to examine new information, reflect on their practice, or assess and analyze outcome data

Primary Purpose: reflection

Secondary Purpose: develop awareness and translate information into practice

Delivered/Facilitated by: credentialed presenters, institutes of higher education, collaboration of professional peers, or professional organizations

Study groups offer teachers the opportunity to come together to address issues of teaching and learning. The topics addressed in these groups vary from current issues in the content area to whole-school reform. Groups may be composed of small numbers of teachers interested in pursuing a topic together or entire school faculty addressing whole-school reform issues. Regardless of the topic or issue being addressed, study groups provide a forum in which teachers can be inquirers and ask questions that matter to them over a period of time and in a collaborative and supportive environment.

Example:

Ten elementary teachers organized a study group called Journeys after realizing that they were ready to explore issues in their science teaching; they wanted to begin the process of self-reflection. The members had compatible philosophies about teaching, expressed an interest in enriching their understanding about the craft of teaching, and were willing to seek opportunities for intellectual professional growth.

Examining Student Work and Student Thinking, and Scoring Assessments

- Carefully examining students' work and products to understand their thinking and learning strategies and identify their learning needs and appropriate teaching strategies and materials

Primary Purpose: reflection

Secondary Purpose: develop awareness, build knowledge and translate into practice

Delivered/Facilitated by: credentialed presenters, institutes of higher education, collaboration of professional peers, or professional organizations

The closer the professional development opportunity brings teachers to student learning the better. This is different from professional development that focuses on teaching practices.

More learning occurs when teachers confront real problems, ones that they face in their classrooms on a daily basis. When teachers examine student work, they gain insights into their students' learning and guidance for designing new learning experiences. Pedagogical content knowledge is absolutely necessary for teachers to maximize their learning as they examine and discuss what students demonstrate they know and do not know.

Example:

Teachers in the English/Language Arts department work together to reflect on student thinking. Together they create a supportive environment through which they begin to develop shared ideas and standards that could guide their collective efforts. In this environment the teachers can work with each other and examine their own values about teaching and learning in which to raise questions about both the subject matter and pedagogy.

Coaching and Mentoring

- A mentor is traditionally an experienced teacher who assists a less experienced teacher in entering the profession or in making a transition from another subject, grade level, building or community. It involves working one-on-one to improve teaching and learning through a variety of activities, including classroom observation and feedback, problem solving and troubleshooting, and co-planning.

Primary Purposes: strengthen teaching skills and build collaborative practices

Secondary Purpose: build knowledge, translating knowledge into practice & reflection

Delivered/Facilitated by: credentialed presenters, institutes of higher education, collaboration of professional peers, or professional organizations

Coaching and mentoring are professional development strategies that provide one-to-one learning opportunities for teachers focused on improving teaching practice. They take advantage of the knowledge and skills of experienced teachers, giving them, and those with less experience, opportunities to learn from each other. For mentoring to succeed there needs to be a climate of trust, collegiality, and continuous growth. The ability to fail and learn from failures, acknowledge both strengths and weaknesses and build improvement strategies on both must serve as a backdrop for the “critical friend” relationship to be successful. The impact cannot occur unless the mentoring takes place over time. Mentoring requires special skills in communication, observation, and providing feedback. Training is necessary for the mentors to benefit from understanding principles of adult learning and the change process. Mentoring requires that teachers form professional partnerships and have time to maintain them.

Example:

An experienced educator is selected and trained to provide a formal support system for a teacher new to the district. The mentor and mentee will observe each other in actual classroom situations. The mentee also has the opportunity to observe other colleagues for pedagogical partnerships. The role offers mentors an opportunity to

share information about teaching practices. It also enables them to define the rationale for their own teaching more clearly and increases their own self-awareness and growth.

Peer Observations & Partnerships

- Observing and working collaboratively with practitioners with the focus on improving teacher content knowledge, instructional materials, access to facilities, and acquiring new information

Primary Purpose: build knowledge and collaboration

Secondary Purpose: develop awareness

Delivered/Facilitated by: credentialed presenters, institutes of higher education, collaboration of professional peers, or professional organizations

The types of partnerships between teachers and business, industry, and universities are as diverse as the individuals involved in the partnerships. An important characteristic of the partnerships is that both partners bring expertise to their endeavors with the ultimate goal of improving teaching and the learning of the content area. To succeed, there needs to be realistic expectations about the goals of the partnership. A successful partnership requires that each participant values the knowledge and expertise of the other, recognize the importance of the roles played by each person, and begin to learn about each other's work. One partner may need to learn about the development of children, the political and cultural environment of the school system along with pedagogy. Teachers may need to recognize that they may have to "craft" roles for their partner.

Example:

A science teacher creates a partnership with the Christa McAuliffe Planetarium for an astronomy class. The teacher and the planetarium staff identify volunteers who are open to adapting their program for presentation and participation within the framework of a secondary school astronomy class. The teacher provides a documentation of the discussions leading to lesson/unit plans that evolve from the partnership.

Professional Networks

- Linking in person or through electronic means with other teachers or groups to explore and discuss topics of interest, set and pursue common goals, share information and strategies, and identify and address common problems

Primary Purpose: build knowledge and collaboration

Secondary Purpose: develop awareness, translate information into practice & reflection

Delivered/Facilitated by: credentialed presenters, institutes of higher education, collaboration of professional peers, or professional organizations

A network is an organized professional community that has a common theme or purpose.

Individuals join networks to share their own knowledge and experience with other network members and learn from other network participants. Networks often articulate specific goals and purposes, recruit their members, and have scheduled activities. These networks have means to update members when meetings are missed.

Example:

Each year, TESOL (Teachers of English as Spoken by Other Languages) affords the opportunity for ESOL teachers to meet, attend workshops, and subscribe to a newsletter for continuous communication among its members for staff development, rubric writing, and compliance to ESL legislation.

