KEARSARGE REGIONAL SCHOOL DISTRICT
SCHOOL ADMINISTRATIVE UNIT #65

2022 - 2027

PROFESSIONAL DEVELOPMENT
MASTER PLAN

Proudly Serving the Communities of: Bradford, New London, Newbury, Springfield, Sutton, Warner, and Wilmot

Kearsarge Regional School District SAU #65
Professional Development Master Plan - 2022-2027

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ACKNOWLEDGMENTS

Many people were involved in writing the Kearsarge Regional School District / SAU #65 Master Plan. The Professional Development Committee met regularly to review the state guidelines and write and/or revise the Master Plan. PDC revisions to the PD Master Plan were made in accordance with New Hampshire Department of Education guidelines.

This committee would like to express gratitude to those who contributed thoughts, concerns and suggestions throughout this process. We recognize this document is the work of many who contributed ideas about what constitutes good teaching and how we can achieve greater student learning. This work reflects many, many hours of research, discussion, writing, and revision. We expect that it will remain a dynamic document, subject to revisions as we implement the plan and experience the required components.

Committee Members	Group Represented
Jessica Caswell	Sutton Elementary
Joanne Palin	Bradford and Simonds Elementary
Kim Dean	Sutton Elementary
Jo-Ann Belanger	Kearsarge Regional Middle School
Christine McClosky	Kearsarge Regional Middle School / KREA
Mike McCosker	Kearsarge Regional High School, Special Ed.
Anne Carey	Kearsarge Regional High School / Nurses
Christy LeBoeuf	Kearsarge Regional Middle School
Barbara Turner	District Technology Department
Steve Shepherd	Administration, NLES
Michael Bessette	SAU Administration
Lawrence Elliott	Director of Student Support Services
Abby Peel	Community Member
Alison Mastin	School Board Representative

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STATEMENT OF PURPOSE

The purpose of the SAU #65 Professional Development Master Plan is to provide a process enabling staff of the Kearsarge Regional School District to create, implement, and evaluate plans for their continuous professional development focused on student and professional growth. The SAU #65 Professional Development Committee (PDC) will focus on professional development opportunities that ensure the development and continuous improvement of professionals within the district by designing a system that:

- Supports student growth
- Develops and monitors a method to meet New Hampshire's re-certification requirements
- Promotes learning as a life-long process
- Develops a vehicle for the creation and implementation of plans to meet professional needs on three levels--district-needs, building needs, and individual professional needs
- Provides a vehicle for assuring the following District Goals and Areas of Focus are addressed:

    1. Development of Professional Knowledge in Competency-Based Education Curriculum Development, Instructional Practices, and Assessment
    2. Recruiting and Retaining High Quality Professional Staff
    3. Increasing Community Engagement
    4. Promotion of High Quality Learning Environments
    5. Providing Effective Continuum of Individualized Services

- Promotes professional development as an integrated and collaborative process amongst school district staff, administrators, school board members, community members, and the SAU #65 PDC.
- Supports the New Hampshire Department of Education's Definition of an Effective Teacher:

    "Effective teachers focus relentlessly on the achievement of their learners. They are also deeply committed to the success of all learners. Research has shown that teacher knowledge and skills in key areas—the learner and learning, content knowledge, instructional practice, and professional responsibilities—contribute, in varying degrees, to student growth and achievement."

PROFESSIONAL DEVELOPMENT COMMITTEE ORGANIZATION

Membership:

The PDC will strive to include representatives of each of the following District constituents:

- Kearsarge Regional High School
- Kearsarge Regional Middle School
- Simonds Elementary School
- Kearsarge Regional Elementary School/Bradford
- Kearsarge Regional Elementary School/New London

- o   Sutton Elementary School
- o   Unified Arts
- o   Nurses
- o   School Board
- o   Administration (District and Building level)
- o   Special Education / Specialists

Whenever applicable and appropriate, citizens and/or student input will incorporates into the work of the Professional Development Committee.

Selection:

- Building staff will select volunteers for the Professional Development Committee for a one-year term. Administration will announce each building's representatives at a faculty meeting at the onset of the school year.
- Citizens and students representatives will be selected by the PDC committee
- The SAU #65 Board Member will be selected by that body

DUTIES / OFFICERS ON PROFESSIONAL DEVELOPMENT COMMITTEE

The officers of the Professional Development Committee shall consist of a Chairperson and a recording secretary. The duties of the Professional Development Committee Members are:

Chairperson:

- Preside and provide direction at all regular meetings
- Prepare and email agenda for all meetings
- Facilitate all meetings
- Review minutes of the meetings with members of the PDC, Superintendent, and Principals
- Maintain a file of Professional Development minutes and related materials

Recording Secretary:

- Take minutes of all meetings and send to chairperson

Building Representatives:

- Review Professional Development Committee functions with new teachers in their building
- Keep staff informed of activities of the PDC and District PD related decisions
- Answer staff professional development questions and bring any questions or problems to the PDC

<u>Duties of the Professional Development Committee</u>:

- Evaluate Individual Plans as needed (Appeals Committee)
- Collaboratively organize and support Kearsarge Professional Development Offerings
- Assist in developing opportunities for workshops for professional educators and paraeducators
- Publicize conferences and workshops and encourage participation through faculty meetings
- Evaluate and review the Professional Development Plan annually
- Revise and assess the Professional Development Five-Year Master Plan in accordance with State Guidelines
- Recommend opportunities for professional development

<u>Meetings</u>:

PDC will seek to meet monthly beginning in September and ending in May. There will be a minimum of six meetings a year (scheduled monthly).

