

# **Professional Development Master Plan Toolkit**

New Hampshire  
Department of Education

Division of Program Support  
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## INTRODUCTION

In 1999, a new version of Ed 512 was approved and shared with all of you. This version reflected a paradigm shift with respect to professional development and in particular placed emphasis on professional learning as a fundamental task of all educators. In The Fifth Discipline, Peter Senge (1990) defines learning as

Expanding the ability to produce the results we really want in life. So learning has very little to do with taking in information. Most fundamentally, learning is about enhancing capacity. Learning is about building the capacity to create that which you previously could not create. (p. 142)

and Phillip Schlechty (1997), writing in Inventing Better Schools: An Action Plan for Educational Reform characterized true learning as

- transforming information into usable propositions,
- organizing information in ways that inform decisions and actions,
- producing products that require others to apply knowledge or use information
- or arranging and rearranging concepts and ideas in useful ways. (p. 45)

The spirit of these definitions of learning is reflected in the following shift in emphasis with respect to professional development:

<b>Less Emphasis On...</b>	<b>More Emphasis On...</b>
Fulfillment of seat time and the accumulation of clock hours	Educators learning what matters most in support of their work with students
Acquisition of knowledge and skills	Developing deeper understanding and applying knowledge and skills meaningfully to support student learning
Learning for individual improvement	Learning for individual and organizational improvement

The increased focus on professional learning resulted in corresponding shifts of emphasis in professional development practices:

<b>Less Emphasis On...</b>	<b>More Emphasis On...</b>
Professional learning through activities conducted away from the school/district site	Professional learning through job-embedded activities and reflection
Outside “experts” as professional developers	In-district educators as experts in providing professional development
Evaluating professional development on the basis of participant satisfaction	Evaluating professional development on the basis of what participants learn, what they do with what they learn, and how it impacts students’ learning
Recertification as the primary purpose for professional development	Professional development serving multiple purposes including enhancement of individual and organizational capacity, improved student learning, and recertification

Over the past several years, school and district personnel have devoted enumerable hours to create Professional Development Master Plans that reflected the new professional development paradigm and satisfied the requirements of Ed 512. The good news for everyone is that the essence of the requirements in the newest version of Ed 512 is similar to that of the former version. That is, the “big ideas” expressed in the charts above are still the essence of the new version; some of the details have changed. This consistency will place most districts in the business of refining and enhancing existing professional development master plans rather than having to create radically new documents. To that end, the first portion of this toolkit provides a crosswalk between the 2001 and the 2005 versions. The second portion of the toolkit provide guidance, resources, and examples drawn from published sources and the experiences of various school districts, to assist districts in the work of refining and enhancing their master plans.

A well-known approach for conceptualizing student learning is the “Understanding by Design” (UbD) model developed by Jay McTighe and Grant Wiggins. In this model, learning involves the development of “understanding” as well as the acquisition of knowledge and skills. Understanding is the development of the capacity of the individual to explain, interpret, apply, see from different perspectives, feel empathy, and develop self-knowledge. Many districts use the model as the basis for curriculum development and instructional design. Among those districts, a number have also found this model helpful in conceptualizing adult learning and the design tools useful for developing individual professional development plans. The components of this model provide a helpful framework for integrating the wide array of educational and professional development practices that are in use in schools today. Thus the model seemed a fitting one to draw upon in approaching the task of creating a toolkit that would be helpful to you as you enhance and implement your professional development master plan. Use of the UbD model in this toolkit is not intended to convey the notion that adoption of this model is in any way a requirement or even a strong recommendation. The principles upon which the model is built derive from research on effective practices and are not original to the model itself. Thus with or without the formal use of the UbD model, districts are likely to experience a resonance with many of its precepts.

In fashioning this document, we drew upon the experiences of school districts and consultants as well as published research and resources. The ideas presented here are not intended for “adoption” but rather to act as stimuli for your own thinking and local design. We sincerely hope that you find this document to be a useful tool in your efforts. More importantly, we encourage all of you to continue to share “good ideas” and “successes” from district to district to support the continuous enhancement of professional development and student learning throughout the state.

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## Crosswalk of Changes in Ed 512

Coding: ~~Strikethrough~~ = Standards Eliminated      **Highlight** = Standards as Revised or Added  
 Note: *Italicized standards in right column are shown out of sequence to facilitate comparisons*

Former Standards Effective 7/1/ 2001	Revised Standards Effective 7/1/ 2005
Ed 512.01 <u>Basic Requirement</u> . Each school administrative unit, local school district, or participating nonpublic school shall prepare a 5-year master plan in accordance with requirements of this part.	Ed 512.01 <u>Basic Requirement</u> . Each school administrative unit, local school district, or participating nonpublic school shall prepare a 5-year master plan in accordance with requirements of this part.
Ed 512.02 <u>Criteria for State Approval of Local Professional Development Master Plan</u> . The following criteria shall apply to the approval of the master plan:  (a) Each school administrative unit, local school district, or participating nonpublic school shall file with the department the 5-year master plan required by Ed 512.01.  (b) At least once every 5 years, representatives of the department shall make an on-site visitation in order to observe whether the local administration of the master plan adheres to the criteria set forth below.  (c) A local professional development committee, established by the local superintendent shall:  (1) Develop and monitor the master plan according to Ed 512.02 (c) through (e) under the direction of the local superintendent in accordance with local school board policies, state statutes and state board rules.  (2) Number not fewer than 9 nor more than 15 members representing educators, school specialists, students, administrators, school board members and community lay persons.	Ed 512.02 <u>Criteria for State Approval of Local Professional Development Master Plan</u> . The following criteria shall apply to the approval of the master plan:  (a) Each school administrative unit, local school district, or participating nonpublic school shall file with the department the 5-year master plan required by Ed 512.01.  <b><i>Replaced by Ed 512.02 (h)</i></b> <b><i>Representatives of the department shall make an on-site visitation, on an as-needed basis as determined by the department, in order to observe whether the local administration of the master plan adheres to the criteria set forth in this section.</i></b>  (b) A local professional development committee, established by the local superintendent shall:  (1) <b>Include representation of educators, administrators, local school board members, and parents, or community lay persons, or both; and</b>  (2) Develop and monitor the master plan according to Ed 512.02 (c) through (e) under the direction of the local superintendent in accordance with local school board policies, state statutes and state board rules.

<p>(d) The professional development master plan shall include the following:</p> <p>(1) A statement of purpose;</p> <p>(2) A statement of local student learning needs as identified, including but not limited to:</p> <ul style="list-style-type: none"> <li>a. New Hampshire Education Improvement and Assessment Program;</li> <li>b. Portfolios;</li> <li>c. Standardized test; or</li> <li>d. Other local assessment instruments;</li> </ul> <p>(3) Evidence that curriculum frameworks adopted by the state board of education are being incorporated into the plan;</p> <p>(4) Provisions for individual educator growth and school improvement;</p> <p>(5) An ongoing evaluation component;</p> <p>(6) A statement describing how accountability for student performance will be demonstrated;</p> <p>(7) A statement describing how the master plan will address teacher competencies as stated in Ed 610.02;</p> <p>(8) A statement describing how data is utilized to make decisions;</p> <p>(9) Articulation of the relationship of the master professional development</p>	<p>(c) The professional development master plan shall include the following:</p> <p>(1) A statement describing the purpose of the master plan;</p> <p>(2) Procedures for collecting and interpreting data and information which shall provide evidence of each educator's growth in knowledge of:</p> <ul style="list-style-type: none"> <li>a. Subject or field of specialization; and</li> <li>b. Learners and learning as they relate to school and district goals in order to increase student achievement;</li> </ul> <p>(3) A description of the data collection system, including the collection and interpretation of a variety of relevant data sources such as but not limited to:</p> <ul style="list-style-type: none"> <li>a. The New Hampshire education improvement and assessment program;</li> <li>b. Portfolios;</li> <li>c. Standardized tests; and</li> <li>d. Other local assessment instruments;</li> </ul> <p>(4) Procedures for using the data collection system described in (c)(3) above for:</p> <ul style="list-style-type: none"> <li>a. Identifying student learning needs;</li> <li>b. Determining individual educator goals;</li> <li>c. Determining district or school goals;</li> <li>d. Evaluating student learning;</li> <li>e. Measuring the effectiveness of an individual professional development plan; and</li> <li>f. Evaluating the effectiveness of the master professional development plan on an on-going basis;</li> </ul>
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plan goals to the district/school goals;

- (10) A statement describing professional development activities including by not limited to :
- a. Collegiate or graduate work;
  - b. Workshops;
  - c. Seminars;
  - d. Institutes;
  - e. Observations;
  - f. Independent study;
  - g. Job-embedded projects;
  - h. Educational peer coaching;
  - i. Mentoring; and/or
  - j. Curriculum development; and

- (11) A process to address the recertification needs of all certified employees, including paraprofessionals; and

(5) Evidence that the plan is consistent with RSA 193-C:3, III;

(6) A statement describing how the master plan shall require each educator to demonstrate continuous improvement in the exercise of professional judgment and in regard to the knowledge, skills, and dispositions referenced in Ed 505.07, Ed 506.01, Ed 506.03, Ed 506.04, Ed 506.06, and Ed 506.07;

(7) A statement describing a variety of professional development activities focusing on content and pedagogy including, but not limited to:

a. Job-embedded professional development, including, but not limited to:

- 1. Observations;
- 2. Independent study;
- 3. Study groups;
- 4. Action research;
- 5. Educational peer coaching;
- 6. Mentoring; and
- 7. Curriculum, instruction, and assessment development; and

b. Formal professional development, including, but not limited to:

- 1. Collegiate or graduate course work;
- 2. Workshops and professional conferences;
- 3. Seminars; and
- 4. Institutes; and

(8) A process to address the recertification needs of all certified employees, including paraeducators.

The professional development master plan shall be consistent with state certification rules and with federal, state and local laws and regulations, including the local education improvement plan required in federal grant applications.

The professional development master plan shall recognize differences among professional educators by allowing recertification credit for completion of one of the following:

- (1) A choice of activities as indicated in Ed 512.04(d)(10)[a-k] to one or more of the 7 major professional development components as listed in (g) below; or
- (2) A comprehensive 3 year individual professional development plan which represents an alternative equivalent to the total number of clock hours required in Ed 512.04

~~The 7 major professional development components shall be:~~

- ~~(1) Knowledge of subject or field of specialization which shall include an understanding of the theory and content related to the educator's primary teaching or special service assignment;~~
- ~~(2) Character and citizenship education which shall include the~~

(d) The professional development master plan shall comply with state certification rules and with federal, state and local laws and regulations, including the local education improvement plan required in federal grant applications.