Becoming a Professional Developer

- Building the skills and knowledge needed to create learning experiences for other educators, including design of appropriate professional development strategies; presenting, demonstrating, and supporting teacher learning and change; and understanding in-depth the content and pedagogy required for effective teaching and learning of students and other educators

Primary Purpose: practice teaching

Secondary Purpose: build knowledge, translate information into practice and reflection

Delivered/Facilitated by: credentialed presenters, institutes of higher education, collaboration of professional peers, or professional organizations

The strategy of developing professional developers designates teachers, administrators, or other school personnel, or all three, as leaders or trainers for a particular program or change initiative. These individuals are responsible for preparing others to use the new program or participate in the change. The preparation and support of these new professional developers is critical to their success and requires careful planning for effective recruitment, training, incentives, and support.

Example:

An experienced fourth grade teacher implements a writing program for the district. She receives a new set of instructional materials and participates in workshops for the next three years. After her training period, the district hires new staff with whom she serves as support for training them in the writing program as it has evolved under her tutelage.

Technology for Professional Learning

- Using various kinds of technology to learn content and pedagogy, including online eLearning courses and modules, webinars

Primary Purpose: develop awareness, build knowledge

Secondary Purpose: reflection, translate information into practice

Delivered/Facilitated by: credentialed presenters, institutes of higher education, collaboration

of professional peers, or professional organizations

Integration of technology in the classroom is commonplace. While much emphasis has been given to computers and the Internet,(and more recently AI specifically), technology includes more diverse vehicles for the educator to go beyond the typical classroom setting from which they can learn. Included in this category would be online collaboration, video communication and conferencing (webinars), programming, and adaptive learning software.

Example:

Health teachers from northern New Hampshire create a webinar. In this framework they provide reflections for their peers on the workshops and courses each has individually attended, thereby sharing methodology, content, review of current information, and updating data from NIH and similar agencies.

Three Year Individual Professional Development Plan

The Ashland Professional Development Master Plan was written to include the effective practices from current research in conjunction with the New Hampshire State Standards for Professional Development. The plan emphasizes the fact that professional development must focus on increasing student achievement. Teachers have the opportunity to address their individual needs as they relate to school and district goals to advance student learning. Ashland School District requires all educators and para-professionals hold current credentials/certifications. All educators must develop and fulfill the requirements of an Individual Professional Development Plan (IPDP) that supports ongoing growth and increases their knowledge and skills in their current position. Educators with multiple endorsements must develop an IPDP that incorporates each endorsement area.

The process is individualized and allows for more independence and self-direction. Through the analysis of student learning needs, reflection on individual competencies, and the review of district goals, teachers choose from a variety of learning opportunities and strategies to create a three-year plan for professional growth. Upon successful completion of this three-year plan, the Superintendent will recommend re-certification to the NH Department of Education.

The process for creating a new Individual Professional Development Plan may seem challenging at first, but the district will provide training workshops and continued support to assist teachers in developing and implementing their plans. The following guide outlines the process of developing and implementing a new Individual Professional Plan.

Step 1 – Prepare to write your plan – Prior to expiration of current plan.

A. Review student data

Review student data from NWEA, NH State Assessments in ELA, Math and Science, local benchmark assessments, and adaptive learning program reports. Analyze student performance data to identify individual strengths and weaknesses. Analyze tier-level historical data to identify instructional strengths and weaknesses.

B. Review Identification of Student Learning Needs (pp.17-18). What tier-level areas are identified as in need of improvement? How do these findings impact your teaching assignment? How would you strengthen your practice to help students improve in these areas?

See the “Teacher Toolkit” located in the Appendix for all relevant forms including a checklist.

C. Review the Ashland Teacher Competency Standards (pp. 22-23). These standards are the results of the Professional Development Committee’s analysis of the data gathered from all constituents within our educational community relative to “Teaching Excellence.” Competency Standards were carefully crafted from this research to represent the skills and abilities needed by all teachers to teach all students. As you review the Standards, reflect on your own professional strengths. In what areas could you improve? Consider feedback you have had from students, parents, peers or administrator.

D. Complete the online Self Assessment of Practice Survey in Frontline Professional Learning Management System (see **Appendix B**). This survey is also available electronically on Frontline Professional Learning Management System.com. It is intended to help you assess your professional practices and give you and your supervisor additional data that can help you create a more effective Individual Professional Development Plan. (Your responses are not anonymous.)

The four domains in Danielson's **Self Assessment of Practice** profile (**Appendix C**) also serves as our District professional development goals. How can you support or enhance these areas through your own professional growth? Consider how you can connect your plan to Danielson's domains when preparing to write your Plan. Remember your Plan must address **ALL** areas in which you would like to recertify.

Step 2 – Write your plan – Before the last day of school in June.

Note: New Ashland teachers in the second or third year of an existing plan, will need to follow Steps 2-4 to submit an IPDP on Frontline Professional Learning Management System for their remaining year(s); they must also complete the requirements of that plan.

A. Login to Frontline Professional Learning Management System.com and begin filling out an IPDP form (**Appendix D**) .

This form includes the following information:

- Plan Title
- Start Date if New Certification
 - Type(s) of Certification
 - Date Range of Certification
 - District Goal Alignment
 - Individual Goal Options
 - Personal Goals
- Strategies for achieving the goals
 - Timeline for Completion
- Evidence of Growth
 - Year 1 & Year 2 Annual Summary

Plan Title: Written as: IPDP {Your Name}

Start Date of New Certification: For teachers this should always be July 1, XXXX.

Types of Certification(s): List the different certifications you currently have; PLEASE include both the code and name of each endorsement.

For Example: *1811-Elementary Education (K-8)*

Date Range: This date range will indicate whether this is a one, two or three year plan. Enter your **Start Date** as mm/dd/yy.

Enter your **End Date** as 05/01/yy; using *MAY* gives you 6 weeks to complete your IPDP final Reflection and mark it complete on **Frontline Professional Learning Management System** prior to the end of the school year.

District Goal Alignment:

Our District goals are modeled from the **Danielson Self Assessment of Practice** profile (**Appendix C**):

1. Planning and Preparation
2. The Classroom Environment
3. Instruction
4. Professional Responsibilities
5. Other Goal & description

Please check the ones that apply to your IPDP.