<u>Amending Procedure</u>:

The Professional Development Committee will accept and consider all suggestions in writing for changes in this document. The Committee will submit all changes to the document to the Superintendent of Schools, the SAU #65 Board, and the State Department of Education for their approvals.

ADMINISTRATIVE RESPONSIBILITIES

1. The designated Administrator will review each Individual Professional Development Plan (IPDP) (submitted via My Learning Plan)), which covers the three-year licensure cycle, and make any recommendations he or she feels are necessary to the staff member before the final plan is approved.

2. At the end of each licensure cycle, staff members will submit their new plan to their administrator during the end of year checkout process. Annually, designated building administrators will have goal setting (fall) and goal reflection (spring) meetings with licensed staff. The purpose of these meetings will be to confirm establish, modify, or to acknowledge completion of the staff member's professional development goals or related objectives, and maintain the staff member's focus on individual professional growth.

3. New license holders will submit their final IPDP no later than October 1 (via My Learning Plan)

4. All remaining licensed educational professionals will complete and submit their IPDP via My Learning Plan to their Building Administrator by November 1.

5. Licensed staff will complete the *Individual Professional Development Plan Review Form* on an annual basis (or more as determined by participants) and submit it to their building administrator via MLP annually.

6. The SAU will provide building administrators with a list of license expiration dates for all staff members at the onset of the school year. Building administrators will remind staff of their license expiration cycle year annually at the onset of the school year. However, it remains the responsibility of the license holder to be both aware and in compliance with the need to maintain their professional licensure(s) required by the District for the issuance of a contract for continuing employment.

7. Staff members in the third year of their re-licensure cycle shall have all documented hours and required reflections submitted to their respective administrator via My Learning Plan prior to the February 28.

8. Building administrators will review and certify the completion of each individual license holder's re-licensure requirements to the Superintendent of Assistant Superintendent.

9. The Superintendent or Assistant Superintendent will notify the Department of Education of the license holder's completion of the re-licensure cycle and subsequent eligibility for license renewal.

10. On receipt of a verification email from the Department of Education, the individual license holder will access the Department of Education's Single Sign On System (https://my.doe.nh.gov/myNHDOE/Login/Login.aspx) to pay for their license renewal(s). All license holders must complete this process by June 1.

11. License holders may change or amend (by mutual agreement of the Building Administrator and the individual) the Individual Professional Development Plan's goals or objectives at the time of the annual professional review meeting.

12. New employees will receive a copy the Kearsarge Regional School District's Professional Development Master Plan as part of the new teacher orientation packet.

KRSD VISION STATEMENT

Inspiring learners, committing to community, contributing to a dynamic world.

KRSD MISSION STATEMENT

We are seven towns, seven schools, and one district committed to partnering with families and community, to support and prepare learners who:

- *Pursue academic excellence*
- *Are caring, compassionate community members who support each other*
- *Make positive contributions to the world and value diversity*
- *Promote personal responsibility, accountability, and wellness*
- *Value the collaborative process while maintaining a sense of self-advocacy*
- *Celebrate creativity*
- *Are flexible, resilient, and embrace individual growth*

KRSD GOALS

Goal setting is a process by which individuals align their individual professional growth needs with the needs of the District or building. Based upon the District Strategic Plan, building administration create and implement building-based goals aligned with Board established and endorsed District goals. District goals maintain a focused systemic effort on developing and supporting resources, time, and training leading to the:

- Development of Professional Knowledge in Competency-Based Education Curriculum Design, Instructional Practices, and Assessment Models
- Recruiting and Retaining High Quality Professional Staff
- Increasing Community Engagement
- Promotion of High Quality Learning Environments
- Providing Effective Continuum of Individualized Services

DATA COLLECTION AND USE

The PDC utilizes data from a variety of sources to make informed decisions. Administration and District Committees such as the District RTI Committee and Curriculum Council identify new data trends and patterns. Committee members and administration work collaboratively to interpret, analyze, and share information with the district to help align professional development to the changing needs of the educators, students and the district as a whole.

The Kearsarge Regional School District utilizes an organized and systematic approach to the collecting, analyzing and interpreting of these data (see the following *KRSD Data Matrix*). In addition, the New Hampshire State Frameworks, the Common Core State Standards (CCSS), Grade Level Expectations (GLEs), Grade Span Expectations (GSEs), and Annual Measurable Objectives established by State and Federal Departments of Education are used to guide the development of district curriculum and instructional practices, and to support professional goal setting. Additionally, KRSD has adopted a "Competency-Based" model of instruction and assessment. Teachers and administration are continuously working in collaboration to develop,

articulated course and program competencies aligned with CBE related assessment. These competencies are stored in a digital format for accessibility and review by all constituents.

Building and District Goals are developed and reviewed on an annual basis during Leadership Team meetings (comprised of the Superintendent, Assistant Superintendent, Elementary and MS/HS Curriculum Directors, and Building Administrators), in School Board Meetings at an annual June Retreat, and by administrators and staff through provision and receipt of annual evaluation feedback. Each certified educator must develop a three-year Individual Professional Development Plan annually and have this approved by their building administration. The license holder must link any individual professional goals to school and district goals, as well as incorporate critical feedback received from administration provided through observations (formal and walk-through) and summative evaluation reporting results.

