

SECTION IV: DEVELOPMENT OF AN INDIVIDUAL PROFESSIONAL PLAN

All plans should be on file at the SAU office by October 15

Year 1

(New staff to the district start on Step # 6, then move to Step #1.)

Step #1: Goal Setting

Participate in a goal-setting dialogue with an administrator or designee. This dialogue should facilitate your establishing a meaningful direction for professional development over the next three years, or remaining time for current certification, by focusing attention upon the following:

- A. Individual goals related to your professional growth
- B. Consider goals related to:
 - 1. School initiatives for the ensuing year as articulated by your building administration
 - 2. The multi-year school district goals as articulated in your district's Local Educational Improvement Plan/Strategic Plan, and annual school board goals
 - 3. Teams, committees, and other professional assignments
- C. The Reflection Worksheets generated in Step #6 of your previous 3-year professional development cycle. These forms should provide insight as to opportunities for sharing of your professional strengths with colleagues and to potential areas for growth relative to state standards as articulated in Ed 610.02 (Appendix IB) and the critical areas of professional preparation (knowledge of subject/area(s) of specialization and knowledge of learners/learning).

Step #2: Plan Type

Work with your building administrator to collaboratively determine which type of three-year plan you will design:

OPTION 1 – Project Based

or

OPTION 2 – Clock Hour Based

OPTION 1: Project-Based

Situations may arise which call for extensive, focused professional development work. Such a project may be initiated by either the teacher or building administrator. This professional development option is appropriate for experienced educators, who would be able to devise a meaningful plan and carry it through, with an understanding of how the professional development process works. (See the examples below, which present some appropriate situations in which this alternative would apply.)

The plan for this work must be articulated, stating:

- the purpose
- goals
- connection to related district goals
- proposed activities to be undertaken
- proposed timeline for the project/work, to include appropriate, periodic checkpoints with the building administrator/designee(s)
- the number of clock hours to be credited for this project/work
- how the work is to be evaluated

The plan must be approved by the building administrator and superintendent, as is the case with all IPDPs. At the end of the plan cycle (typically the third year unless the individual enters the SAU mid-cycle), the *Project Evaluation* form must be completed (Appendix IIE).

It is the teacher's responsibility to follow through with the plan once approved. The building administrator must approve any changes to the initial plan.

In the event that the teacher leaves the district, the *Project Evaluation* form is to be completed and the administrator must determine an equivalent number of professional development "clock hours" for the work performed to date.

Example 1

Tina is a third grade teacher who is beginning a new certification cycle this year, her first cycle since initial certification 3 years ago. Her performance review this past year yielded significantly more commendations than recommendations in all core curriculum areas with the exception of mathematics. Data sources indicating weakness in her mathematics instruction included:

1. 2 observations by her building principal flagging problematic math lessons
2. concerns voiced by several parents regarding their perception of an inadequate math foundation received by their children to prepare them for the next grade
3. concerns by two 4th grade teachers regarding their perception of a lower level of math preparedness evident in Tina's students
4. 3 successive years as the 3rd grade class achieving the lowest NHEIAP math scores
5. concerns expressed by a "math expert" from the middle school invited by Tina to observe and discuss 3 of her math lessons.

Based upon this evidence Tina, in consultation with her principal, has decided to focus a major portion of her new three-year plan on improvement of her instructional capabilities in mathematics. She has obtained approval for a two-year project, successful completion of which will satisfy the major portion of her requirements for state re-certification. Some of the pertinent characteristics of her project include:

In year 1

- participation in a set of professional development activities (math courses, workshops, seminars, etc.) selected by Tina, her principal, and an assigned math mentor to increase her understanding of mathematical concepts.
- a set of classroom visitations arranged by Tina's math mentor to provide her opportunities to observe the instruction of pre-selected mathematical concepts.
- scheduled observations of Tina's math instruction by her mentor and bi-weekly meetings to discuss issues in math instruction.
- updating of her CAAS at the end of the year.

In year 2

- repetition of the year 1 action plan with appropriate adjustments made cooperatively by Tina, her principal and her mentor.
- development by Tina of a set of supplementary math lesson plans to be used with her class. The set is to be comprehensive in the sense that there will be at least 1 plan to address each of the 16 curriculum standards in the NH end-of-grade 3 Math Frameworks. Tina's math mentor will suggest the specific math concepts to be presented through her lesson plans.
- implementation in her class of at least half of her developed plans.
- updating of her CAAS. If the administrative recommendations on her CAAS of 2 years prior have been adequately satisfied, Tina will be given credit for 65 of her 75 clock hours required for re-certification.

Example 2

One of the current building goals is to establish a school web page and a system for on-going maintenance of that page. The school's technology coordinator has agreed to take on the task this year of getting the web page designed and set up, but has indicated that on-going maintenance of the website should not be a part of the coordinator's job description. The school principal agrees with that assessment.

Larry is a teacher in the school who is beginning a new certification cycle this year. He has taught at the school for the past 18 years and is a fine teacher, respected by students, parents and colleagues alike. Larry's main shortcoming as a 7th and 8th grade social studies teacher, resides in his low level of technology literacy. Currently he uses school computers on occasion for word processing and has no computer of his own at home. He never incorporates student use of technology into any of his lessons.