Individual Goal Options: (Please choose one)

Option 1: Job Embedded with Body of Evidence

Option 2: 75 Continuing Education Units

Option 3: Combination of Option 1 & Option 2

Personal Goals:

Write clear and concise **goals** that are measurable in terms of student outcomes; include your **Statement of Purpose** here. Reminder: IPDPs of educators holding multiple endorsements must address each endorsement area.

The following information may help you merge your Statement of Purpose with your personal goals:

Statement of Purpose:

The statement of purpose illustrates that the individual is engaged in a continuous improvement process. It demonstrates an understanding of the relationship between the individual's goals and school/district objectives. It also explains how this effort will increase the capacity of the individual to meet the diverse learning needs of students.

Guiding questions:

- What are the appropriate goals for me as an educator in this district?
- How will the goals identified meet the school/district goals?
- Do the goals identified positively affect the success of students?

For example: To improve student literacy through integration of language arts with science program.

Note: Frontline Professional Learning Management System text boxes have a limited amount of space and will not save what you have entered if you go over that limit. The number of goals depends on the number of certifications you seek to maintain as well as the nature and complexity of your plan. Goals should be related to school and/or district goals and achievable over a three-year period.

Strategies:

Identify the **Strategies** you will employ to achieve your goals. What actual action steps will you take to implement your plan? What will you be doing? What will you see your students doing?

For example: Graduate courses, seminars, workshops, action research, case discussions, coaching and mentoring, immersion in inquiry, immersion in research activities, partnerships, professional networks, student work/student thinking/scoring, technology for professional learning, curriculum development and adaptation, curriculum implementation, curriculum

replacement units, professional meetings & workshops.

Timeline for Completion:

Identify a time frame for completion of each goal within the 3 years of your IPDP plan.

Evidence of Growth:

To describe how you will demonstrate **Evidence of Growth**, you need to explain how you will keep track of your goals and provide data that shows your progress toward them. This information can include but is not limited to:

- a log or journal of activities and progress
- self-assessment information
- reviews of professional literature
- analysis of student achievement data
- information about “best practices”
- A log of hours committed to activities

and/or **artifacts** such as:

- drafts of your work
- completed units of study/lesson plans
- original student products and performance data

Evidence of Growth is intended to be a careful selection of information and/or materials that demonstrate the work you have done toward meeting your professional goals. You may save evidential documents in the File Library of your **Frontline Professional Learning Management System** account to print out and use at the completion and review of your IPDP.

Step 3 – Submit your new IPDP on Frontline Professional Learning Management System –

Before the last day of school, Year 3 of existing Plan

Your principal can approve or deny your new IPDP on Frontline Professional Learning Management System. If it is approved, you can begin implementation on July 1st. If not, you can edit your IPDP on **Frontline Professional Learning Management System** after

carefully considering the comments and suggestions for improvement made electronically by your principal. You may resubmit your revised IPDP once those revisions have been completed. **Frontline Professional Learning Management System** will alert you via email as your IPDP moves through the approval cycle. **Note:** You cannot begin implementing your new IPDP until it has been *APPROVED* by the principal.

You MUST be granted Approval on your new IPDP by the last day of school so that you can begin implementation on July 1st.

Step 4 – Implement your three-year plan and document your progress *to begin July 1st*

Begin your approved plan and document your progress toward your goals. **Frontline Professional Learning Management System** will track your professional development activities. Remember, it is your responsibility to collect Evidence of Growth over the term of your IPDP that demonstrates your progress. What are you doing? What are your students doing? How are these activities impacting student learning? What are you learning?

Tracking Your Professional Development with Frontline Professional Learning Management System:

If you wish to participate in activities or courses that have a related cost, go to **Frontline Professional Learning Management System** and check the District Catalog for recommended activities. If you find one that fits a goal/strategy in your IPDP, submit your request directly from the Catalog listing (see **Appendix J for EZ-HELP: In-Catalog Registration Process Flow Chart**).

If you have a PD activity that is not listed in the MLP District Catalog, fill out a **Professional Development Request or Course Approval Form (Appendices K, M & L)**.

Support Staff must use **Support Staff Professional Development Request or Support Staff Course Approval Forms (Appendices N & O)**.

To simply track the time you spend in professional meetings or other staffings, fill-out and submit the **Time Tracker** form on MLP (**Appendix P**).

When you submit a PD Activity request electronically (on MLP) you must also complete and submit its paper registration form to your supervisor. **ALL** PD Activities posted in the MLP District Catalog have their registration forms posted in the **Frontline Professional Learning Management System File Library**. Complete and submit the paper registration form and your Non-Cum paper form (if necessary) to your supervisor for approval.

Once building principal and district-level supervisor(s) approve, **you will be automatically registered for the activity**; all reimbursements need to be approved subject to District policy.

Completion of Professional Development Activities:

Upon completion of **ALL** PD activities (including courses) in MLP, you must log in and fill-out an **Activity Reflection (Appendix Q)**.

You only have 60 days to access the Activity Reflection linked to that PD activity. After 60 days, MLP will lock you out and you will not be able to complete that form or mark that PD Activity complete-which prevents it from being added to your PD Portfolio. *If you do not complete the Activity Reflection and mark it complete, that PD will not count toward your IPDP.* (See **Appendix H for EZ-HELP: Mark Complete Process** flow chart.)

Professional Development Transcripts:

If you think you may be leaving the district before your certification is completed, your **Frontline Professional Learning Management System** account creates a transcript of all your professional development activities and hours in the event you take a position in a district that is still counting individual professional hours. You should print a copy of that complete transcript and any evidential documents you have saved in your File Library prior to leaving the district.

Step 5 – Schedule an annual review meeting with principal – By End of Year 3 (June)

By May 1st of Year 1 and Year 2, you must log in to your **Frontline Professional Learning Management System** account and revise your existing IPDP to include your Annual Summary (**Appendix D, pp. 72-73** and **Appendix E for EZ-HELP: Year 1 & Year 2 IPDP Annual Summary Process Flow Chart**).

In each summary you will provide the following information (**Remember: Frontline Professional Learning Management System** text boxes have a limited amount of space and will not save what you have entered if you go over that limit!):

1. Describe the progress you have made this year toward accomplishing your goals.
2. Explain how that progress affected student performance.
3. Describe the next steps you will take toward completing your plan (include any revisions or amendments to your original plan here).