License holders are encouraged to maintain professional learning portfolios to provide evidence documenting their efforts to learn and apply best educational practices. Portfolios may include videos of lessons, student samples, self-assessments and reflective journals, as well as other materials as deemed appropriate by the educator. Licensed staff members may demonstrate professional growth by documenting evidence denoting:

- Attainment of designation or certification of elevated or "Highly Effective Teacher" status through professionally accredited organization(s)
- Participation in applicable district initiatives
- Completion of goal setting objectives that address student growth and success
- Participation in classroom observations with provision of feedback
- Peer coaching interactions
- Mentoring of new staff in a related or same professional field
- Review of approved individual professional development activities

PROCEDURES FOR COLLECTING AND INTERPRETING DATA

The purpose of staff development is to help personnel become more individually and collectively effective in helping all students achieve the intended results of their education. (Dufour, R., Eaker, R. (1998) Professional Learning Communities at Work. Reston, VA: ASCD) Therefore, measurement of student growth as a result of professional development is a priority. A secondary priority is the independent, individual growth of the professional.

Professional learning and the application of that knowledge also develops, recognizes, and supports effective teaching. In the fall of 2011, the New Hampshire Department of Education published results from its Task Force on Effective Teaching:

> *"Effective teachers focus relentlessly on the achievement of their learners. They are also deeply committed to the success of all learners. Research has shown that teacher knowledge and skills in key areas—the learner and learning, content knowledge, instructional practice, and professional responsibilities—contribute, in varying degrees, to student growth and achievement."*

Two types of data collection and interpretation need to occur during each staff member's professional development cycle. The first is to determine an area of student need. There are various standardized and local assessments that indicate collective areas of student need. There are also discipline-specific pretests, district assessments etc. that the educators may consider in helping hone down the targeted area of student need. The data sources a license holder may use to look for planning professional development goals is located in the Data Source Matrix below. Once an area for professional growth and learning is determined, the license holder is encouraged to plan staff their individual professional learning goals and activities with the focal point established by the data as the primary driver for their learning needs.

The second type of data collection and interpretation occurs throughout the course of the license holder's professional development cycle. The purpose of this data is to demonstrate evidence of the specific impact of the license holder's professional growth experiences as determined through student learning outcomes. Evidence of the license holder's professional learning should connect and display the relevant connections between the license holder's professional knowledge and increased student learning.

Once a license holder identifies their professional learning goals, they must align them with state/national standards (Frameworks, GLEs, GSEs, CCSS, and District Competencies) as well as District goals. In so doing, the license holder must continue to target an area of student need and a method of data collection to determine the impact of their professional learning.

While not always as easily described as "traditional" learning opportunities, license holders should remain aware that there are multiple ways to document the effectiveness of job embedded and/or informal professional development activities. Some examples of how a license holder may measure the impact of their professional learning include reporting upon a combination of the following:

- Curriculum based measurements outcomes (CBM)
- Pretest and post-test assessments, for example, meeting established benchmarks, criterion referenced assessments, single subject designs, or pilot studies with a small group
- Self -assessments
- Observations by peers or qualified coach/mentor if applicable
- Reflection journal or other means of documenting sustained dialogue with participants in a group effort
- Professional portfolios which may include videos of lessons, student samples as a result of new learning, other materials deemed appropriate by the professional

DATA SOURCE MATRIX FOR KRSD

KRSD – Assessment/Data Matrix			
Data Source	Grades & Dates	Analysis	Purpose
NHSAS (Literacy, Math)	Literacy – 3-8 - Spring Math – 3-8 – Spring Science - 5,8,11 - Spring	Results analyzed by building administration, District Specialists (reading and math coaches), and classroom teachers.	Results reported to School Board and community (reported on the District's Balanced Scorecard). Overt measure of student performance in NH State Curriculum Standards. Used for curriculum and instructional improvement, scheduling, professional development, and student grouping.
SAT	Reading, Writing and Math 11 - Spring	Results analyzed by building administration, District Specialists (reading and math coaches), and classroom teachers.	Results reported to School Board and community (reported on the District's Balanced Scorecard). Overt measure of student performance in NH State Curriculum Standards. Used for curriculum and instructional improvement, scheduling, professional development, and student grouping.
Envisions Math Chapter Pre / Post Assessments and End of Year Assessment	1-5 – Fall and Spring	Math Coaches and classroom teachers analyze the data.	Used to monitor student progress over time. Used for differentiation and flexible grouping. Used for RtI and student placement. Also used to inform decisions on PD and curricular material purchases.
Developmental Reading Assessment (DRA)	K – Spring 1 – Fall, Winter, and Spring	Reading Specialists and classroom teachers analyze the data.	Used to monitor student progress over time. Used for differentiation and flexible grouping. Used for RtI and student placement.
AIMSweb Plus Math – COMP Reading - CBM AIMS Letter ID and Oral Counting (K)	K-5 – Quarterly and/or as needed	Math Coaches, Reading Specialists, and classroom teachers analyze the data.	Used to monitor student progress over time. Used for differentiation and flexible grouping. Used for RtI and student placement.
Competency Assessment Data	6-12 – Quarterly	Classroom teachers and building administrators will analyze the data.	Used to monitor student progress over time and to assess effectiveness of curriculum, instruction, and assessment. At the high school level, competency attainment leads to credit. Used for differentiation and remedial efforts.