At the time of Larry's last performance review, he and his principal discussed the necessity that he takes steps to improve his lack of knowledge regarding technology and its integration into his classroom instruction. In subsequent discussions they have agreed to a plan that can simultaneously address his inadequacies in technology, the school's achievement of its website goals, and satisfaction of the majority of his requirements for re-certification.

Some of the characteristics of the plan are:

In year 1

- Larry will assist the technology coordinator in the design and set-up of the school web page, with establishing a protocol for on-going maintenance, with developing a job description for a school webmaster, and with on-going site maintenance for year 1.
- the technology coordinator will serve as Larry's technology mentor and will identify a set of professional development activities (coursework, workshops, seminars, visitations, selected readings, etc.) that he will participate in.
- the principal will identify funds to begin a webmaster resource library that Larry will maintain.
- Larry will include significant student use of technology in at least one major project in each of his classes.

In year 2

- Larry will serve as the school's webmaster and will begin developing procedures for incorporating staff and student contribution to the website. The technology coordinator will provide technical support to his efforts.
- the principal will obtain approvals for a stipend for the webmaster position.
- Larry will continue with a revised program of professional development activities in technology.
- Larry will be given credit for 60 of his required 75 clock hours for re-certification if:
 - a. he has satisfactorily performed his duties as school webmaster
 - b. student use of technology in his classes is at or above staff average as measured by the school's annual technology survey.

In year 3

- Larry will continue to serve as the school's webmaster.

OPTION 2 - Clock Hour Based

For Professional Staff

Minimum of 75 hours of professional growth, to include:

- 30 hours in knowledge of subject or specialization field in General Area 1
- a minimum of 45 hours shall be devoted to approved professional development activities to meet district needs, school goals and/or school improvement plans in General Areas 2-7 (Section VI)
- an additional 30 hours of approved activities for each additional subject area/field of specialization.

For Paraprofessional Staff

Minimum of 50 hours of professional growth in areas 1-7.

Step #3: IPDP Form

Obtain the form, “The Three Year Plan – IPDP”, from the SAU 53 website (www.sau53.org), your building administrator, or your Professional Development Committee building representative. **The advantage of accessing this form from the Professional Development website is that it will automatically expand as you fill it out on-line to provide whatever space is needed for each section. You may then save and print out the completed form.**

Step #4: Form Completion

Complete “The Three Year Plan – IDPD” form. Due to SAU office by **October 15**

- Section 1:** Tell which specific district and/or school goals your plan will address.
- Section 2:** Write specific goals for each area of specialization to which you are assigned and/or will seek re-certification.
- Section 3:** Additional goals should be selected to address one or more of the General Areas 2-7 of the state’s Seven Major Professional Components (page 16). Clearly state the “specific goals” that you expect to achieve in both Section 3 and Section 4. It is not necessary to indicate the activities by which you will work towards the goals you have identified. The activities used to meet these goals should be discussed separately with your building administrator and will be subsequently accomplished during the three-year period that your plan is in effect.
- Section 4:** Give an explanation of which specific weaknesses in student learning that your goals will address.

- E. Date and sign the form, and submit to your building principal for the approval process. After the principal has approved your plan, it will be signed and forwarded to the Superintendent for final approval.
- F. After final approval and signature by the Superintendent, a copy of your plan will be returned to you. Keep this copy for your records while your plan remains active.

REMINDER, this is an approved plan of action that outlines your professional development that is necessary for your re-certification. It would be wise to keep a copy of your plan when submitting it for approvals.

Years 2 & 3

Step #5: Yearly Review

- At the start of each new school year that the IPDP is active, using building level formats/procedures, individuals will review their plan in light of any revisions made to team, school or district goals, and any job performance reviews for the past year.
- New goals that are additional to those in your original plan and minor revisions of any previously set goals may be approved solely by signature of the building principal/administrator.
- Plan revisions involving substantial change to your original plan must follow the full approval process culminating with the signature of the Superintendent.

Year 3

Step #6: Reflection Worksheets

- A. **Self-Assessment Checklist:** Individuals will complete “A Framework for Teaching: Self Assessment” (see Appendix IIA) which is based on *A Framework for Teaching* (Danielson, 1996). Complete copies of the rubric can be found with your administrator or your building Professional Development representative. Professionals should reference the complete rubric before filling out the Self-Assessment.
- B. **Reflection Worksheet I:** After completing the Self-Assessment Checklist, complete Reflection Worksheet I (see Appendix IIB). List competencies and focus areas in Knowledge of Subject Area/Area of Specialization. Base your list on the information from the Self-Assessment.
- C. **Reflection Worksheet II:** After completing the Self-Assessment Checklist, complete Reflection Worksheet II (see Appendix IIB). List competencies and focus areas in Knowledge of Learners and Learning. Base your list on the information from the Self-Assessment.

D. Collaboration: Meet with your building administrator or designee to review the Self-Assessment Checklist and the Reflection Worksheets. This process will establish a major focus in the **Step #1** dialogue to set the direction for your next three-year plan. The competencies and focus areas should serve as key components to the goal selection decisions made for your next plan.