You must re-submit your edited IPDP upon completion of your Annual Summary.

Step 6 – Write your final IPDP Reflection - By May of Year 3 of your existing Plan

You may access your final IPDP Reflection *after* May 1st of Year 3 by logging in to your **Frontline Professional Learning Management System** account, and clicking on the word **[[Evaluation]]** beside the title of your IPDP (**Appendix F and Appendix G for EZ-HELP: Year 3 IPDP Process Flow Chart**)

In your final **IPDP Reflection** you will provide the following information (**Frontline Professional Learning Management System** text boxes have a limited amount of space and will not save what you have entered if you go over that limit!):

1. Describe the progress you have made during Year 3 of your plan.
2. Explain how your progress over three years has affected student performance.
3. Describe how your teaching improved over the three years you worked toward your goals.
4. In what areas will you focus when creating your next IPDP?
5. Additional Comments

When finished, hit **SAVE** at the bottom of the page and return to the Activity Status page of your IPDP. **You CANNOT save this as a Draft and return to it later.** Once you hit **SAVE**, your final IPDP Reflection is actually submitted!!

You must now click on **Mark Complete*** to finalize the completion process of your IPDP (see **Appendix H** for **EZ-HELP: Mark Complete Process Flow Chart**).

****DO THIS IMMEDIATELY AFTER YOU SAVE YOUR FINAL IPDP REFLECTION!!!***

Step 7 – Meet with principal for a cumulative review--By End of Year 3 (June)

Each school has a unique approach to the cumulative review. See your building principal for information regarding the process, times & dates that apply in your building. During your review, be prepared to discuss your plan and present **Evidence of Growth**. The principal will confirm the successful completion of your three-year plan and notify (before the end of June) the superintendent for certification approval.

⇒ If your work is not approved by the building principal, you may wish to spend more time preparing and re-submit it or you may wish to follow the appeals process as outlined on page 42 of this document .

Step 8 – Upon successful completion of this three-year plan, the Superintendent will notify the State Department of Education you are eligible for re-certification.

At that point, the SAU will send you an email notification explaining that you may access the EIS (Single-Sign-On System) to renew and pay for your license online (See **Appendix U** for **EIS System Login and Online Renewal Instructions**).

Step 9 – Time to go back to Step 1

Transferring Professional Development Credit

Individuals transferring into the Ashland School District from other districts will meet with their supervisor to collaborate in developing a new Individual Professional Development

Plan. This plan shall allow for the conversion of hours/activities already accumulated, in their current cycle, by the staff member in his/her previous position.

Professional Development Checklist

Critical dates for my plan

- _____ Complete Year 1 and Year 2 Annual Summary (by May 1st of each year)
- _____ Completed existing Plan (Final Reflection & Mark Complete by May of Year 3)
- _____ Submit New Plan for approval (Before Last Day of School in June)
- _____ New Plan approved prior to sign-out (last day of school)

_____ **Reflect on your teaching practice and complete the Danielson Self-Assessment of Practice Survey (Appendices B & C) and on Frontline Professional Learning Management System.com**

- In what areas of the Self-Assessment Survey could I be stronger?
- How can I use student results (NWEA/NH state scores, other assessments, observations) to determine which instructional practices can be improved?
- What certification area(s) must my goals cover?
- Are there any projects I am engaged in which could be encompassed in my goals?
- How can school goals and initiatives be connected to my goals?
- How can District goals be reflected in my goals and plan?

_____ **Write your plan** - Design objectives to meet your goals, activities to help you reach your objectives, and a timeline for accomplishment. Be sure to include ways for you to assess your progress (use **IPDP Form** on **Frontline Professional Learning Management System—Appendix D**).

_____ **Meet with the principal to review and possibly revise.**

_____ **If revision is recommended – complete revisions and return for approval**

_____ **Implement the plan and record your progress** – Collect evidence. As you work on your planned activities, keep a folder, journal, portfolio, and artifacts to document

your progress toward your goals.

_____ **Year One Annual Summary—By May 1 of Year One**

_____ **Year Two Annual Summary—By May 1 of Year Two**
(see Appendix D, pp. 72-73 and Appendix E).

_____ **Complete your Year Three IPDP Reflection**—Available after May 1 of Year Three
(see **Appendices F & G for Year 3 IPDP Reflection** and **EZ-HELP: Year 3 IPDP Process Flow Chart** instructions).

_____ **Meet with the principal** to review your reflective summary and evidence of growth.

_____ **Begin the development of your next IPDP**

This checklist is also included in the “Teacher Toolkit” Appendix A, p. 64.

Criteria for Individual Plan Approval

The development of the Individual Professional Development Plan (IPDP) is a collaborative effort between the educator and the principal. The educator is responsible for presenting a three-year Individual Professional Development Plan, which includes the following:

1. **Individual Professional Development Goals:**

These goals illustrate that the individual is engaged in a continuous improvement process. They demonstrate an understanding of the relationship between the individual’s professional development and school/district objectives. These goals target student improvement while increasing the capacity of the individual to meet the diverse learning needs of all students.

Expectations:

- Goals are clearly stated and focus on student improvement.
- Goals clearly state how the plan meets the diverse learning needs of students.

Guiding questions:

- What are the appropriate goals for me as an educator in this district?
- How will the goals identified meet the school/district goals?
- Do the goals identified positively affect the success of students?
- In what ways do student assessment data confirm the need to focus on the established IPDP goals?

- Is there other information available that confirms the need to focus on the established IPDP goals?

2. Individual Professional Development Strategies:

The educator will identify possible strategies that may be utilized to achieve the IPDP goals.

Expectations:

- Strategies are diverse in nature
- Strategies will support individual goals

Guiding questions:

- What are some examples of strategies that may be used to achieve these goals?
- How will I use the knowledge of my learning style to select strategies?
- Are these strategies valid?

3. Evidence of growth (Artifacts):

The educator will produce an IPDP to assess the growth towards his/her established goals. The IPDP will clearly articulate activities/artifacts and other means that will be used to demonstrate progress.