Attendance Data	K-12 – Continuous	Reviewed and monitored by administration, guidance, and staff.	Reported to parents, students, and staff. Used for monitoring individual student performance, adherence to truancy laws, and state reporting.
Behavioral Data	K-12 – Ongoing Reporting. Includes: Drop Out Data, Suspension Data, Behavioral Referrals, Student Assistance	Reviewed and monitored by administration, guidance, and staff.	Used to monitor students for at-risk behaviors. Administrators share dropout data with the New Hampshire Department of Education.

	Referrals, and Team Meetings		
Student Report Card Data	K-12 – Quarterly. Available via Internet portal for grades 6-12.	Ongoing review of student performance, competency attainment and progress reports. Analyzed by parents, students, administrators, and teachers.	Reported to students, parents, administrators, and community (honor rolls). Used for student placement in next grade. Used to track student progress over time. Tool for demonstrating school progress over time. Valuable in planning school transitions (K-12 and postsecondary).
PSAT	10-11	High School Administration	Receive feedback on SAT readiness. Plan for college. Qualify for scholarships.
Advanced Placement Exams	11-12	High School Administration and AP teachers	Reported to colleges for potential placement and/or credit options. Used to judge the effectiveness of AP instruction

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS REQUIRED OF ALL LICENSED AND UNLICENSED STAFF

The KRSD requires that all personnel licensed according to Ed. 504, 506, and 507: including paraeducators, educational personnel, teachers, nurses, specialists, administrators, and others shall develop and implement a three-year or annual, individual professional development plan for the purposes of continuous professional growth and re-licensure. All licensed personnel should create Individual Professional Development (IPDP) plans that support their current job assignment, as well as those aspired to as a requirement of their position and district contract.

Establishing Individual Professional Development Goals:

Annually developed individual professional development goals shall support and align with the District and Building goals. In developing annual objectives to meet these goals, license holders need to consider:

1. Area(s) of student learning needing improvement

2. The professional knowledge and skills necessary to enhance the license holder's professional practice to improve, directly and positively, student learning outcomes in the targeted areas.

3. The nexus between the identified professional learning goal for the license holder, the increased learning outcome for the students, and the relations to the goals of the District or school.

When planning and identifying professional learning goals and objectives, the District has determined that effective license holder goals and objectives meet the following **S.M.A.R.T.** criteria when expressed:

Specific, significant, stretching
Measurable, meaningful, motivational
Attainable, agreed upon, achievable, action-oriented
Realistic, relevant, rewarding, result-oriented
Time-based, timely, tangible

All three-year IPDPs shall include three or more goals for improving student-learning outcomes. Each goal will incorporate at least one related objective leading to the completion of the goal. License holders may complete goals and related objectives over the duration of the three-year professional licensure cycle or, license holders may elect to complete the goal in one or two years, providing that the license holder has an active goal and related objectives during each year of the three year cycle. License holders may, with the approval of their building administrator, add or drop goals mid-cycle, provided that they retain or add an active goal and related objectives for the duration of their licensure cycle.

Educators will consider the following information when developing these goals and objectives:

1. *Examination of data and information about student learning and achievement*

To identify areas of student learning that are in need of improvement, educators should review and reflect upon an appropriate variety of data sources including:

- State-accepted standardized test and other data annually collected and analyzed by the district/school
- Classroom assessment data
- Samples of student work
- Observations of students

2. *Self-Assessment and Reflection*

To identify both their pedagogical and content learning needs, self-assessment and reflection is required at three levels:

1. Locally-developed:

   - School and/or district goals
   - Current District Goals-Areas of Focus: District's Expectations of Effective Teaching detailed in the KRSD Supervision/Evaluation Model

2. State required:

   - Appropriate and relevant NH licensure Standards.

3. Nationally accepted:

Domains and competencies such as those outlined in A Framework for Teaching by Charlotte Danielson. 1996 ASCD. ISBN 0871202697

3. *Review of school and district goals*

To align their goals with the priorities of the district and/or school, educators should review documents such as the following:

- District/school goals and plans
- NEASC Accreditation reports
- Plans developed in response to identification as a district or school in need of improvement
- Other district or school reports or plans

PROFESSIONAL DEVELOPMENT ACTIVITY TYPES

"Teachers are students of teaching and consumers of research." (Dufour, R., Eaker, R. (1998) Professional Learning Communities at Work. Reston, VA: ASCD)

The emphasis on a license holder's professional development must be on his or her own learning and growth. The primary outcome of a license holder's professional development is to increase student growth. Increased student growth requires a highly qualified professional to expand their professional knowledge and skills. The Kearsarge Regional School District strives to support its licensed professionals as students who need to maintain a highly qualified status, as defined in federal and state laws. Furthermore, Kearsarge license holders need professional development activities aligned to the Kearsarge District and school goals.

The District categorizes professional development activities into three distinct component areas: *Content Learning, Process Learning and Contextual Learning*.