(e) The professional development master plan shall include the following processes for developing comprehensive 3-year individual professional development plans:

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

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

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

Replace by Ed 512 (a) (4) c  
*Knowledge of subject and content areas taught and field(s) of specialization for which certification is sought;*

following subjects:

- ~~— a. Self-discipline, self-respect, and self-control~~
  - ~~— b. Truth and honesty with self and others;~~
  - ~~— c. Fairness, integrity and justice;~~
  - ~~— d. Respect, courtesy and human worth;~~
  - ~~— e. Responsibility to oneself and others;~~
  - ~~— f. Community service and responsible citizenship; and~~
  - ~~— g. Privileges, duties, and responsibilities of citizenship, including appreciation and respect for:
    - ~~—— 1. Civic and social institutions of the United States and the federal government; and~~
    - ~~—— 2. The organization and operation of municipal, county, and state governments pursuant to RSA 186:5, RSA 186:13 I and II, RSA 189:11 and RSA 189:23 II, and the New Hampshire Constitution, Part Second, Article 83;~~~~
3. Professional skills which shall include those skills necessary to carry out a job assignment, including by not limited to:
- a. Methods of teaching;
  - b. Diagnosis of learning problems;
  - c. Design of instruction;
  - d. Evaluation of student work; and
  - e. Student/parent conference techniques;
4. Knowledge of learners and learning which shall include understanding of the nature and development of learners as well as the various processes by which learning occurs including by not limited to:
- a. Learning theories;
  - b. Developmental theory of children and adults;
  - c. The characteristics of those with learning handicaps; and
  - d. The cognitive, affective, and physiological process of learning;
5. Knowledge of the school's role, organization, and operation which shall include an understanding of the school

Replaced by Ed 512.03 (a) (4) e  
*Knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought;*

Replaced by Ed 512.03 (a) (4) d  
*Knowledge of learners and learning;*

~~as an institution, and also includes, but is not limited to:~~

- ~~a. Community and school relations;~~
- ~~b. School law;~~
- ~~c. School finance; and~~
- ~~d. How institutions change over time;~~
- ~~6. Exploratory or innovative activities; and~~
- ~~7. Integration of technology in the school which shall include:~~
  - ~~a. Using basic applications, such as word processing for communication, databases for managing information, spreadsheets for problem solving, and telecomputing for internet access;~~
  - ~~b. Using technology tools to support the curriculum, including curriculum frameworks; and~~
  - ~~c. Understanding the legal and ethical issues associated with the use of these technologies.~~

The professional development master plan shall include procedures for collecting and interpreting data which will indicate the degree of effectiveness of the processes in Ed 512.02 (g) (1) and (4)

~~Meeting the requirements of the master plan may result in a minimum requirement which exceeds 75 hours.~~

Professional staff whose credentials expire in a given year shall accrue their total hour requirements of approved professional development activities prior to being renominated or reelected pursuant to RSA 189:14-a. Hours accrued after re-nomination or re-election shall be counted toward the next 3-year recertification cycle which will commence on July 1 of that same calendar year.

~~For those educators requiring more than 135 hours of approved professional development activity, the superintendent may submit an amended professional development plan to the administrator to~~

Replaced by Ed 512.02 (c) 2

*Procedures for collecting and interpreting data and information which shall provide evidence of each educator's growth in knowledge of:*

- a. Subject or field of specialization; and*
- b. Learners and learning as they relate to school and district goals in order to increase student achievement;*

<p><del>extend the period up to 6 years, or 2 certification periods, for that portion of the teacher's professional development plan that exceeds 135 hours.</del></p> <p>The administrator or his/her designee shall review each professional development master plan and shall approve in writing to confirm whether it meets the provisions of this section or if it needs modification.</p> <p>If the professional development master plan is amended, the amendments shall be made in accordance with this section, as confirmed by the administrator.</p>	<p>(f) The administrator or designee shall review each professional development master plan and:</p> <ul style="list-style-type: none"> <li>(1) Approve such plan in writing if it meets the requirements of this section; or</li> <li>(2) Confirm in writing that the plan needs modification.</li> </ul> <p>(g) If the professional development master plan is amended, the amendments shall be made in accordance with this section, as confirmed by the administrator.</p> <p>(h) Representatives of the department shall make an on-site visitation, on an as-needed basis as determined by the department, in order to observe whether the local administration of the master plan adheres to the criteria set forth in this section.</p>
<p>Ed 512.03 Individual <u>Professional Development Plan</u>. Each certified educator shall develop an individual plan as follows:</p> <p>(a) An educator shall file the individual professional development plan with the school administrative unit, local school district, or participating nonpublic school for review and approval according to the criteria in paragraph (c);</p> <p>(b) The individual professional development plan shall be developed for a three-year period consistent with the educator's certification; and</p>	<p>Ed 512.03 Individual <u>Professional Development Plan</u>.</p> <p>(a) Each certified educator, including an educator with a professional certificate, shall develop, in collaboration with a supervisor or the supervisor's designee, an individual plan as follows:</p> <ul style="list-style-type: none"> <li>(1) An educator shall file the individual professional development plan with the school administrative unit, local school district, or participating nonpublic school for review and approval according to the criteria in (3) below;</li> <li>(2) The individual professional development plan shall be developed for a 3-year period consistent with the educator's certification(s) and incorporate one of the 3 options referenced in Ed</li> </ul>

- (c). The individual professional development plan shall:
- (1) Focus on increased student performance;
  - (2) Satisfy the requirements for recertification specified in Ed 500;
  - (3) Describe how the individual plan is directly linked to the master plan;
  - (4) Reflect the content of the district's curriculum, area(s) of certification, state frameworks, and national standards, as related to an individual's expertise;
  - (5) Describe how the individual plan addresses the teachers competencies as stated in Ed 610.02;
  - (6) Include activities for both personal growth and school program improvement; and
  - (7) Include a component for self-evaluation.

512.02(e);

(3) The individual professional development plan shall include one or more goals for improving student learning and be developed from:

a. The educator's self assessment or reflection on competencies referenced in Ed 512.02(c)(6) and the content area standards referenced in Ed 506.01, Ed 506.03, Ed 506.04, Ed 506.06, Ed 506.07, and Ed 507;

b. Analysis of student work; and

c. A review of school or district goals, or both;

(4) The individual professional development plan shall include components such as the following:

a. Activities or efforts to reinforce school or district improvement goals, or both;

b. Activities or efforts focused on increasing student achievement;

c. Knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought;

d. Knowledge of learners and learning;

e. Knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought; and

f. Activities that promote

	<p>continuous improvement in exercising professional responsibilities and obligations; and</p> <p>(5) The plan shall meet the requirements of the master plan as specified in Ed 512.02(e).</p> <p>(b) Each certified educator whose credentials expire in a given year shall accrue total continuing education units of approved professional development activities prior to being re-nominated or reelected pursuant to RSA 189:14-a. Professional development completed after nomination or election shall be counted toward the next 3-year recertification cycle which shall commence on July 1 of that same calendar year.</p> <p>(c) A certified educator who is employed under a master plan and who holds a professional certificate that supports his or her current assignment shall develop an individual professional development plan that supports the educator's current assignment.</p>
<p>Ed 512.04 Criteria for Recertification of Educators under the Professional Development Master Plan. The following criteria shall apply:</p> <p>(a) The professional development master plan shall require that every educator applying for renewal of his/her credential acquire the following number of minimum hours in each of the categories:</p> <p>(1) A minimum of 75 hours of approved professional development activity every 3 years;</p> <p>(2) A minimum of 45 hours of the total hours required shall be devoted to approved professional development activities to meet district needs, school goals, and/or school improvement plans; and</p> <p>(3) A minimum of 30 hours of the total hours required shall be devoted to approved professional development activity in each subject area and/or field of specialization, which shall include the knowledge</p>	<p><u>Ed 512.04 Criteria for Recertification of Educators under the Professional Development Master Plan.</u> The following criteria shall apply for recertification of educators under the professional development master plan:</p> <p>(a) The professional development master plan shall require that every educator applying for renewal of his/her credential has the approval of the local superintendent or designee for the successful completion of the educator's individual professional development plan, based on one of the options referenced in Ed 512.02(e).</p> <p>(b) The individual professional development plan shall address the elements described in Ed 512.03(a) (4).</p>

<p>requirements of Ed 512.02 (g)(1) for which recertification is sought; and</p> <p><del>(4) In addition to the requirements of (1), (2), and (3) above for each endorsement 30 hours shall be devoted to approved professional development activity in each subject area and/or field of specialization.</del></p>	
<p><u>Ed 512.05 Criteria For Recertification of Educators Not Under the Local Professional Development Master Plan.</u> Certified educators seeking recertification who are not employed by a school administrative unit, a local school district, or a participating nonpublic school shall:</p> <p>(a) Comply with a professional development master plan prepared by the department that is in accordance with the criteria listed in Ed 512.02 and with the individual plan prepared under Ed 512.03 according to the following breakdown of required hours:</p> <p><del>(1) At least 10 hours of the required 75 in the area of integration of technology as defined in Ed 512.02(g)(7);</del></p> <p>(2) At least 30 hours of the required 75 in an approved professional development activity in each subject area and/or field of specialization, including an understanding of theory and content related to the educator's primary teaching or special service assignment; and</p> <p>(3) At least 35 of the remaining hours in those areas listed in Ed 512.02(g), subparagraphs (2) through (6).</p>	<p><u>Ed 512.05 Criteria For Recertification of Educators Not Under the Local Professional Development Master Plan.</u> Certified educators seeking recertification who are not employed by a school administrative unit, a local school district, or a participating nonpublic school shall:</p> <p>(a) Comply with a professional development master plan prepared by the department that is in accordance with the criteria listed in Ed 512.02(c); and</p> <p>(b) Submit an individual professional development plan developed for a 3-year period, consistent with the educator's certification(s), to the bureau for review, which shall be approved by the bureau if it meets the following requirements:</p> <p>(1) The plan is prepared according to the following breakdown of a minimum of 75 required continuing education units:</p> <p>a. At least 30 of the required 75 continuing education units in an approved professional development activity in each subject area or field of specialization, or both, including an understanding of the theory and content related to the educator's primary teaching or special service assignment; and</p> <p>b. At least 45 of the remaining credits aligned with Ed 505.07;</p> <p>(2) The plan includes one or more goals for improving student</p>