Expectations:

- The means for assessment are clearly identified.
- Assessment tools will produce measurable/observable results.

Guiding Questions:

- Will the assessment tools produce tangible data?
- How will the evidence demonstrate that the IPDP relates to student improvement?

Approval of IPDP: (By last day of school)

The initial IPDP and any necessary revisions will be approved by the individual educator's supervisor(s).

Review of IPDP:

- Each educator will meet with the principal annually to conduct a collaborative review of his/her progress (by May 1st of Year 1 and Year 2).
- During the review process, the educator will provide documentation of his/her activities from the past year, the correlation of those activities to the strategies

outlined in the IPDP, and evidence of reflection on the IPDP.

- The individual educator is responsible for fully documenting all activities in which he/she has participated in order to comply with IPDP (accomplished through the use of Frontline Professional Learning Management System).
- The educator and principal will review the indicators of impact on student learning.
- If the educator and principal mutually agree on the need to revise the IPDP, they will establish an appropriate timeline for completion of the revision.
- After May 1st of Year 3, educators must complete the final IPDP Reflection (on MLP) and mark the IPDP complete. Each educator will then meet with the principal to review 3rd year reflective summary and evidence of growth.
- The principal will confirm the successful completion of the IPDP and notify the Superintendent of same at the end of the three-year cycle.

Appeal Process

The appeal process may be initiated in the following situations:

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

To initiate the appeal process, the individual educator must request **in writing** that the chairperson of the Professional Development committee schedule a hearing for the educator before the Professional Development Appeals Committee.

The chairperson shall then direct the Appeals 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.

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

- The educator and the supervisor may provide written documentation to the Appeals Committee at any time prior to the oral presentation.
- The Appeals Committee will provide a maximum of 30 minutes for each oral presentation.
- Documentation should include the nature of the disagreement and rationale for the individual's position.

The Appeals Committee will render a decision in writing, based upon a majority vote, within three school days.

The educator may appeal the Appeals Committee's decision to the Superintendent for a hearing and final decision. 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 date of the original request.

Paraeducator Certification

PARAEDUCATOR STANDARDS AND CERTIFICATION

In 1997, Anna Lou Picket, director of the National Resource Center for Paraprofessionals in New York coined the term *Paraeducator*. This new term is similar to paralegal and paramedic, designating someone who works alongside (para) a professional in a special field. The role of the para-professional in all fields has become crucial to the smooth operation and delivery of services. Therefore, basic knowledge in that field is of vital importance.

The State of New Hampshire has developed a para-professional certificate program, due to the increasing numbers of Paraeducators/paraprofessionals in the field of education. Their roles and needs are varied (teacher aides, teaching assistants, 1-1 assistants and instructional assistants).

Paraprofessionals working within the Ashland School District who are certified by the State of New Hampshire can maintain their certification through this professional development model. However, because their needs are different from other staff members, the format of their professional development should also be different.

In many ways, the professional development needs of the paraprofessional are similar to the needs of the educator. However, the needs of the paraprofessional are often specific to the educational, social and emotional needs of the individual school, class or child with whom

they work.

ESSA AND PARAPROFESSIONALS:

Standards for Paraeducators under ESSA

All paraeducators who work in Title I targeted assistance programs and all paraeducators in Title I school-wide schools must have a **secondary school diploma or its equivalent**. Paraeducators who serve only as translators or who only conduct parental involvement activities must also meet this requirement.

Additionally, **Title I instructional paraeducators, and all instructional paraeducators in Title I school-wide schools (both existing para-educators and new hires) must have a Para II credential, requirements of credential met through one of the following criteria:**

- Option A—Complete two years of study at an institution of higher education; or
- Option B—Obtain an associate's degree (or higher) degree
- Option C—Obtain a passing score on the ParaPro test offered through Educational Testing Service (ETS)

This **ParaPro Assessment** measures the skills and knowledge in reading, writing and math possessed by prospective and practicing paraprofessionals. It also measures their ability to apply those skills and knowledge when assisting in classroom instruction and is designed to satisfy the requirements of the federally legislated Every Student Succeeds Act (ESSA). Go to www.ets.org/parapro for more information.

Options A and B : Some paraeducators may decide to pursue college course work and or an associate degree to meet the standards. Completion of 48 semester hours or 60 quarter credits with a grade point average of 2.0 meets the requirements fully.

Certification as a Paraeducator II

In response to ESSA and Individuals with Disabilities Education Act (IDEA) legislation, the Department of Education changed requirements for voluntary certification and recertification of paraprofessionals. The Department developed two categories of certification, each with its own set requirements; Paraeducator 1 and Paraeducator 2. The certification requirements for Paraeducator 2 align with the Every Student Succeeds Act (ESSA) and qualify an individual for employment in a Title I or Title II school.

We understand that many paraprofessionals have worked in the education field for numerous years. However, due to changes in both federal and state education regulations, the state is not able to grandfather paraprofessionals for voluntary certification. We are asking applicants to follow the application guidelines listed below for both initial certification and renewal of

certification. Individuals applying for the paraeducator certification who currently hold an expired paraprofessional certificate are required to submit documentation of 50 continuing education units (or clock hours) of professional growth along with the materials listed below.

Paraeducator 2 - Candidate Responsibilities for renewal of prior paraprofessional certification & current Paraeducator 2 credential.

Those that hold an expired Paraprofessional must provide the information above and provide renewal materials.

To Renew:

- Paraeducator renewal form found on our website at https://www.education.nh.gov/certification/para_ed.htm information
- \$25.00 Fee – Check made payable to “State of New Hampshire-Treasury”.
- Documentation of 50 continuing education units (or clock hours) from the past three years.
- Submit these materials directly to the Bureau of Credentialing.

Those Paraeducators currently employed under a District Master Plan do not renew by this process. They renew by being recommended for renewal by their Superintendent of Schools.