1. **Content Learning:**

   This component area relates to the license holder's command of research-based knowledge within the scope of his/her primary area of licensure, specialty, or special service assignment. (E.g. phonics, math, writing, counseling, technology, nursing, or foreign language)

2. **Process Learning**:

   This component area relates to the individual's licensure related skill set utilized when carrying out his/her professional assignments. The focus of process learning is on developing the license holder's integration of "best practices" within their scope of practice. Process Learning varies by license, but examples could include use of reality therapy, integration of cooperative learning into lesson planning, developing and employing opportunities for differentiated instruction, refining screening intake

strategies, or the application of technology to enhance student engagement.

3. **<u>Contextual Learning:</u>**

This component relates to the individual's opportunities for professional development embedded in his/her daily work. Contextual learning is a method of learning that enables the license holder to apply his / her new knowledge and skills to real-life situations, applied in "real world" settings. Contextual Learning integrates such strategies into learning activities as: problem solving, self-directed learning, learning from peers, learning in real situations and authentic assessments.

STRATEGIES FOR OBTAINING PROFESSIONAL LEARNING

The District categorizes professional learning activities license holders utilize to complete their cycle of license renewal into two distinct categories: Formal activities or Job-embedded activities.

Formal activities:

Formal professional learning activities might include workshops, seminars, courses, online webinars, institutes, and other planned activities provided by licensed experts in the field of study. These activities are relevant to the licensure holder's professional knowledge and skill set. Formal activities are often useful modes of learning for license holders looking to build or extend their knowledge of content learning or process learning within their area of licensure. Most provide evidence of completion through a certificate of attendance or statement

Job-embedded activities:

Job-embedded professional learning activities focus on the license holders' planning and choosing activities to promote their own contextual learning opportunities. License holders select these activities as a path to designing their own professional learning experience while concurrently improving students' learning outcomes. An effective plan Job-embedded professional learning plan would identify an area of professional growth for the license holder to focus upon. The plan would also identify the ways the license holder's contextual learning experience would provide the opportunity for the license holder to effectively acquire the targeted professional learning for implementation, reflection, and data collection.

Job-embedded activities often provide a wide range of opportunities for license holders to reflect deliberately on the learning experience and, utilizing feedback, the continuing refinement of their professional practices. For a sample list of possible Job-embedded professional learning opportunities, please refer to the list below as well as those identifies in the Documentation of Professional Learning located below.

- **Action Research:**

Examining one's professional practice and its impact on students by engaging in a research project in one's work setting.

- **Assessment:**

Disaggregation and interpretation of data to inform professional practice. License holders may also link assessment to the development of new competency-based assessment procedures.

- **Book Talk:**

Engaging in a single discussion or series of discussions about a book or other professional publications. Book Talks should provide evidence of growth by identifying, comparing, contrasting, or applying the knowledge obtained through the reading and potential sharing of the materials.

- **Case Discussions:**

Examining written narratives or videos of professional practice and subsequently discussing what is happening, the problems, issues, and outcomes that ensue. License holders can also use this activity to discuss a case study of a particular student or situation with other professionals. In this instance, the license holder would present the "case" and engage the group in discussion to determine ways to improve the student learning outcomes.

- **Peer-to-Peer Observation / Video Analysis:**

Engaging in conversations about professional practice based upon one or more observations of professional peers. The process includes a planning conference, observation (data collection), and reflecting conference. The observer may conduct the activity in a live setting, or through video observation. The key emphasis in this activity is the sharing of feedback by both the observer and the observed.

- **Product Creation:**

Developing a product for professional setting. Examples include products such as lab manuals, science kits, summer work packets, etc. The key emphasis must be for the license holder to gain novel knowledge and skill from the production experience, and not to simply transfer the knowledge into a product for the purpose of work completion. Product creation also requires the participant to gather, analyze, and reflect on the student learning outcomes enhanced by the product.

- **Critical Friends Groups:**

A structured, collaborative, collegial approach to examining student work to improve instruction and generating solutions to classroom problems Structure derives from the use of an identified discussion protocol and often the leadership of a group facilitator. Participants strive to explore

through comparison and contrast, collegial sharing, and provision of specific feedback to enhance professional practice. The process also requires self-reflection and report out of how the feedback provided has affected professional practice. License holders often achieve this report out by maintaining a journal or professional log.

- **Curriculum Development, Implementation, Adaptation:**

Developing new curriculum, creating new instructional units, lessons, resource materials and strategies, or tailoring existing ones to meet the learning needs of students. The license holder will document completion of this professional learning experience by providing evidence of how the license holder gained novel information and applied this to the student learning experience.

- **Inquiry Immersion:**

License holders accomplish this learning activity by engaging in the same kinds of learning experience as the students. The District expects the license holders to practice with their students (e.g., engaging in inquiry-based science investigations or mathematical problem solving together). This activity format helps the license holder to gain knowledge and skill tempered by the more in-depth exposure to the student learning experience.

- **Independent Study:**

Engaging in study of a specific topic of interest either on one's own or as part of a formal university or college degree program. This topic must have a direct nexus between the area of licensure and the program of study leading to improved learning outcomes.

- **Mentoring / Coaching:**

Serving as a formal mentor / coach for another holding the same professional license or seeking to obtain it. Conversely, those participating as the recipient of formal mentoring/coaching by another license holder are also engaged in the learning activity. To demonstrate completion of the learning experience, both mentee and mentor must provide evidence of professional growth through reflection, observation feedback, or other means that identify increase knowledge and skills as well as impact on the learner.