	<p>learning, as developed from the educator's self assessment or reflection on competencies referenced in Ed 512.02(c)(6) and the content area standards referenced in Ed 507; and</p> <p>(3) The plan includes components, such as, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>a. Knowledge of all subject or content areas taught and field(s) of specialization for which recertification is sought;</li> <li>b. Knowledge of learners and learning; and</li> <li>c. Knowledge of effective, developmentally appropriate teaching strategies and best practices for the subject or content areas taught and for which recertification is sought.</li> </ul>
<p>Ed 512.06 <u>Certified Paraprofessionals</u>. Requirements for certified paraprofessionals shall be as follows:</p> <p>(a) For those certified paraprofessionals who are employed by an agency listed in Ed 512.01, a minimum of 50 hours shall be required in areas determined by the professional development master plan required by this part; and</p> <p>(b) For those certified paraprofessionals who are not employed by a unit listed in Ed 512.01, a minimum of 50 hours of paraprofessional growth shall be required in one or more of the 7 components listed in Ed 512.02(g).</p>	<p>Ed 512.06 <u>Certified Paraeducators</u>. Requirements for paraeducators certified under Ed 504.05 shall be as follows:</p> <p>(a) For those certified paraeducators who are employed by an agency listed in Ed 512.01, a minimum of 50 continuing education units shall be required in areas determined by the professional development master plan required by this part; and</p> <p>(b) For those certified paraeducators who are not employed by an agency listed in Ed 512.01, a minimum of 50 continuing education units of paraprofessional growth shall be required.</p>

## STATEMENT OF PURPOSE

In developing your statement of purpose, consider both the aims of professional development and the purpose of the master plan in supporting the accomplishment of those ends. This statement helps to create a collective vision based upon shared values and beliefs regarding professional development. In its highest form the statement of purpose inspires educators to continue learning and growing.

### **Some Guiding Questions**

What are the aims or purposes of professional development

For the organization (the SAU/district/school)?

For the educators

For the students

How does the professional development master plan serve those ends?

### **Resources**

You may find the following National Staff Development Council standards helpful in guiding your articulation of the purposes of professional development and the master plan. *Additional information regarding these standards is available at [www.nsdc.org](http://www.nsdc.org)*

#### **Context Standards**

##### ***Learning Communities—Leadership—Resources***

Staff development that improves the learning of all students

- organizes adults into learning communities whose goals are aligned with those of the school and district.
- requires skillful school and district leaders who guide continuous instructional improvement.
- requires resources to support adult learning and collaboration.

#### **Process Standards**

##### ***Data-Driven—Evaluation—Research-based—Design—Learning—Collaboration***

Staff development that improves the learning of all students

- uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- uses multiple sources information to guide improvement and demonstrate its impact.
- prepares educators apply research to apply research to decision making.
- uses learning strategies appropriate to the intended goal.
- applies knowledge about human learning and change.
- provides educators with the knowledge and skills to collaborate.

#### **Content**

##### ***Equity—Quality Teaching—Family Involvement***

Staff development that improves the learning of all students

- prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
- deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- provides educators with knowledge and skills to involve families and other stakeholders appropriately.

## STATEMENT OF PURPOSE (continued)

### Example

The \_\_\_\_\_ School District values professional development as fundamental to the success of the district. Professional development increases educators' knowledge and enhances their professional skills, deepens educators' understanding and appreciation for the varied needs of students, enhances educators' capacity to facilitate the learning success of all students.

This Professional Development Master Plan has been developed to provide the structure and means through which educators continuously enhance their professional competency and simultaneously satisfy the NH recertification requirements enumerated in Ed 512. The primary aim of this Master Plan is the enhancement of learning for all students. As a means to that end, the procedures and tools of this plan are intended to facilitate the individual and collective growth of all district educators. This plan recognizes that high quality professional development that improves the learning of all students is

- driven by the results of a regular and systematic analysis of a variety of data and information on student learning
- focused on the effective implementation of research-based educational practices
- responsive to the unique learning needs and styles of each individual educator
- best accomplished through the development of collaborative learning communities whose goals are aligned with the improvement priorities of the district

## PROFESSIONAL DEVELOPMENT COMMITTEE

### Committee Membership, Roles, and Responsibilities

In order to provide appropriate and adequate representation of all educational professionals and paraeducators, the Professional Development Committee should include an appropriate number of representatives from each constituency within the district. The roles, responsibilities, and terms of service should be clearly articulated. The process by which the Professional Development Committee will accomplish the development of the PD Master Plan, manage its implementation, and evaluate its effectiveness should be clearly detailed. Finally, the plan should clearly articulate the manner in which parents will be informed of district/school professional development efforts. This communication might be accomplished through newsletters, PTA meetings, and/or other means.

### Guiding Questions

- What constituents need to be represented on your committee?
- What proportion of representation is appropriate to each constituency?
- How will members be recruited and selected for the committee?
- How long may individuals serve on the committee?
- What are the roles and responsibilities of the committee with respect to the development, implementation, monitoring and evaluation of the master plan?
- When and how frequently will the committee meet?
- How will parents be given the opportunity to provide input regarding the district's/school's professional development plans?
- How will parents be informed of district professional development efforts and accomplishments?

### Evaluating Professional Development

One of the most important roles of the Professional Development Committee is the evaluation of professional development which occurs under the Master Plan. Evaluations of professional development need to incorporate 5 levels of information—

- Participant satisfaction
- Participants learning
- Organizational support
- Participants' use of new knowledge and skills
- Impact on students' learning

### Resources

Helpful resources for evaluating professional development include;

- Standards for Staff Development Revised. 2001. National Staff Development Council.
- Moving NSDC's Development Standards into Practice: Innovation Configurations. 2003. National Staff Development Council.

Further resources can be found on the NSCD website [www.nsd.org](http://www.nsd.org)

**PROFESSIONAL DEVELOPMENT COMMITTEE (continued)**

**Example:**

**5-Levels Plan for Evaluating Professional Development**

The chart below provides an explanation of each level of evaluation and offers suggestions for data gathering tools.

**5-Level Plan for Evaluating Professional Development**

<b>Evaluation Level</b>	<b>Some Possible Data-Gathering Tools</b>	<b>Uses of the Data</b>
<p><b>Level 1</b>  <b>Participant Satisfaction</b>                      Determining participants' reactions to and degree of satisfaction with the presentation, presenter, materials, content, venue, etc.</p>	<ul style="list-style-type: none"> <li>Participant feedback form using closed-response or open-ended questions about the presenter, the format, the content, the venue, etc.</li> </ul>	<p>Helpful in some decisions about presenters, format, venue, etc.                      Tells if any of the above variables may have impacted the effectiveness of the professional development</p>
<p><b>Level 2</b>  <b>Participant Learning</b>                      Measuring the understanding, knowledge, skills, and perhaps new attitudes which participants acquired as a result of the professional development experience</p>	<ul style="list-style-type: none"> <li>Participant feedback form developed with questions specifically designed to gather feedback on the degree to which the professional development achieved its intended learning outcomes</li> <li>Products created by the participants or formal demonstrations of learning</li> <li>Written reflections</li> <li>Oral debriefs</li> </ul> <p>Note: Specific criteria and indicators of successful learning must be developed prior to delivering the professional development.</p>	<p>Helpful in determining the degree to which the specific learning goals of the professional development were achieved.                      Useful for modifying professional development content, format, methods, organization, delivery etc.</p>

<p><b>Level 3</b>  <b>Organizational Support</b>  Assessing the adequacy of the support for implementing the new practices (time, money, guidance, informational resources, technical assistance, etc.) provided by the responsible SAU/district/school and the compatibility of organizational policies and practices with the desired change.</p>	<ul style="list-style-type: none"> <li>• On-site observations</li> <li>• Interviews with participants, organizational leaders, etc.</li> <li>• Review of documents (e.g., policies, budgets, meeting minutes, schedule of professional development activities, use of release time, etc.)</li> <li>• Organizational self-evaluation using an established rubric of indicators</li> </ul>	<p>Helpful in identifying supports and impediments to change.  Useful to document and improve organizational support and to inform future change initiatives.</p>
<p><b>Level 4</b>  <b>Participants' Use of New Knowledge and Skills</b>  Measuring participants' actual use of knowledge and skills they have gained</p>	<ul style="list-style-type: none"> <li>• Formal observations by consultant and/or supervisors</li> <li>• Walk-throughs by consultant, supervisors, and/or colleagues</li> <li>• Participants' written reflections</li> <li>• Participants' projects, portfolios, professional development plan evidence collection</li> <li>• Interviews</li> <li>• Survey</li> </ul>	<p>Helpful in providing evidence of participants' levels of use.  Useful for determining necessary supports and to improve future professional development activities.</p>
<p><b>Level 5</b>  <b>Impact on Student Learning</b>  Measuring impact of participants' application of acquired knowledge and skills on student learning.</p>	<p>Measures of student achievement  Standardized and non standardized assessments  Performance assessments &amp; projects  Tests, quizzes, writing prompts  Samples of students' work  Observations of students  Measures of other student outcomes  Attitude scales  Motivation measures  Attendance  Discipline data  Homework completion &amp; quality  Classroom and school behavior  Note: It is important to identify in advance the intended student outcomes and measures to be used.  Also important to establish a baseline for each measure.</p>	<p>Helpful in determining the degree to which changes in participants' professional practice are having the desired effect on student outcomes.  Useful for refining the change initiative strategies, identifying and replicating successful practices, and identifying further professional development needs.</p>

## DATA COLLECTION, INTERPRETATION, AND USE

Every district/school should have a planned, organized, systematic approach to annually collecting, analyzing, and utilizing data and information about student academic achievement (and other related student outcomes) to inform district/school/individual improvement efforts. The data should come from a variety of sources—standardized and non-standardized.