The Ashland School District offers training for para-professionals in the following areas:

- First Aid and CPR
- Student behavioral management
- Communication skills
- Sexual harassment laws and issues
- Crisis/emergency response management
- Social skills curriculum (i.e. Responsive Classroom)
- Special education instruction and modification methods
- Instructional methods
- Technology/Computer workshops
- Healthcare precautions for students
- Paraprofessional certification courses through the Master Teacher Para Educator Online Training

ParaEducator IPDP Process

Paraprofessionals working within the Ashland School District who are certified by the State of New Hampshire can maintain their certification through the following professional development model.

The Individual Paraprofessional Development Plan – Recertification Process

Paraprofessional certification is valid for three years and must be renewed by demonstrating continued training in the field of education. Paraprofessionals are required to obtain a minimum of 50 continuing education units in the three years preceding the date of application for recertification. Participation in growth activities must be documented and verified. One continuing educational unit equates to one clock hour.

Examples of Professional Growth Activities for Paraprofessionals:

- . Workshops, conferences, seminars, in-service training
- . College courses
- . Research
- . Professional reading
- . Writing professional articles
- . Travel
- . Curriculum/Program Development
- . Observation

Step 1 - Prepare to write your recertification goals.

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

Step 2 – Write your Individual Paraprofessional Development Plan.

Working collaboratively with your supervisor, write your three-year goals. Together you will want to consider your paraprofessional growth objectives, the requirements of your position, and the district goals (see **Paraprofessional Skill Areas pp. 45-47**). Complete the **Individual Professional Development Plan Form on Frontline Professional Learning Management System.com**

A. Login to Frontline Professional Learning Management System.com and begin filling out an IPDP form (Appendix D).

This form includes the following information:

- Plan Title
- Start Date if New Certification
 - Type(s) of Certification
 - Date Range of Certification
 - District Goal Alignment
 - Individual Goal Options
 - Personal Goals
- Strategies for achieving the goals

- Timeline for Completion
- Evidence of Growth
 - Year 1 & Year 2 Annual Summary

Plan Title:

Written as: IPDP {Your Name}

Start Date of New Certification:

This should always be July 1, XXXX.

Types of Certification(s):

List the different certifications you currently have; PLEASE include both the code and name of each endorsement.

For Example: 00091-Paraeducator-II

Date Range:

This date range will indicate whether this is a one, two or three year plan.

Enter your Start Date as 07/01/yy.

Enter your End Date as 05/01/yy; using *MAY* gives you 6 weeks to complete your IPDP final Reflection and mark it complete on Frontline Professional Learning Management System prior to the end of the school year.

District Goal Alignment:

Our District goals are modeled from the Danielson Self Assessment of Practice profile (**Appendix C**):

1. Planning and Preparation
2. The Classroom Environment
3. Instruction
4. Professional Responsibilities
5. Other Goal & description

Please check the ones that apply to your IPDP.

Personal Goals:

Write clear and concise **goals** that are measurable in terms of student outcomes; include your ***Statement of Purpose*** here.

The following information may help you merge your Statement of Purpose with your personal goals:

Statement of Purpose:

The statement of purpose illustrates that the individual is engaged in a continuous improvement process. It demonstrates an understanding of the relationship between the individual's goals and school/district objectives. It also explains how this effort will increase the capacity of the individual to meet the diverse learning needs of students.

Guiding questions:

- What are the appropriate goals for me as an educator in this district?
- How will the goals identified meet the school/district goals?
- Do the goals identified positively affect the success of students?

Note: Frontline Professional Learning Management System text boxes have a limited amount of space and will not save what you have entered if you go over that limit. The number of goals depends on the number of certifications you seek to maintain as well as the nature and complexity of your plan. Goals should be related to school and/or district goals and achievable over a three-year period.

Strategies:

Identify the Strategies you will employ to achieve your goals. What actual action steps will you take to implement your plan? What will you be doing? What will you see your students doing?

For example: Graduate courses, seminars, workshops, action research, case discussions, coaching and mentoring, immersion in inquiry, immersion in research activities, partnerships, professional networks, student work/student thinking/scoring, technology for professional learning, curriculum development and adaption, curriculum implementation, curriculum replacement units, professional meetings & workshops.

Timeline for Completion:

Identify a time frame for completion of each goal within the 3 years of your IPDP plan.

Evidence of Growth:

To describe how you will demonstrate Evidence of Growth, you need to explain how you will keep track of your goals and provide data that shows your progress toward them. This information can include but is not limited to:

- a log or journal of activities and progress
- self-assessment information
- reviews of professional literature
- analysis of student achievement data
- information about “best practices”
- a log of hours committed to activities

and/or **artifacts** such as:

- drafts of your work
- completed units of study/lesson plans
- original student products.

Evidence of Growth is intended to be a careful selection of information and/or materials that demonstrate the work you have done toward meeting your professional goals. You may save evidential documents in the File Library of your Frontline Professional Learning Management System account to print out and use at the completion and review of your IPDP.

Step 3 – Submit your new IPDP on Frontline Professional Learning Management System –

By the last day of school in June, Year 3 of existing Plan

Your principal can approve or deny your new IPDP on Frontline Professional Learning Management System. If it is approved, you can begin implementation on July 1st. If not, you can edit your IPDP on Frontline Professional Learning Management System after carefully considering the comments and suggestions for improvement made electronically by your supervisor. You may resubmit your revised IPDP once those revisions have been complete. Frontline Professional Learning Management System will alert you via email as your IPDP moves through the approval cycle. **Note:** You cannot begin implementing your new IPDP until it has been *APPROVED* by the principal.

You MUST be granted Approval on your new IPDP *before* the last day of school so that you can begin implementation on July 1st.

Step 4 – Implement your three-year plan and document your progress To begin July 1st

The Ashland School District offers a variety of activities through which paraprofessionals can earn credit hours toward certification (See **Paraprofessional Resources, p. 51**). It is important to note that you are not limited to the resources offered by the District to earn the credit hours you need to meet your certification goals.

Begin your approved plan and document your progress toward your goals. Frontline Professional Learning Management System will track your professional development activities. Remember, it is your responsibility to collect Evidence of Growth over the term of your IPDP that demonstrates your progress. What are you doing? What are your students doing? How are these activities impacting student learning? What are you learning?