- **Partnerships / Extended Learning Opportunity (ELO) Oversight:**

The purpose of Partnership / ELO activities for professional learning is to create opportunities for license holders to work in collaborative partnership with a business, industry, university or college with a focus on improving the license holder's professional knowledge of content, instructional methods, and understanding of "real world" applications of competency-based content and skills. Establishing and monitoring an ELO with a student (partnering with a business, industry, university or college) may also serve as professional learning, when the license holder specifically provides evidence of reflective practice and the impact of the acquired professional learning on positive student learning outcomes.

- **Professional Developer / Presenter:**

Creating and/or presenting learning experiences for other educators may serve as a professional learning activity for the license holder. The professional development activity becomes the source of professional learning when the license holder acquires novel skills and processes because of planning and implementing the professional development process for others. Evidence of professional learning must be presented which demonstrates how engaging in this development process expanded professional knowledge, processes, or skills leading to increases in student learning outcomes.

- **Professional Networking:**

The purpose of Professional Networking is to provide opportunities for license holders to link with one another through gatherings, meetings, online forms, etc. to explore and discuss topics of professional importance. These discussions might address professional interests, concerns, and feedback related to the application of new methods in order to provide support and to identify and address shared problems. Evidence of completion of this type of activity would provide reflective documentation of knowledge, skills, or processes gained or refined thought the interactions with fellow professionals in the networking environment.

- **Study Groups / Grade Level Shares / Vertical Teaming:**

Similar to Professional Networking, license holders participating with colleagues in study groups / grade level shares and vertical teaming seek to expand and refine their professional knowledge of content, skills, or processes affecting student-learning outcomes. License holders seeking to gain professional learning credit for this type of activity would document evidence of engaging in regular and collaborative interactions with a group of professional colleagues around a particular topic or topics addressed by the scope of practice covered under their licensure. During the group meetings, participants would share curriculum, processes, skills, research, best practices, and assessment strategies. Evidence of professional reflection and application of learning is also required.

APPROVAL, REVIEW, AND COMPLETION PROCESS OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS (IPDP)

The Kearsarge Regional School District's Professional Development Committee recognizes professional learning style differences among license holders by allowing re-licensure credit attainment for the license holder's completion of one of the following two options:

1. **A Clock Hours Method** which provides the license holder a choice of activities equaling *75 clock hours* as indicated in Ed. 512.02 with *45 hours* of the total devoted to meeting District / School, targeted goals and the remaining *30 hours* devoted to the license holder's content related subject or area of professional specialization (Component Area 1 below). The license holder may not attribute any of the 30 clock

hours to the remaining major professional development components (See Component Areas 2-7 below), as the license holder will address these through the completion of the District and School provided 45 clock hours.

2. **A Comprehensive Plan** representing an alternative equivalent to the total number of clock hours required in Ed. 512.

The Clock Hours Method:

Ed. 512.04 requires that, after a person receives initial licensure, s/he must accumulate at least **75 clock hours** of professional growth **every three (3) years** for re-licensure.

However, *for each additional license endorsement, a staff member must earn an additional 30 hours of Component Area 1 knowledge relating to the additional license endorsement area* to keep current and recertified every three years and within their primary license renewal cycle.

Component Areas and Requirements for Re-licensure Under Clock Hours Method:

1. **Component Area 1:** *Knowledge of Subject or Field of Specialization*

   This component area relates to the license holder's command of specific content knowledge related to his / her area of licensure. This knowledge does not include general pedagogical knowledge including differentiation, classroom management, communications, technology application etc.

   Total of Component Area 1 for re-licensure: 30 clock hours per / license area

2. **Component Area 2:** *Character and Citizenship Education*

   This component area relates to a license holder's ability to incorporate the basic elements of character education, citizenship, leadership, and community service learning into courses of study within the classroom or area of professional practice.

3. **Component Area 3:** *Professional Skills*

   This component relates to the license holder's skill set utilized in carrying out his/her professional assignments.

4. **Component Area 4:** *Knowledge of Learners and Learning*

   This component relates to the license holder's understanding of the nature of different types of learners and learning.

5. **Component Area 5:** *Knowledge of the School's Role, Organization, and Operation*

This component area relates to a license holder's understanding of the school's role in the community, the state, and the nation. The area also speaks to the license holder's understanding of the political and social processes at work within the public educational system.

6. **Component Area 6:** *Exploratory or Innovative Activities*

This component relates to a group or individual activity not related to component 1, 2, 3, 4 or 5, which demonstrates a nexus between the license holder and positive student learning outcomes.

7. **Component Area 7:** *Professional Application of Technology and Internet*

This component area relates to the license holder's professional:

a. Ability to perform professionally appropriate computer operations (such as turning the machine on and off, keyboarding, managing online data and files, and printing)
b. Use of basic applications, such as word-processing, communication, databases for managing information, spreadsheets for problem solving, and tele-computing for Internet access
c. Understanding of the role of technology and the Internet in education
d. Understanding of the legal and ethical issues associated with the use of these technologies from both a teaching and learning perspective.

The Comprehensive Plan Method:

This re-licensure option represents an alternative, job-embedded equivalent accounting for the total number of clock hours required in Ed 512 as described above. Re-licensure using the Comprehensive Plan Method maximizes job embedded professional development practices. Comprehensive plans will encourage license holders to examine their professional role in supporting the District's / School's goals, objectives, and initiatives. The use of this plan also requires the license holder's focus on continuous improvement for all members of the school community by promoting student achievement.