### Guiding Questions

- What data/information will be regularly and systematically collected, analyzed, and interpreted?
- By what methods will the data be collected, analyzed, and interpreted?
- Who are the persons responsible for collecting, analyzing, and interpreting the data/information?
- What is the annual schedule for collecting, analyzing, and interpreting the data/information?
- By what process will the district/school use the data to
  - Evaluate students' performance and identify student learning needs in relation to the NH Curriculum Frameworks and the NH Grade Level/Span Expectations?
  - Develop district and school improvement goals which target the identified student learning needs?
- In what format and manner will the data be made available to the School Board, administrators, professional staff and paraeducators?
- What schedule will be followed in making this data available?
- Who will be responsible for managing the data and making it available?
- By what process will educators use the data to
  - identify professional improvement goals which target the identified student learning needs and
  - to assess the effectiveness of their professional development plan in improving student learning?
- By what process will the Professional Development Committee use the data to
  - measure the effectiveness of the Professional Development Master Plan in improving student learning in the identified areas of need.

### Resources

Helpful resources for working with data include the following books:

- Bernhardt, Victoria L. 1999. The school portfolio. Eye on Education: Larchmont, NY.
- Bernhardt, Victoria L. 2003. Using data to improve student learning. Eye on Education: Larchmont, NY.
- Preuss, Paul G. 2003. The school leader's guide to root cause analysis: Using data to dissolve problems. Eye on Education: Larchmont, NY.

### Examples

An informative but concise way for articulating your data collection, analysis, and use information is the use of a "Data Matrix." Two examples of data matrices and a blank matrix template follow.

**EXAMPLE 1 - DATA MATRIX**

<b>ASSESSMENTS</b>	<b>GRADES</b>	<b>DATES</b>	<b>REVIEWERS</b>
NHEIAP-now NECAP	End of Grade 3, 6- New time frame(s) with NECAP exam	May 14-25	Grade level teams Curriculum committee Curriculum Advisory Council
Math	Grades 1-8	Primarily September	Grade level teams
Reading	Grade 1 Grade 2-4 For Individual students in need	Primarily September	Grade level teams Specialists
Terra Nova 2 <sup>nd</sup> Ed.	Grades 2, 5, 7	April 23-May 7	Grade level teams Teachers Curriculum committees Curriculum Advisory Council
Reports Cards	Grades K-8	Quarterly	Teachers, Guidance Administrators Curriculum Advisory Council
Occupational , Physical & Speech- Language Therapists Evaluations  Psychological Testing  Key Math  Test of Written Language  Test of Written Spelling  Woodcock Johnson Tests of Academic Achievement  Differential Ability Scales	Grades pre-school -8	Throughout year for individual students as needed	SPED Team
Parent/Community Surveys	Parents and community	Spring 3 yr. Cycle	Administration Staff School Board

**EXAMPLE 2 - DATA MATRIX**

<b>DATA SOURCES</b> Identify the types	<b>COLLECTION</b> Who collects it? How often? When?	<b>ANALYSIS</b> Who analyzes it? What is the process?	<b>DECISION MAKING</b> What is the information being used for? How are results reported and to whom?
<b>NHEIAP grade 6- Now NECAP's</b>	Scores collected in October Science English Language Arts Math Social Studies	By January, Grades 4, 5 & 6 teams and curriculum committees, and Administration write up a summary and complete graphs of levels and scaled scores	<ul style="list-style-type: none"> <li>- Reported to staff, SAU and School Board &amp; parents.</li> <li>- Used for curriculum and instructional improvement</li> </ul>
<b>California Achievement Tests</b>	Given in April at grades 5 & 7 Tests Science English Language Arts Math Social Studies	Grades 5 & 7 staff, with Administrative input	<ul style="list-style-type: none"> <li>- Reported to parents, and staff.</li> <li>- Used for curriculum and instructional improvement</li> <li>- Used for student placement in math class.</li> <li>- Used to track student progress over time.</li> <li>- Tool for showing school progress over time.</li> </ul>
<b>Gates-MacGinitie Reading Test</b>	Given in January at grades 5, 6 & 7 and Grade 8 Reading Workshop Students  Tests Reading Abilities	Grades 5, 6 & 7 staff, with Administrative input	Reported to staff. <ul style="list-style-type: none"> <li>- Used for curriculum and instructional improvement</li> <li>- Used for student placement in reading workshop class.</li> <li>- Used to track student progress over time.</li> <li>- Tool for showing school progress over time.</li> </ul>
<b>John Stark Reading and Math Placement Test</b>	Given in March to 8th graders	Analyzed by 8th grade team and Principal and Guidance Counselor.	Used to correlate scores with actual classroom work. Used to see the numbers of students at or above grade level for curriculum planning.
<b>Algebra Pre-test</b>	7th grade students	Grade 7 Math Staff	Placement into Algebra 1 for 8th grade.
<b>Attendance Data</b>	Collected daily, and entered on the computer Win-School	Secretary reports out students absent more than 10 days in a quarter or any patterns that may warrant further analysis. Reviews total percentage rate of school absenteeism, as well.	<ul style="list-style-type: none"> <li>- Reported to students and parents, &amp; staff</li> <li>- Used for monitoring individual student performance.</li> <li>- Tool for showing school progress in this area, over time.</li> </ul>

<b>DATA SOURCES</b> Identify the types	<b>COLLECTION</b> Who collects it? How often? When?	<b>ANALYSIS</b> Who analyzes it? What is the process?	<b>DECISION MAKING</b> What is the information being used for? How are results reported and to whom?
<b>Report Cards</b>	Grades are reviewed every 4-5 weeks for overall student performance. Grades are entered through the computer on Win-School, every 9-10 weeks	Teachers review grades 8 times a year: for progress reports and report cards.	<ul style="list-style-type: none"> <li>- Reported to students, parents, and administration.</li> <li>- Used for student placement in next grade.</li> <li>- Used to track student progress over time.</li> <li>- Tool for showing school progress over time.</li> </ul>
<b>Technology Competencies Rubric</b> (in development 3/01)	Tests for computer literacy skills of students.	Teachers review the competencies	<ul style="list-style-type: none"> <li>- Reported to teachers</li> <li>- Used to determine individual growth as well as, competency levels of total student population over time.</li> <li>- Used for curriculum and instructional planning.</li> </ul>
<b>NHEIAP grade 3 and 6</b> <b>Now NECAP's</b>	Scores collected in October Science English Language Arts Math Social Studies	Analyzed by grade level teams curriculum committees, and Administration. A report is written which summarizes the findings	<ul style="list-style-type: none"> <li>- Reported to staff, SAU and School Board &amp; parents.</li> <li>- Used for curriculum and instructional improvement</li> </ul>
<b>Barnell-Loft Spelling Test</b>	Given in twice a year at grades 1-4  Tests Spelling	Classroom teacher	<ul style="list-style-type: none"> <li>- Reported to parents, and staff, reading literacy curriculum committee</li> <li>- Used for curriculum and instructional improvement</li> <li>- Used for student progress &amp; achievement.</li> <li>- Used to track school-wide student progress over time.</li> <li>- Tool for showing effectiveness of spelling program</li> </ul>
<b>Gates-MacGinitie Reading Test</b>	Given in the fall at grades 1 through 7  Tests Reading Abilities	Reading Specialist	<ul style="list-style-type: none"> <li>Reported to parents, and staff, reading literacy curriculum committee</li> <li>- Used for curriculum and instructional improvement</li> <li>- Used to track student progress over time.</li> <li>- Tool for school-wide strengths &amp; weaknesses and to show school-wide progress over time.</li> </ul>
<b>Attendance Data</b>	Collected daily, and entered on the computer Win-School	Administration reviews daily. Secretary reports out students absent more than 5 days in a quarter or any patterns that may warrant further analysis. Reviews total percentage rate of school absenteeism, as well.	<ul style="list-style-type: none"> <li>- Reported to students and parents, &amp; staff</li> <li>- Used for monitoring individual student performance.</li> <li>- Tool for showing school progress in this area, over time.</li> </ul>

<b>DATA SOURCES</b> Identify the types	<b>COLLECTION</b> Who collects it? How often? When?	<b>ANALYSIS</b> Who analyzes it? What is the process?	<b>DECISION MAKING</b> What is the information being used for? How are results reported and to whom?
<b>Report Cards</b>	Grades are reviewed every 5 weeks for overall student performance.	Teachers review grades 8 times a year: for progress reports and report cards. Teachers contact parents when one or more grades result in a failure. Notification letters go out in Feb for student in jeopardy of not being promoted	<ul style="list-style-type: none"> <li>- Reported to students, parents, and administration.</li> <li>- Used for student placement in next grade.</li> <li>- Used to track student progress over time.</li> <li>- Tool for showing school progress over time.</li> </ul>
<b>Technology Competencies Rubric</b>	Tests for computer literacy skills of students.		<ul style="list-style-type: none"> <li>- Reported to students, teachers</li> <li>- Used to determine individual growth, as well as, competency levels of total student population over time.</li> <li>- Used for curriculum and instructional planning.</li> </ul>
<b>Writing Portfolio</b>	Collected annually on all students	Reviewed by students and classroom teachers	<ul style="list-style-type: none"> <li>- Reported to students and parents, &amp; staff</li> <li>- Used for monitoring individual student performance and growth over a year's time and K-8 years.</li> <li>- Tool for showing school progress in this area, over time.</li> </ul>
<b>Math Program Unit Tests</b>	Grades 1-7 throughout the year	Reviewed by classroom teachers	<ul style="list-style-type: none"> <li>- Reported to students, parents, and administration.</li> <li>- Used to track student achievement throughout the year. (summative)</li> <li>- Tool for showing school progress over time.</li> </ul>
<b>Parent – Teacher Conferences</b>	<p>Data is kept by the classroom teacher on who attended.</p> <p>Information exchanged at the meetings helps in planning for the child.</p>	<p>Administration</p> <p>Classroom teacher</p>	<ul style="list-style-type: none"> <li>- Numbers of conferences held are reported to administration.</li> <li>- Used as a measure of parental involvement in school and the effectiveness of public relations.</li> <li>- Informal information gathered at the conference helps the teacher better plan for the student.</li> </ul>
<b>John Stark Reading and Math Placement Test</b>	Given in March to 8th graders	Analyzed by 8th grade team and Principal and Guidance Counselor.	Used to correlate scores with actual classroom work. Used to see the numbers of students at or above grade level for curriculum planning.