Professional Development on Frontline Professional Learning Management System:

If you wish to participate in activities or courses that have a related cost, go to **Frontline Professional Learning Management System** and check the District Catalog for recommended activities. If you find one that fits a goal/strategy in your IPDP, submit your request directly from the Catalog listing (see **Appendix J** for **EZ-HELP: In-Catalog Registration Process Flow Chart**).

If you have a PD activity that is not listed in the MLP District Catalog, fill out a **Support Staff Professional Development Request** or **Support Staff Course Approval Forms** and **E-Z HELP: Out-of-catalogue Registration Process Flow Chart (Appendices N, O & L)**.

To simply track the time you spend in professional meetings or other staffings, fill-out and submit the **Time Tracker Form** on MLP (**Appendix P**).

When you submit a PD Activity request electronically (on MLP) you must also complete and submit its paper registration form to your supervisor. PD Activities posted in the MLP District Catalog. Complete and submit the paper registration form and your Non-Cum paper form (if necessary) to your supervisor for approval.

Once your building supervisor(s) and the district-level supervisor(s) approve, **you will be automatically registered for the activity**; *all reimbursements need to be approved subject to District policy.*

Completion of Professional Development Activities:

Upon completion of ALL PD activities (including courses) in MLP, you must log in and fill-out an **Activity Reflection (Appendix Q)**.

You only have 60 days to access the **Activity Reflection** linked to that PD activity. After 60 days, MLP will lock you out and you will not be able to complete that form or mark that PD Activity complete-which prevents it from being added to your PD Portfolio. *If you do not complete the Activity Reflection and mark it complete, that PD will not count toward your IPDP* (See **Appendix H** for **EZ-HELP: Mark Complete Process Flow Chart**).

Professional Development Transcripts:

If you think you may be leaving the district before your certification is completed, your Frontline Professional Learning Management System account creates a transcript of all your professional development activities and hours in the event you take a position in a district that is still counting individual professional hours. You should print a copy of that complete transcript and any evidential documents you have saved in your File Library prior to leaving the Shaker Regional School District.

Step 5 – Schedule an annual review meeting with the principal – By end of Year 3 (June)

By May 1st of Year 1 and Year 2, you must log in to your Frontline Professional Learning Management System account and revise your existing IPDP to include your Annual

Summary (**Appendix D** for **Individual Professional Development Plan Form** and **Appendix E** for **EZ-HELP: Year 1 & Year 2 IPDP Annual Summary Process Flow Chart**).

In each summary you will provide the following information (Remember: Frontline Professional Learning Management System text boxes have a limited amount of space and will not save what you have entered if you go over that limit!):

1. Describe the progress you have made this year toward accomplishing your goals.
2. Explain how that progress affected student performance.
3. Describe the next steps you will take toward completing your plan (include any revisions or amendments to your original plan here).

You must re-submit your edited IPDP upon completion of your Annual Summary.

Step 6 – Write your final IPDP Reflection - After May 1st of Year 3

You may access your final IPDP Reflection *after* May 1st of Year 3 by logging in to your **Frontline Professional Learning Management System** account, and clicking on the word **[[Evaluation]]** beside the title of your IPDP (**Appendix F** for **Individual Professional Development Plan Final Reflection** and **Appendix G** for **EZ-HELP: Year 3 IPDP Process Flow Chart**).

In your final IPDP Reflection you will provide the following information (Frontline Professional Learning Management System text boxes have a limited amount of space and will not save what you have entered if you go over that limit!):

1. Describe the progress you have made during Year 3 of your plan.
2. Explain how your progress over three years has affected student performance.
3. Describe how your teaching improved over the three years you worked toward your goals.
4. In what areas will you focus when creating your next IPDP?
5. Additional Comments.

When finished, hit **SAVE** at the bottom of the page and return to the Activity Status page of your IPDP. **You CANNOT save this as a Draft and return to it later.** Once you hit **SAVE**, your final IPDP Reflection is actually submitted!!

You must now click on **Mark Complete*** to finalize the completion process of your IPDP. (See **Appendix H** for **EZ-HELP: Mark Complete Process Flow Chart**).

****DO THIS IMMEDIATELY AFTER YOU SAVE YOUR FINAL IPDP REFLECTION!!!***

Step 7 – Meet with the principal for a cumulative review - By end of Year 3 (June)

See your building principal for information regarding the process, times & dates that apply at

AES. During your review, be prepared to discuss your plan and present Evidence of Growth. Your principal will confirm the successful completion of your three-year plan and notify (by June 1) the superintendent for certification approval.

⇒ If your work is not approved by your supervisor, you may wish to spend more time preparing and re-submit it to your supervisor or you may wish to follow the appeals process as outlined on page 41 of this document .

Step 8 – Upon successful completion of this three-year plan, the Superintendent will notify the State Department of Education you are eligible for re-certification.

At that point, the SAU will send you an email notification explaining that you may access the EIS (Single-Sign-On System) to renew and pay for your license online (**See Appendix U for EIS System Log-In and Online Renewal Instructions**).

Step 9 – Time to go back to Step 1

Evaluation of the Professional Development Master Plan

As stated previously, the main focus of the Ashland Professional Development Master Plan is to enhance the growth of teachers to benefit improved student learning. In evaluating the effectiveness of the plan, one tool would not be adequate. It is important that the process include diverse assessment tools.

1. Develop the Ashland PDMP in conjunction with local school board policies, school and district goals, and **NH RSA ED 513** which governs the Professional Development Master Plan and renewal requirements for educators
2. Serve as a resource to staff in implementing the PDMP; mentors to staff in developing goals and writing Individual Professional Development Plans
3. Evaluate the effectiveness of the PDMP through analysis of student assessment results and growth data, staff participant surveys, written reflections, formal and informal observations and review of updated PD needs assessment results
4. Communicate professional development plans and efforts to parents through electronic daily parent notices, weekly newsletters, and during monthly school board meetings

If the Professional Development Plan is effective, we will see that:

- ◆ Ashland staff are setting effective goals which relate to District, School and Personal goals and ultimately improve student learning.
- ◆ Ashland staff all complete the necessary three year goals for Recertification set by SAU #2 and the state of New Hampshire.
- ◆ Ashland staff are engaged in quality, research-based professional development activities which are being directly implemented in their classrooms.