Teachers seeking re-licensure using the Comprehensive Plan Method may choose a variety of activities to support the District's identified needs, goals, and initiatives in conjunction with the NH State Curriculum Frameworks. Acceptable activities may include some of the following examples:

- Collaborative lesson plans
- Professional discussion groups

- Individual group study or research
- Committee service
- Parent Advisory Council
- Grade Level Shares
- Vertical teaming
- New learning units based on NH Curriculum Frameworks
- Analyzing assessment data
- Peer mentoring and coaching
- Observations or visitations
- Independent study or study groups
- Presentations to staff or community
- Submitting articles to professional journals
- Professional organization or community participation
- Other as approved by Administrator/Supervisor.

License holders using the Comprehensive Plan Method shall review their individual professional development goals with their supervisor by no later than October 1 of each year. The KRSD will provide license holders leaving the District who have successfully completed one year of an alternative plan, one third of the hours necessary for re-licensure. KRSD will provide staff leaving the district after two years of successfully meeting goals on their alternative plan two thirds of the hours necessary for re-licensure by the New Hampshire Department of Education.

PRIOR TO IMPLEMENTATION OF THE IPDP

At the time of re-licensure, license holders develop professional development goals for their following three-year licensure cycle in coordination with a building administrator or supervisor. License holders record these goals and objectives using a digital personnel record contained within My Learning Plan software on the "IPDP 3 Year Plan" form (See Appendix A).

The building administrator or employee's supervisor approve these goals based upon the relevance and connection to the four District Expectations for teachers referenced in the KRSD Supervision and Professional Development Model. Once approved, the goals remain in the license holder's My Learning Plan digital portfolio for the life of the licensing cycle.

IMPLEMENTATION OF THE IPDP, REVIEW OF EVIDENCE, AND APPEALS

License holders and unlicensed staff members all record professional learning activities, action steps, and evidence of professional development designed to meet their professional goals using My Learning Plan and related activity forms for approval. License holders include activities suggested for targeted professional development credit and / or those recommended by the building administrator or supervisor.

The license holder must complete the IPDP Review Form annually in collaboration with the building administrator. License holders shall indicate on their IPDP Review Form their agreement

or disagreement with the administrator's review of goal and objective completion. Administrators will submit the IPDP Review Form to the SAU for the teacher's professional development file (via My Learning Plan).

The Professional Development Committee (PDC) and the Superintendent will review any appeal related to the goals completion of a license holder at the next scheduled PDC meeting after the receipt of the appeal.

APPROVAL OF PLAN COMPLETION AND RE-LICENSURE APPEALS

At the end of the three-year re-licensure cycle, licensed staff members meet with their building administrator, supervisor, or designee to review the final completion status of their goals as well as the activities, action steps, and evidence of attainment recorded. Administrators indicate on the My Learning Plan Final Review Form whether the license holder has met re-licensure requirements. The administrator submits the license holder's Final Review Form to the SAU office (via My Learning Plan).

The Professional Development Committee (PDC) and the Superintendent will review any appeal related to the goals and completion of a license holder's re-licensure at the next scheduled PDC meeting after the receipt of the appeal.

PROFESSIONAL DEVELOPMENT QUICK REFERENCE LIST

TIMELINE	TASK
At time of re-licensure	Administrators and teachers meet and review/develop Individual Professional Development Plans.
No later than October 1 No later than November 1	Administrators and *new* license holders meet and develop three-year plans. Administrators and *existing license holders* meet and develop or review three-year plans.
Throughout the year…	Teachers fill out Individual Professional Development Plan activities, action steps and evidence using My Learning Plan

	Administrator reviews and completes Individual Professional Development Plan Review Forms applicable to the license holder's goals status: ● Administrators and license holders meet and review Professional Development goals and revise (if necessary) Professional Development goals for the next 12 months. ● Administrators examine evidence that staff members present to document student learning and related license holder professional development needs. ● Discuss and record initial Professional Development strategies for use next year on the Review Form.
	IPDP and annual IPDP Review forms submitted to SAU office (via My Learning Plan) in accordance with the District's Supervision/Evaluation Model.

KRSD Table of Acceptable Documentation of Professional Learning		
Activity	**Description**	**Evidence for Proof of Completion**
Action Research	Examining one's own research or professional practice & its impact on students by engaging in a research project in one' classroom or work setting.	● Activity completion certificate ● Reflection statement ● Artifacts if applicable
Assessment	Disaggregation and interpretation of data to inform instruction; also, development of new curriculum based assessment procedure.	● Evidence of data analysis and newly informed instruction ● Reflection statement
Book Talk	Engaging in a single discussion or series of discussions about a book or other professional publication.	● Reflection statement ● Log of discussion meetings ● Evidence of implementing new learning