<b>DATA SOURCES</b> Identify the types	<b>COLLECTION</b> Who collects it? How often? When?	<b>ANALYSIS</b> Who analyzes it? What is the process?	<b>DECISION MAKING</b> What is the information being used for? How are results reported and to whom?
<b>Student Portfolio</b>	Student and Teachers make selections of what is included, 4 times a year for the end of each marking period	Students and classroom teachers agree upon what will be included. All papers and projects are considered and final selections are agreed to by the student and teacher.	<ul style="list-style-type: none"> <li>- this provides parents with a visual sampling of their child's schooling during the past quarter</li> <li>- students are given a chance to show what they have learned and take pride in work</li> <li>- show student work over time</li> </ul>
<b>NHEIAP grade 3 NECAP's</b>	Scores collected in October Science English Language Arts Math Social Studies	By November, the curriculum committee and administration present a summary of test results to the School Board.	<ul style="list-style-type: none"> <li>- Reported to staff, SAU and School Board &amp; parents.</li> <li>- Used for curriculum and instructional improvement</li> <li>- The 4th grade teaching Principal meets with each parent of the tested students to explain the results.</li> </ul>
<b>Parent – Teacher Conferences</b>	Data is kept by the classroom teacher on information shared.  Information exchanged at the meetings helps in planning for the child.	Administration  Classroom teacher	<ul style="list-style-type: none"> <li>- Information gathered at the conferences is shared with administration.</li> <li>- Used as a measure of parental involvement in school and the effectiveness of public relations.</li> <li>- Informal information gathered at the conference helps the teacher better plan for the student.</li> </ul>
<b>Attendance Data</b>	Collected daily, and entered on the school register	Administration reviews daily.	<ul style="list-style-type: none"> <li>- Reported to parents, &amp; staff</li> <li>- Used for monitoring individual student performance.</li> </ul>
<b>Report Cards</b>	Grades are reviewed every 5 weeks for overall student performance.	Teachers review grades 8 times a year: for progress reports and report cards. Parents are notified in January for student in jeopardy of not being promoted	<ul style="list-style-type: none"> <li>- Reported to parents, and administration.</li> <li>- Used for student placement in next grade.</li> <li>- Used to track student progress over time.</li> <li>- Tool for showing school progress over time.</li> </ul>
<b>PSAT</b>	Given in October	Reviewed grades 10 and 11	- reported to parents and Guidance Staff meeting with individual students to set up a plan to improve scores.
<b>NHEIAP grade 10 NECAP's</b>	Scores collected in October Science English Language Arts Math Social Studies	Reviewed by Guidance staff and distributed to coordinators	<ul style="list-style-type: none"> <li>- Reported to staff, SAU and School Board &amp; parents.</li> <li>- Used for curriculum and instructional improvement</li> </ul>
<b>Differential Aptitude Test</b>	Given in 9th grade	Used by students, Guidance staff and teachers	<ul style="list-style-type: none"> <li>- Reported to students, staff, &amp; parents.</li> <li>- Used for instructional adjustments</li> </ul>

<b>DATA SOURCES</b> Identify the types	<b>COLLECTION</b> Who collects it? How often? When?	<b>ANALYSIS</b> Who analyzes it? What is the process?	<b>DECISION MAKING</b> What is the information being used for? How are results reported and to whom?
<b>Attendance Data</b>	Collected daily, and entered on the school register	Administration reviews daily.	- Reported to parents, & staff - Used for monitoring individual student performance.
<b>Report Cards</b>	Grades are reviewed every 5 weeks for overall student performance.	Teachers review grades 8 times a year: for progress reports and report cards. Parents are notified in January for student in jeopardy of not being promoted	- Reported to parents, and administration. - Used for student placement in next grade. - Used to track student progress over time. - Tool for showing school progress over time.
<b>Learning Styles Inventory</b>	9th grade	Give test data given to students and parents. Reviewed by Guidance	Reviewed by faculty. Adjustments made in instruction.
<b>ASVAB (Armed Services Vocational Aptitude Battery)</b>	11th grade	Reviewed by Guidance with individual students	Career and Future planning
<b>Math Test</b>	10th grade	Reviewed By Guidance and Math department	Placement
<b>Math Testing</b>	10th grade	Reviewed by Guidance and Math department	- Placement
<b>Career Assessment (Choices)</b>	9th Grade	Reviewed by Guidance staff and distributed to coordinators	- Reported to staff, SAU and School Board & parents - Used for curriculum and instructional improvement
<b>Differential Aptitude Test</b>	Given in 9th grade	Used by students, Guidance staff and teachers	- Reported to students, staff, & parents - Used for instructional adjustments
<b>Nelson Denny Reading Test</b>	8th and 9th grade	Reviewed by Guidance staff and English Coordinators	- Placement
<b>Math Test</b>	8th and 9th grade	Reviewed by Guidance staff and Math Coordinators	- Placement

School: \_\_\_\_\_

page \_\_\_\_ out of \_\_\_\_

**DATA MATRIX**

<b>DATA SOURCES</b> Identify the types	<b>COLLECTION</b> Who collects it? How often? When?	<b>ANALYSIS</b> Who analyzes it? What is the process?	<b>DECISION MAKING</b> What is the information being used for? How are results reported and to whom?

## INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS — ESTABLISHING INDIVIDUAL PROFESSIONAL DEVELOPMENT GOALS

In developing their individual professional development goals, educators need to consider:

1. Areas of student learning that are in need of improvement
2. The improvement goals and priorities of the district/school
3. Professional knowledge and skills which will enhance their professional practice and improve student learning in the targeted areas

Effective goals meet the following SMART criteria:

- S** specific, significant, stretching  
**M** measurable, meaningful, motivational  
**A** attainable, agreed upon, achievable, action-oriented  
**R** realistic, relevant, reasonable, rewarding, results-oriented  
**T** time-based, timely, tangible,

To identify areas of student learning that in need of improvement, educators should review an appropriate variety of data including but not limited to

- NHEIAP/NECAP and other data annually collected and analyzed by the district/school
- Classroom assessment data
- Samples of student work
- Observations of students

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

- District/school improvement 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

To identify both their pedagogical and content learning needs, educators should use an appropriate combination of the following self-assessment tools:

- Locally-developed standards for teaching
- The Domains and Competencies outlined in A Framework for Teaching by Charlotte Danielson. 1996 ASCD. ISBN 0871202697
- The appropriate and relevant [NH Certification Standards](http://gencourt.state.nh.us/rules/ed500.html). These standards are found at: <http://gencourt.state.nh.us/rules/ed500.html> (use Edit > Find on this page or Control F to search the page for the relevant certification standard)
  - Ed 504.05 Certification as a Paraeducator
  - Ed 505.07 Professional Education Requirements
  - Ed 506.01 Superintendent
  - Ed 506.03 Business Administrator
  - Ed 506.04 Principal-Instructional Leader and Associate Principal Leader
  - Ed 506.06 District Administrator
  - Ed 506.07 Special Education Administrator
  - Ed 507.01 Career and Technical Education Director
  - Ed 507.02 Career and Technical Education Teacher Vocational Education
  - Ed 507.03 Career and Technical Specialty Certification
  - Ed 507.04 Comprehensive Agricultural Education Teacher
  - Ed 507.05 Comprehensive Technology Education Teacher Services

- Ed 507.06 Guidance and Counseling Director
- Ed 507.07 School Guidance Counselor
- Ed 507.08 School Psychologist
- Ed 507.09 Visual Arts Teacher
- Ed 507.14 Social Worker
- Ed 507.15 Health Educator
- Ed 507.16 Physical Education Teacher
- Ed 507.17 ESOL Teacher
- Ed 507.19 Specialist in Assessment of Intellectual Functioning
- Ed 507.20 Media Supervisor
- Ed 507.21 Library Media Specialist
- Ed 507.22 Computer Technology Educator
- Ed 507.23 Speech-Language Specialist
- Ed 507.24 Educator in Language Arts for Grades 5-12
- Ed 507.25 Educator in Mathematics for Grades 5-8
- Ed 507.26 Educator in Secondary Mathematics for Grades 7-12
- Ed 507.27 Educator in Social Studies for Grades 5-12
- Ed 507.28 Educator in General Science for Grades 5-9
- Ed 507.29 Educator in Earth-Space Science for Grades 7-12
- Ed 507.30 Educator in Physical Science for Grades 7-12
- Ed 507.31 Educator in Biology for Grades 7-12
- Ed 507.32 Educator in Chemistry for Grades 7-12
- Ed 507.33 Educator in Physics for Grades 7-12
- Ed 507.34 Theatre Teacher
- Ed 507.35 Educational Interpreter/Translator for Ages 3-21
- Ed 507.36 Classical Languages Teacher
- Ed 507.37 Modern Language Teacher
- Ed 507.38 Music Teacher
- Ed 507.39 General Special Education Teacher
- Ed 507.40 Comprehensive Marketing Education Teacher
- Ed 507.41 Comprehensive Business Education Teacher
- Ed 507.42 Comprehensive Family and Consumer Science Education Teacher

### **Examples**

Following are examples of professional development goals for classroom teachers

English Language Arts

1. By June 200\_ to improve students' writing in the areas of Ideas, Organization, and Voice as measured through the use of the 6-Traits Writing Rubric.

Mathematics

2. By June 200\_ to improve students understanding of geometry as measured through the unit tests of the Everyday Math Program and the NWEA assessment.

Social Studies

- By June 200\_ to improve students' understanding of the Vietnam War and its impact on life in the United States as measured through performance tasks, unit tests, and mid-term exams.

Guidance

- Through use of the Choice Theory as a counseling approach during the 2006-2007 school years, to reduce absenteeism and improve the academic performance of 10 chronically absent students as measured through attendance, course grades, and feedback of classroom teachers.

Principal/Assistant Principal

- By June 200\_, to improve students achievement in Mathematics as measured by the unit tests and NWEA, through the use of Cognitive Coaching techniques to assist and guide teachers in refining their instructional practice.

## PROFESSIONAL DEVELOPMENT ACTIVITIES

The professional development activities which educators may undertake in fulfillment of their goals include a variety of both “traditional” and ‘job-embedded” activities.

Workshops, seminars, courses, institutes, and other similar activities are often referred to as “traditional” because until recent years, these were the primary recognized modes for professional development. These activities continue to be relevant and useful modes of learning for educators today particularly when the learning need is one of increasing awareness or building knowledge.