If this professional development plan is functioning correctly, the following includes some of the things that we will be able to observe from our constituents.

Students:

- ◆ Will be involved in multi-dimensional learning activities
- ◆ Will provide us with valuable data-based feedback that can be used to direct instruction and improve learning
- ◆ Will be involved in diverse co-curricular activities
- ◆ Will demonstrate proficiency on classroom, district, state and national assessments

Staff Members:

- ◆ Will increase collaboration and support with colleagues to improve student learning
- ◆ Will take a more hands-on approach to professional development
- ◆ Will have adequate time for reflection on their own teaching
- ◆ Will use their professional development experiences to improve their classroom instructional practices
- ◆ Will use student data to set goals and inform instruction

Administrator(s):

- ◆ Assist staff members in writing effective three year growth plans
- ◆ Assist with providing staff with quality, research-based professional development opportunities
- ◆ Assist staff with finding time for collaboration with colleagues and reflection on their own professional development

- ◆ Collaborate with staff to ensure that each staff member is up to date with their yearly progress towards fulfilling their three year recertification requirements

Data will be gathered in the following manners to assess the effectiveness of the Professional Development Master Plan:

- New Hampshire State Assessments (Literacy, Math and Science)
- Northwest Evaluation Association's (NWEA) Measures of Academic Progress
- Dibels
- DRA
- PSAT Testing
- Co-curricular student involvement
- Attendance; drop out and graduation rates (at the high school level)
- Student writing samples
- Curriculum development
- Student exit surveys
- Parent surveys
- Staff surveys
- Formal and informal feedback from all in the educational community

Ultimately, everyone in the school community is responsible for the success and/or failure of the professional development process. It is vital that everyone have a voice in the implementation and administration of the program to ensure its success. The professional development committee will annually review the progress of the program.

Guiding Questions for the Evaluation of District's Professional Development Program

- Does the content of professional development focus on what students are to learn, the multi-dimensional strategies for learning that will improve student achievement and its impact on student performance and ease of learning challenges?
- Is the professional development plan based on analyses of the differences between (a)

actual student performance and (b) goals and standards for student learning?

- Does professional development involve teachers in the identification of what they need to learn and in the development of learning experiences in which they will be involved?
- Is professional development organized around collaborative problem solving?
- Is professional development primarily school-based and built into the day-to-day work of teaching?
- Is professional development continuous and ongoing, involving follow-up support for further learning, including support from sources external to the school that can provide necessary resources and new perspectives?
- Does professional development incorporate evaluation of multiple sources of information on (a) outcomes for students and (b) the instruction and other processes that are involved in implementing the lessons learned?
- Does professional development provide opportunities to gain an understanding of the theory underlying the knowledge and skill being learned?
- Is professional development connected to a comprehensive change process focused on improving learning?

(Adapted from National Staff Development Council)

APPENDIX A
Ashland School District
Professional Development Checklist

Critical dates for my plan

_____ Complete Year 1 and Year 2 Annual Summary (by May 1st of each year)

_____ Complete existing Plan (Final IPDP Reflection / Mark Complete after May 1st of Yr 3)

_____ Submit New Plan for approval (By last day of school in June)

_____ New Plan approved prior to sign-out (By last day of school)

_____ **Reflect on your teaching practice and complete the Danielson Teaching Framework Self-Assessment on Frontline Professional Learning Management System.com (Appendix B) and the Professional Employee Evaluation Rubric (Appendix C)**

- In what areas of the Self-Assessment Survey could I be stronger?
- How can I use student results (NWEA/NH State Assessment scores, other assessments, observations) to determine which instructional practices can be improved?
- What certification area(s) must my goals cover?
- Are there any projects I am engaged in which could be encompassed in my goals?
- How can school goals and initiatives be connected to my goals?
- How can District goals be reflected in my goals and plan?

Steps for my plan

_____ **Write your plan** - Design objectives to meet your goals, activities to help you reach your objectives, and a timeline for accomplishment. Be sure to include ways for you to assess your progress (Use **IPDP Form on Frontline Professional Learning Management System—Appendix D.**)

_____ **Meet with the principal to review and possibly revise.**

_____ **If revision is recommended – complete revisions and return for approval**

_____ **Implement the plan and record your progress** – Collect evidence. As you work on your planned activities, keep a folder, journal, portfolio, and artifacts to document your progress toward your goals.

_____ **Year One Annual Summary—By May 1 of Year One**

APPENDIX A

_____ **Year Two Annual Summary—By May 1 of Year Two**
(See **Appendix D**, pp. 72-73 and **Appendix E**)

_____ **Complete your Year Three IPDP Reflection**—Available after May 1st of Year 3
(See **Appendices F & G** for **Year 3 IPDP Reflection** and **EZ-HELP: Year 3 IPDP Process** flow chart instructions.)

_____ **Meet with principal** to review your reflective summary and evidence of growth.

_____ **Begin the development of your next IPDP**

APPENDIX B
Danielson Teaching Framework Self-Assessment

Danielson Teaching Framework Self-Assessment

Danielson Teaching Framework Self-Assessment

Your responses are **NOT ANONYMOUS**

In demonstrating knowledge of content and pedagogy, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In demonstrating a knowledge of my students, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In setting instructional outcomes, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In demonstrating a knowledge of resources, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In designing coherent instruction, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In designing student assessments, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In creating an environment of respect and rapport, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In establishing a culture for learning, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In managing classroom procedures, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In managing student behavior, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In organizing the physical space of my classroom, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In communicating with students, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In using varied questioning and discussion techniques, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In engaging students in learning, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In using assessment instruction, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In demonstrating flexibility and responsiveness in my lessons, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In reflecting on my teaching, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In maintaining accurate records, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In communicating with families, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In participating in my professional community, I am:

BEGINNING
 DEVELOPING
 PROFICIENT

In growing and developing professionally, I am:

- BEGINNING
- DEVELOPING
- PROFICIENT

In showing professionalism, I am:

- BEGINNING
- DEVELOPING
- PROFICIENT

Date this Self-Assessment was completed:



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Click Save To Exit

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