Case Discussions	Examining written narratives/videotapes of classroom teaching and learning and discussion of what is happening, problems, issues and outcomes that ensue. License holders may use this activity may to discuss a case study of a particular student; teacher would present the case and engage a group in discussion to determine ways to help the student in question.	● Written/videotape evidence ● Reflection statement ● Evidence of implementation of suggestions/new learning
Creating a "product"	Developing a product for the classroom, school or district such as lab manuals, science kits, summer work packets	● Product completed ● Reflection statement ● Implementation plans
Critical friends groups	A structured, collaborative, collegial approach to examining student work to improve instruction and generate solutions to classroom problems. Structure derives from the use of a discussion protocol and often the leadership of the group facilitator.	● Summary of student work analysis ● Discussion protocol/evidence ● Evidence of suggestion implementation/results
Curriculum development, implementation, and adaptation	Developing new curriculum, creating new instructional units, lessons, materials and strategies, or tailoring existing ones to meet the learning needs of students.	● Evidence of changed student needs/need for new curriculum ● Evidence of new curriculum, materials etc. ● Evidence of implementation/results ● Reflection statement
Immersion in inquiry	Engaging in learning practice with their students (e.g., inquiry-based science investigations or mathematical problem solving.	● Evidence of long-term use of inquiry practice ● Written evidence of students' inquiry ● Reflection statement
Independent study	Engaging in the study of a specific topic of interest either on one's own or as part of a formal university or college degree program.	● Evidence of completion ● Reflection statement ● Evidence of implementation
Mentoring/Coaching	Serving as a formal mentor/coach for another educator or participating as the recipient of the formal mentoring/coaching by another educator.	● Evidence of observation/discussion ● Evidence of suggestion implementation

		● Reflection page
Partnerships/ELO oversight	Educators working in collaborative partnership with business, industry, university or college with the focus on improving the educator's knowledge of content, instructional methods and understanding of "real world" applications of curriculum content and skills. Establishing and monitoring an ELO with a student collaborating with a business, industry, university or college).	● Evidence of discussion with business/ industry ● Evidence of educator's new knowledge application ● Reflection page ● Journal of meetings with student ● Copy of student's completed project
Professional Developer	Creating and/or presenting learning experiences for other educators.	● Proof of learning experience delivered ● Reflection Page ● Educators' evaluation page with suggestions
Professional networks	Educators linking with one another through electronic means to explore and discuss topics of interest, issues of concern and experiences in applying new methods in order to provide support and to identify and address shared problems.	● Log of electronic discussions ● Reflection page ● Evidence of implementing new methods, solving problems etc.
Study groups/grade level shares/vertical teaming	Engaging in regular and collaborative interactions with a group of colleagues around a particular topic or topics. During the group meetings, participants would share curriculum, research, best practices and assessment strategies.	● Log of group discussions ● Evidence of implementation ● Reflection page
Courses, Seminars, Institutes, Workshops, Conferences	Traditional activities for educators to build their knowledge of specific content or teaching practices.	● Proof of attendance ● Reflection page ● Evidence of new knowledge implementation

PROFESSIONAL DEVELOPMENT OF THE PARAEDUCATOR

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 license holder in a specialized field. The role of the paraprofessional 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 paraprofessional certification program due to the increasing numbers of paraeducators in the field of education. Their roles are varied (teacher aides, teaching assistants, 1-1 assistants, and instructional assistants) and their needs are as well.

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

The Paraeducator Individual Paraprofessional Development Plan:

Paraprofessional certification through the State of New Hampshire is valid for three years. Paraeducators must apply for and receive renewal of their certification by demonstrating continuing training in the field of education. Paraprofessionals are required to obtain a minimum of *50 total clock hours*, with *30 hours in content knowledge of subject or field* and *20 hours* devoted to a collection of approved professional development activities designed to meet individual, district, and school action plans. The following guide outlines the steps the paraprofessional can take to qualify for re-licensure. This guideline is also appropriate for non-certified paraprofessionals in order to continue developing their skills and knowledge base.

Step 1:

Prepare to submit your re-licensure / professional development goals (submitted via My Learning Plan).

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

Step 2:

Submit your Individual Paraprofessional Development Plan (via My Learning Plan)

- Working collaboratively with your supervisor, develop your three-year goals. Together, you will want to consider your paraprofessional growth objectives, the requirements of your position, and the school and district goals. Complete the IPDP 3 Year Plan.

Step 3:

Participate in activities to develop your plan goals and log them as completed in your MLP portfolio.

- The Kearsarge Regional School District offers a variety of activities through which paraprofessionals can earn credit hours toward certification. It is important to note that you are not limited to the resources offered by the District to earn the credit hours you need to meet your paraprofessional development goals.

  You **MUST** submit the Activity Approval Form (through MLP) and have it approved by your supervisor **PRIOR** to your participation in any activity if you intend to use those hours toward your recertification. When you have finished the activity, complete the associated reflections and submit to your supervisor as the final step.

Step 4:

Review your progress annually.

- Meet with your supervisor each year to review your individual plan and the progress you are making toward your paraprofessional goals / re-licensure.

Step 5:

Meet with your supervisor for re-licensure / Paraprofessional Development Plan Approval.

- Review your individual plan and activity forms documenting your credit hours (documented via MLP submissions). Your supervisor will confirm the successful completion of your three-year plan and notify the superintendent for certification approval.

KRSD PARAPROFESSIONAL DEVELOPMENT SKILL AREAS

Based on current paraprofessional role descriptions in the Kearsarge Regional School District, the District identifies the following paraprofessional skill areas categorized as:

Content Information:

- Knowledge of Child Development
- Knowledge of Subject Areas
- Adapting the Environment
- Confidentiality

Medical Information:

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

Process Information:

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

Behavioral Management:

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

Emotional Management:

- Emotional Self-regulation
- Trauma and Emotional Regulation

APPENDIX A: My Learning Plan Form: Individual Professional Development Plan