At the heart of “job-embedded” professional development is the concept of educators as reflective practitioners who through review and thoughtful contemplation on their daily experiences learn ways to improve and refine their practice. Job-embedded activities provide opportunities for educators singly, or in groups, to engage in deliberate reflection and the focused refinement of their professional practice. There are many different types of job-embedded professional development. A list of and definitions of job-embedded activities is provide below.

In developing their professional development plans educators should select professional development activities which are appropriate to their goals and matched to their learning needs. Most traditional professional development activities are appropriate and helpful means for creating awareness and increasing knowledge. Job-embedded professional development activities assist teachers in translating new learning into classroom practice and in refining their practice over time.

### **Traditional Activities**

Courses  
Seminars  
Institutes  
Workshop  
Conferences

### **Job-embedded Activities**

#### **Action research**

Examining ones own teaching or professional practice and its impact on students by engaging in a research project in their classroom or work setting. (See further explanation of action research on page 34.)

#### **Book talk**

Engaging in a single discussion or series of discussions about a book or other professional publications.

#### **Case discussions**

Examining written narratives or videotapes of classroom teaching and learning and discussing what is happening, the problems, issues, and outcomes that ensue. This context can also be used to discuss a case study of a particular student. In this instance, the student’s teacher would present the “case” and engage the group in discussion to determine ways to help the student.

#### **Classroom observation process**

Engaging in conversations about teaching and learning based upon one or more classroom observations. The process includes a planning conference, observation (data collection), and reflecting conference.

**Creating a “product”**

Developing some kind of “product.” Products could be something for the classroom, school, or district. Examples of products could include: instructional units, new classroom management approach, handbooks, lab manual, etc.

**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 a discussion protocol and often the leadership of a group facilitator.

**Curriculum development, implementation, adaptation**

Developing new curriculum, creating new instruction units, lessons, materials and strategies, or tailoring existing ones to meet the learning needs of students.

**Examining student work and student thinking, scoring assessments**

Carefully examining students’ work and products to understand students’ thinking and learning strategies and identifying learning needs and appropriate teaching strategies and materials.

**Immersion in inquiry**

Engaging in the kinds of learning that teachers are expected to practice with their students-- (e.g., inquiry-based science investigations or mathematical problem solving).

**Independent study**

Engaging in study of a specific topic of interest either on ones own or as part of a formal university or college degree program.

**Mentoring/Coaching**

Serving as a formal mentor/coach for another educator or participating as that recipient of formal mentoring/coaching by another educator.

**Partnerships**

Educators working in collaborative partnership with a business, industry, university or college with a focus on improving the educators’ knowledge of content, instructional methods, and understanding of “real world” applications of curriculum content and skills.

**Professional developer**

Creating and/or presenting learning experiences for other educators.

**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.

**Study groups**

Engaging in regular and collaborative interactions with a group of colleagues around a particular topic or topics (e.g., block scheduling, cooperative learning, multiple intelligences, etc.). During the group meetings, participants would share information, experiences, questions, concerns, problems, etc.

**Resources**

Sources of general guidance and information regarding professional development activities include:

- Loucks-Horsley, Susan. Love, Nancy. Styles, Katherine. (2003) Designing professional development for teachers of science and mathematics. Sage Publications: Thousand Oaks, CA.
- National Staff Development Council [www.nsd.org](http://www.nsd.org)

Guidance and protocols for *critical friends groups* can be found at

- Annenberg Institute for School Reform [www.annenberginstitute.org](http://www.annenberginstitute.org)
- Coalition for Essential Schools [www.essentialschools.org](http://www.essentialschools.org)

Specific and instructive guidance for conducting *action research* is provided by the following publications

- Mills, Geoffrey E. 2003. Action research: A guide for the teacher researcher. Merrill Prentice Hall: New Jersey
- Stringer, Ernie. 2004. Action research in education. Pearson Merrill Prentice Hall: New Jersey.

For assistance and guidance in the development of *mentoring/coaching and induction* programs, visit the NH Department of Education website:

<http://www.ed.state.nh.us/education/doe/organization/programsupport/Certification/TQE/TQE.htm>

### **Example**

Following is an example of a professional development plan in which professional development strategies have been matched to the goals.

### **English Language Arts-Goal**

By June 200\_ to improve students' writing in the areas of Ideas, Organization, and Voice as measured through the use of the 6-Traits Writing Rubric.

### **Professional Development Activities**

Summer 2006	Attend week-long <b>institute</b> on 6-traits writing instruction
9/06	<b>Conduct pre-assessment</b> of students' writing and <b>begin implementation of 6-traits writing instruction</b>
9/06-6/06	Meet with 6-traits <b>study group</b> once each month
10/06	<b>Classroom observation and consultation</b> from 6-Traits instructor
1/07	Participate in <b>Critical Friends group</b> facilitated by the 6-Traits instructor to present and discuss specific examples of student work
6/07	<b>Post assessment of students'</b> writing & review of student writing portfolios
8/07	Attend <b>follow-up training</b> in 6 traits writing, discuss examples of students' work

**Action Research**

Action research is a means for systematically examining the impact of district, school, and classroom practices on student learning and related student outcomes with the intention of solving the problem, resolving the issue, or making an informed decision. It involves a cyclical process of Identifying a focus—Designing the study—Collecting, analyzing, and interpreting the data—Communicating the outcomes—Taking action based upon the results.

**Step 1: Identify the problem, concern, idea, or decision to be made and frame it as a research question.**

A good question is:

- Focused on student performance which is important to you
- Related to school/district priorities or goals
- Manageable and doable within the available time and resources
- Measurable through quantitative and/or qualitative data

Example: Does a system of positive rewards improve students' behavior?

1. What is the specific research problem I wish to investigate?
2. What do I want to do about this problem?
3. Why is this problem worthy of investigation?
4. What assumptions am I making?
5. What is the specific question I wish to pursue and answer?
6. Do I have a hypothesis in mind? And if so, what is it?

**Step 2: Review relevant literature**

1. What have other educators and researchers found that relates to this problem, concern, issue or question?
2. How can I use the work of others to inform my research efforts?

**Step 3: Design your study**

1. Who will be the subjects of my study?
2. How will I select the participants for my study?
3. What data will I collect?
4. What instruments will I use to collect my data?\*
5. What procedures will I follow—what will I do, when, where, and how will I do it?
6. How will I organize and display the data in my study?
7. How will I analyze and interpret the data?

**\*Examples of qualitative data gathering techniques**

- Interviews
- Focus groups
- Surveys (open-ended questions)
- Observations
- Artifact review

**\*Examples of quantitative data gathering techniques**

- Surveys (closed response questions)
- Standardized assessments, inventories, etc.
- Scores from quizzes, tests, writing prompts (rubric scored), etc.
- Review of existing data (e.g., discipline, attendance, student grades, etc.)

**Step 4: Conduct your study and gather the data**

1. Follow the steps you outlined in your plan
2. Collect and organize your data

**Step 5: Analyze and interpret the data**

1. Use techniques appropriate to the data collected
2. Quantitative (look for meaning in the numbers)/Qualitative look for patterns, themes, etc.

**Step 6: Share the results with appropriate audiences**

1. Share the data with others who can benefit from your findings
2. Share the data with those whose approval you need to move forward with your solution/decision

**Step 7: Use what you have learned**

1. Use what you have learned to address the problem or concern, to inform your decision, to guide future action research

**Resources**

Mills, Geoffrey E. 2003. Action research: A guide for the teacher researcher. Merrill Prentice Hall: New Jersey

Stringer, Ernie. 2004. Action research in education. Pearson Merrill Prentice Hall: New Jersey.

## DOCUMENTATION OF PROFESSIONAL LEARNING

Educators have 3 options for documenting their professional learning and the fulfillment of their professional development goals

1. The development of a body of evidence
2. The accumulation of 75 continuing education units
3. The combination of a fewer than 75 continuing education units and the development of a body of evidence

### **Continuing Education Units (CEU's)**

***Districts need to consider 1 hour = 1 CEU as the minimum requirement. A district may require more than 1 hour for a CEU but not less.***

### **REFLECTION**

It is recommended that all three of these documentation approaches include a reflective component which asks educators to reflect on what they did, what they learned, and what they are doing/will do as a result of this learning. A more detailed look at reflection will follow the section on Evidence.

### **EVIDENCE**

In its optimum form, developing a body of evidence should be a natural, integrated part of the educators' work and learning process rather than an excessive added demand. The pieces of evidence to be collected should be those which are natural to the professional development activities thus requiring that the educators "collect" rather than "create" evidence. In collecting their evidence, educators need to include evidence of their activities but more particularly evidence of their own learning and the evidence that provides information regarding the impact of their activities on students' learning. Sometimes, brief written explanations accompany each evidence piece in the collection. A written summary reflection, as described above, provides an explanation and interpretation of the composite evidence collection.

### ***POSSIBLE FORMS/SOURCES OF EVIDENCE***

Following are some possible sources of evidence for each of the professional development activities previously described. These suggestions are offered as possible options only and do not represent all the possible sources that one might consider. Each district will need to decide what evidence it will consider acceptable documentation for each activity and what evidence an educator would be required to gather.

#### **Evidence of Educator's Learning**

- Written reflection
- Oral reflection/explanation with a supervisor, colleague, mentor, or consultant
- Application of new methods and/or materials exhibited through lesson plans, instructional materials, video or audio tapes of the lesson, formal observation by a supervisor, colleague, mentor, or consultant, etc.
- Samples of students' work
- Projects, papers, etc from courses and seminars

#### **Evidence used to Examine Impact on Students' Learning**

- Results of standardized assessments
- Results of classroom assessments
- Examples of students' projects, papers, daily work
- Student portfolios
- Video tapes of students' presentations or activities
- Skill inventories or checklists

- Anecdotal notes

### **Evidence used to Examine Impact on Other Student Outcomes**

- Discipline data
- Attendance data
- Health records/visits to the nurse
- Behavior records
- Extra curricular participation
- Other...

### **Evidence of Activities**

#### ***Traditional Activities***

Courses, seminars, institutes: Syllabus, papers, projects, transcript

Workshops, conferences: Handouts and other materials, certificate of attendance

#### ***Job-embedded Activities***

Action research: Research plan, , data collected, analysis and interpretation of results

Book talk: Book titles, meeting dates, attendance lists, discussion notes

Case discussions: Videos or description of cases, attendance lists, discussion notes

Classroom observation process: Dates on which the process occurred, meeting notes, observation reports

Creating a "product": The "product," a log of activities and time , sources of information used

Critical friends groups: Meeting dates, attendance list, discussion notes,

Curriculum development, implementation, adaptation: Curriculum documents, lesson plans, log of activities and time

Examining student work and student thinking, scoring assessments: Copies of the student work which was examined, meeting dates, discussion notes

Immersion in inquiry: Materials, log of activities, notes

Independent study: Description of the study, log of activities, paper, projects

Mentoring/Coaching: Log of activities, discussion notes

Partnerships: Log of activities, materials, projects, lesson plans

Professional developer: Description of the professional development, copies of materials, dates of presentations, lists of participants, video or audio tape of presentations

Professional networks: Names of participants, log of contacts, notes

Study groups: Meeting dates, agendas, discussion notes, materials

### **Guiding Questions**

- What evidence is acceptable, sufficient, and valid to document professional development activities?
- What is acceptable, sufficient, and valid evidence of professional learning?
- What is acceptable, sufficient, and valid evidence of students' learning and/or related student outcomes?

## Helpful Hints for Collecting and Compiling a “Manageable” Evidence Collection

### ***When creating an evidence collection—***

- *It’s not just about what you did; it’s about what you learned*
- *It’s about working to “improve” rather than trying to “prove”*
- *Less is more—make a concise collection of carefully selected evidence*
- *Pick illustrative examples rather than including everything*
- *Avoid creating a “scrapbook” (a collection of personally meaningful mementos)*
- *Avoid creating a “steamer trunk” (a container stuffed with materials)*
- *Use technology—put the evidence on your computer, a CD, or a USB memory stick; use a digital camera to capture pictures of students’ projects, students’ working, etc.*

### **Resources**

The guidelines and rubrics for evaluating the evidence for HQT plans may also be helpful in identifying evidence to be collected. These guidelines are available on the NH Department of Education website [www.ed.state.nh.us/education/doe/organization/instruction/HQT/index.htm](http://www.ed.state.nh.us/education/doe/organization/instruction/HQT/index.htm)

### **Example**

Following are examples of individual professional development plans which specify evidence of the educator’s activities and learning as well as the evidence to be used to examine the impact on students’ learning. The form was developed using elements from the *Understanding by Design Professional Development Workbook*.

## Sample Plan for a Teacher

<b>Focus Question</b>		
How can I use the 6-Traits Writing program to improve the ability of my students to write effectively particularly with respect to ideas, organization, and voice?		
<b>Desired Results</b>		<b>Evidence</b>
<b>For my students</b> Improved ability to write effectively through improved skills in the areas of Ideas, Organization, and Voice		<b>Of student results</b> Pre/post writing performance assessment scored using the 6-Traits writing rubric Sequence writing samples (including early drafts and finished copies) in students' writing portfolios, evaluated using the 6-Traits writing rubric
<b>For myself</b> Improved capacity to help students to strengthen their writing in the areas of Ideas, Organization, and Voice.		<b>Of personal results</b> Lesson plans, materials, samples of students' work accompanied by written reflection
<b>Learning Plan</b>		
<b>Activities</b>	<b>Timeline</b>	<b>Evidence of Activities</b>
Attend 6-Traits 5-day seminar	Summer, 2006	Certificate of attendance
Administer initial writing performance task assessment	September, 2006	Copy of the performance task description, copies of students' papers
Implementation of 6-Traits Approach	Begin-Fall, 2006	Lesson plans, materials, samples of students' work
Classroom visits & consultation by 6-Traits consultant	October 2006 January 2007 April 2007	Visitation schedule Discussion notes
Monthly study group meetings with other teachers using 6-traits	September 2006- June 2007	Meeting dates Attendance Discussion notes
Administer final writing performance task assessment	June 2007	Copy of the performance task description, copies of students' papers
Attend 2-day follow-up 6-Traits seminar	Summer, 2007	Certificate of attendance
Administer initial writing performance task assessment	September, 2007	Copy of the performance task description, copies of students' papers
Participate in monthly critical friends groups to refine practice	September 2006- June 2008	Meeting dates Attendance Discussion notes
Administer final writing performance task assessment	June 2008	Copy of the performance task description, copies of students' papers
Continue use and refinement of 6-Traits writing and the pre/post writing performance tasks assessments	September 2008- June 2009	Lesson plans, materials Copies of the performance task description, copies of students' papers
Present a 6-Traits workshop for interested colleagues	November, 2008	Workshop materials Attendance list

## Sample Plan for a Principal/Assistant Principal/Curriculum Coordinator

Essential or Focus Question		
<ul style="list-style-type: none"> <li>What can I do as a leader to improve teaching and learning in the area of mathematics?</li> </ul>		
Desired Results	Evidence	
<b>For your students</b> To improve students mathematical understanding, knowledge, and skills.	<b>Of student results</b> <ul style="list-style-type: none"> <li>Everyday Math Unit Tests</li> <li>NWEA</li> <li>NECAP</li> <li>Observations of/conversations with students</li> </ul>	
<b>For your teachers</b> To improve teachers' ability to use the Everyday Math Program to effectively instruct students.	<b>Of teacher results</b> <ul style="list-style-type: none"> <li>Samples of classroom observation reports</li> <li>Anecdotal notes</li> <li>Written analysis of changes in teaching practice</li> </ul>	
<b>For yourself</b> To be able to effectively utilize cognitive coaching techniques to enhance teaching and learning.	<b>Of personal results</b> <ul style="list-style-type: none"> <li>Samples of classroom observation reports</li> <li>Video/audio tapes of conferences with teachers</li> </ul>	
Learning Plan		
Activities	Timeline	Documentation Evidence
Participate in Everyday Math training with the teachers	Summer 2006	<ul style="list-style-type: none"> <li>Workshop materials</li> </ul>
Participate in Cognitive Coaching Course	September – December 2006	<ul style="list-style-type: none"> <li>Course syllabus</li> <li>Course materials</li> <li>Course projects, papers</li> <li>Transcript</li> </ul>
Begin implementation of Cognitive Coaching techniques as part of supervisory process	January 2007-June 2007	<ul style="list-style-type: none"> <li>Teacher observation/conference schedule</li> <li>Samples of classroom observation reports</li> <li>Video/audio tapes of conferences with teachers</li> </ul>
Participate in 2-day follow training on Cognitive Coaching	Summer 2007	<ul style="list-style-type: none"> <li>Training materials</li> </ul>
Analyze student data (unit test scores, NWEA, NECAP) to identify strengths, weaknesses, changes in student performance.	Summer 2007	<ul style="list-style-type: none"> <li>Student data</li> <li>Written summary of analysis</li> </ul>
Continue implementing Cognitive Coaching techniques as part of the supervisory process	September 2007-June 2008	<ul style="list-style-type: none"> <li>Teacher observation/conference schedule</li> <li>Samples of classroom observation reports</li> <li>Video/audio tapes of conferences with teachers</li> </ul>
Participate in follow-up training for Every Day Math	September 2007	<ul style="list-style-type: none"> <li>Training materials</li> </ul>
Conduct classroom visits to observe and talk with students.	September 2007-June 2008	<ul style="list-style-type: none"> <li>Schedule of visits</li> <li>Observation notes</li> </ul>
Identify changes in teacher performance based upon the teacher observations and classroom visits.	Summer 2008	<ul style="list-style-type: none"> <li>Classroom observation notes/reports</li> <li>Written summary of observations</li> </ul>
Analyze student data (unit test scores, NWEA, NECAP) to identify strengths, weaknesses, changes in student performance.	Summer 2008	<ul style="list-style-type: none"> <li>Student data</li> <li>Written summary of analysis</li> </ul>
Conduct classroom visits to observe and talk with students.	September 2007-June 2008	<ul style="list-style-type: none"> <li>Schedule of visits</li> <li>Observation notes</li> </ul>
Identify changes in teacher performance based upon the teacher observations and classroom visits.	Summer 2008	<ul style="list-style-type: none"> <li>Classroom observation notes/reports</li> <li>Written summary of observations</li> </ul>
Analyze student data (unit test scores, NWEA, NECAP) to identify strengths, weaknesses, changes in student performance.	Summer 2008	<ul style="list-style-type: none"> <li>Student data</li> <li>Written summary of analysis</li> </ul>

## DOCUMENTATION OF PROFESSIONAL LEARNING (continued)

Reflection (written or oral) is one of the primary means through which educators can articulate the changes in their understanding that have resulted from their professional development experiences. On the simplest level, reflection involves answering the questions

- What did I do?
- So what did I learn?
- Now, what will I do?

These questions can be answered by educators regardless of whether they chose to count CEU's, create a collection of evidence, or combine both. For those using a collection of evidence as part or total of their documentation of learning, the reflection can be expanded to include more focus on examining the evidence of student learning (or related student outcomes) to determine the impact of changes in professional practice.

- What changes occurred in student learning that you targeted?
- What can you infer from the changes regarding the professional practices you used?
- Based upon these results and inferences, what will you do in the future?

Additionally, educators might want to include a brief explanation for each item included in the evidence collection.

### Examples

Following is a list of some possible prompts for explanatory remarks to accompany a piece of evidence followed by some sample reflection prompts.

### Possible Prompts for Explaining Evidence Pieces

This item is...

I saved this evidence because...

From this experience I learned...

This evidence shows...

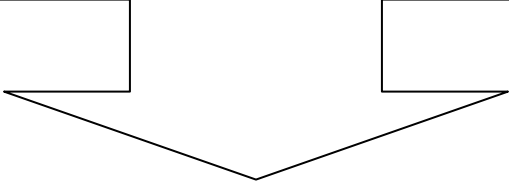
This evidence is important because...

The results for my students were...

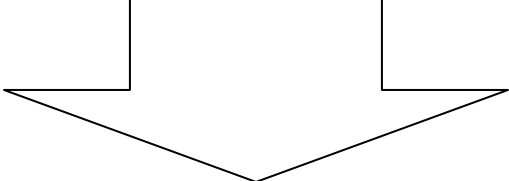
Next time I will...

**Summative Reflection**

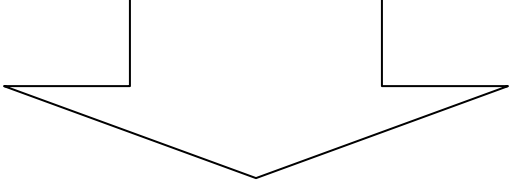
What did I do?



What did I learn?



Now, what will I do?



## Reflection on my Professional Development Experiences

<p><b>Understanding</b> How has my understanding of _____ changed as a result of this professional development?</p>	<p><b>Knowledge</b> What do I know that I did not know before?</p>
<p><b>Skills</b> What can I do that I did not know how to do before?</p>	<p><b>Use</b> How have I used what I have learned?</p>
<p><b>Impact</b> What has been the impact on students of the changes I have made?</p>	<p><b>Future</b> In the future, how will I use what I learned or what are my next steps?</p>

How has your understanding of \_\_\_\_\_ changed?

What contributed to the change in your understanding?

How has this change in your understanding impacted  
your professional practice?

How has this change in your understanding impacted your students?  
What will you do in the future?

### Additional Guidance For Plan Development

The following template provides an initial set of prompt questions and guidance for developing individual professional development plans. A template such as this might provide a useful for teachers as they develop plans and for administrators as they “coach” individuals in the development of their plans.

Establishing Desired Results		
	Example	Tools/Materials to assist you in this task
<p><b>Essential or Focus Question</b></p> <ul style="list-style-type: none"> <li>• What is the question you are trying to answer through this professional development plan?</li> <li>• Why is this question of interest to you?</li> <li>• What do you want to be able with what you learn through answering this question?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I improve students’ mathematical understanding, knowledge, and skills?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Understanding by Design Professional Development Workbook</a>—see samples of essential questions, guidelines, and templates for developing essential questions</li> <li>• Coalition for Essential Schools Website <a href="http://www.essentialschools.org">www.essentialschools.org</a> guidelines for essential questions</li> </ul>
<p><b>Results for Students</b></p> <ul style="list-style-type: none"> <li>• What results do you want for your students?</li> <li>• Why did you pick this particular area/result as your target for improvement?</li> <li>• Write your desired results as a goal               <ul style="list-style-type: none"> <li>○ To improve students’...</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I want my students’ mathematical understanding, knowledge, and skills to improve.</li> <li>• Goal: <i>To improve students’ understanding, knowledge, and skills in mathematics.</i></li> </ul>	<ul style="list-style-type: none"> <li>• District/school improvement plan</li> <li>• District/school data and information on student learning</li> <li>• Classroom data on student learning</li> </ul>
<p><b>Results for You</b></p> <ul style="list-style-type: none"> <li>• What do you want to learn to or become better at doing?</li> <li>• How did you decide upon this focus for your own learning?</li> <li>• Write your desired results as a goal               <ul style="list-style-type: none"> <li>○ To improve my...</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I want to understand how to use the Every Day Math Program to develop my students understanding, knowledge, and skills in mathematics.</li> <li>• Goal: <i>To be able to effectively use the Every Day Math.</i></li> </ul>	<ul style="list-style-type: none"> <li>• District/school improvement plan</li> <li>• Locally developed standards for teaching</li> <li>• Charlotte Danielson-A Framework for Teaching</li> <li>• NH Certification Standards for the areas of endorsement for which you are seeking recertification</li> </ul>

<b>Evidence of Results</b>		
	<b>Example</b>	<b>Tools/Materials to assist you in this task</b>
<p><b>Student Results</b></p> <ul style="list-style-type: none"> <li>• What evidence will you use to examine the impact of your efforts on students' learning?</li> <li>• How will you collect and organize this evidence?</li> <li>• What will you look for in this evidence to assess your impact?</li> </ul>	<ul style="list-style-type: none"> <li>• Every Day Math Unit Tests</li> <li>• NWEA</li> <li>• NECAP</li> <li>• Observations of students</li> <li>• Anecdotal data</li> </ul>	<ul style="list-style-type: none"> <li>• State/district/school assessments</li> <li>• Other data collected by the district/school</li> <li>• Classroom-based assessments and students work</li> </ul>
<p><b>Personal Results</b></p> <ul style="list-style-type: none"> <li>• What evidence will you use to examine changes in your own practice?</li> <li>• How will you collect and organize this evidence?</li> <li>• What will you look for in this evidence to identify changes in your practice?</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Instructional materials</li> <li>• Observations by supervisor</li> <li>• Video or audio tapes of lessons</li> <li>• Reflective journal</li> </ul>	<ul style="list-style-type: none"> <li>• Chart of possible sources of evidence</li> </ul>
<b>Learning Plan</b>		
	<b>Example</b>	<b>Tools/Materials to assist you in this task</b>
<ul style="list-style-type: none"> <li>• In what professional development activities will you engage to accomplish your goals?</li> <li>• What professional development activities will best meet your learning needs and style?</li> <li>• How will you sequence these activities?</li> <li>• What resources might you need to support these activities?</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in Every Day Math Course</li> <li>• Observations by and meetings with Every Day Math Consultant</li> <li>• Monthly study group meetings with colleagues</li> <li>• Implementation of Every Day Math Program</li> <li>• Analysis of assessment data</li> <li>• Conferences with supervisor</li> <li>• Journal writing</li> </ul>	<ul style="list-style-type: none"> <li>• District/school list of professional development activities</li> <li>• NSDC Website <a href="http://www.nsd.org">www.nsd.org</a></li> </ul>

**APPROVAL OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS  
PRIOR TO IMPLEMENTATION**

Clear and specific criteria for approving individual professional development plans help to create consistency in administrators' judgments of individual professional development plans.

**Some Guiding Questions**

What process and criteria will be used to approve individual professional development plans

- That uses the development of a body of evidence to document learning?
- That use continuing education units to document learning?
- That uses a combination of continuing education units and evidence?

What can be done to build consistency among administrators with respect to the application of the plan approval criteria?

**Resources**

Understanding by Design Professional Development Workbook. (2004). ASCD. [www.nstdc.org](http://www.nstdc.org)

**Example**

An individual professional development plan for an educator is comparable in many ways to instructional unit for students. With that association in mind, the criteria put forth for by in the Understanding by Design Professional Development Workbook (2004 ASCD) for evaluating an instructional unit might provide a starting point for developing criteria for the approval of professional development plans. The following chart is a "draft" of possible criteria derived from the UbD model. The draft is offered here as a spring board for development of uniform local criteria.

**Some Possible Criteria for Initial Plan Approval  
*Adapted from the UbD Model***

Plan Component	Qualities and Characteristics
<b>Focus Question</b>	The focus question is clearly stated and provides a specific focus for professional inquiry and professional development.
<b>Desired Results for Students</b>	The desired results for students are clearly stated in measurable terms and are a priority of the district.
<b>Desired Results for the Educator</b>	The desired results for the educator are clearly stated, logically connected to the desired results for students, and are appropriate for the educator.
<b>Evidence of Student Results</b>	The proposed evidence of student results is appropriate and sufficient to support valid and reliable inferences about the impact on students.
<b>Evidence of Educator Results</b>	The proposed evidence of educator results is appropriate and sufficient to support valid and reliable inferences about changes in the educator's understanding, knowledge, and skills.
<b>Evidence for Documenting Activities</b>	The proposed evidence will provide sufficient documentation of professional development activities.
<b>Action Plan</b>	The proposed professional development activities are designed to increase the educator's understanding, knowledge, and skills, and to provide the educator with opportunities to apply his/her learning and to reflect and refine his/her practice.
<b>Time Line</b>	The timeline is reasonable and appropriate.

## REVIEW OF PLAN EVIDENCE AND APPROVAL OF PLAN COMPLETION

Clear and specific criteria for reviewing evidence and approving the completion of individual professional development plans help to create consistency in administrators' judgments of individual professional development plans.

### Some Guiding Questions

What process and criteria will be used to review and approve the completion of individual professional development plans

- That uses the development of a body of evidence to document learning?
- That use continuing education units to document learning?
- That uses a combination of continuing education units and evidence?

What can be done to build consistency among administrators with respect to the application of the plan approval criteria?

### Resources

Understanding by Design Professional Development Workbook. (2004). ASCD. [www.nsd.org](http://www.nsd.org)

### Example

As stated at the beginning of this toolkit, the emphasis of professional development is shifting from the acquisition of knowledge and skills to the enhancement of understanding through the application of new knowledge and skills. Understanding is something which evolves along a continuum from naïve, superficial and simple to sophisticated, deep, and complex. Each learning experience offers the educator insights which can through reflection help the educator's understanding to evolve. So what is understanding? The Understanding by Design model characterizes understanding through 6-facets:

- Explanation
- Interpretation
- Application
- Perspective
- Empathy
- Self-knowledge

With respect to educator's professional development, these facets might manifest as the educator's ability to

- Explain what he/she did, what he/she learned, what he/she will do as a result of this learning.
- Interpret the evidence of student learning to make inferences, draw conclusions, and make decisions about instructional practices.
- Apply new knowledge and skills in his/her professional work and through practice to refine the application.
- View instruction and learning from the perspective of the students. To understand how instruction and learning look through the lenses of multiple intelligences, learning styles, and students' interests.
- Be able to put him/herself in the place of the students and to be able to feel their feelings and think their thoughts.
- Recognize his/her strengths & weaknesses, personal learning style, teaching style, etc.

In developing criteria for reviewing and approving the completion of individual professional development plans, the facets of understanding might serve as a useful template for characterizing the learning that the educator is evidencing. The first of the following 2 charts can be found on page 190 of the Understanding by Design Professional Development Workbook (2004, ASCD). It provides useful criteria for assessing one's level of understanding. These qualities might serve as the basis for criteria (perhaps as a rubric) for characterizing changes in the educator's level of understanding.

<b>Explanation</b>	<b>Interpretation</b>	<b>Application</b>	<b>Perspective</b>	<b>Empathy</b>	<b>Self-knowledge</b>
Accurate	Meaningful	Effective	Credible	Sensitive	Self-aware
Coherent	Important	Efficient	Revealing	Open	Metacognitive
Justified	Significant	Fluent	Insightful	Receptive	Self-adjusting
Systematic	Illustrative	Practical	Plausible	Perceptive	Reflective
Predictive	Illuminating	Graceful	Unusual	Tactful	Wise