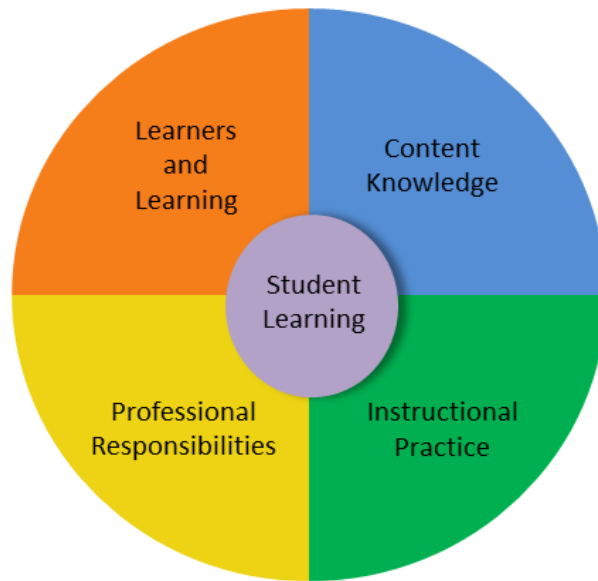




Berlin Professional Development



MASTER PLAN

July 1, 2022 – June 30, 2027

Our Vision

“Graduates of the Berlin Public Schools will be active life-long learners who participate constructively to civic, economic, educational, and cultural growth of their continually changing information-based local and global communities”

Berlin Board of Education

Ann Nolin, Chair

Matthew Buteau, Vice-Chair

Jeanne Charest, Secretary

Eamon Kelley

Nathan Morin

Superintendent of Schools

Julie King

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Professional Development Committee

Members

One Teacher Represents Each Grade Span	K-2 Teacher Representative Celine Leborgne 3-5 Teacher Representative Lisa Devost 6-8 Teacher Representative Anne Kopp 9-12 Teacher Representative Yulia Penzina
District and Program Administrator	SuperIntendent Julie King High School Principal Michael Kelley BES Principal Tammy Fauteux BES Asst. Principal Sandy Pouliot Special Education Director Martha Miller Title I Project Director Karen Moore After-School Program Coor. Judy Aresenault
Support Staff Representative	Ann Marie Gagne Christine Kenison
Community Member	Enriched Learning Center Staff Debra Payeur
Parent Member	Alaina Huot Stephanie Tyler

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District Professional Development Master Plan

Part I. Statement of Purpose

The purpose of the Professional Development Master Plan in Berlin is to ensure that all students who enter our school system have access to the highest possible quality education, allowing them to achieve maximum academic outcomes. It is our belief that every student in our district has the ability to learn and achieve academic success. We will pay great attention to the different learning styles of students, work to teach and model positive behavior and behavioral strategies to students, involve parents and community members in the educational process, and regularly monitor student data to guide and improve curriculum and classroom instruction. Thus, in offering high quality, meaningful professional development we will affect student learning and outcomes in a significant and positive manner, while developing and maintaining teachers and leaders that are at the forefront of the educational community.

Professional development in Berlin Public Schools will be meaningful by targeting identified areas where improvement is needed and augmenting and reinforcing areas where success is currently being met. District goals are data driven and referenced through the District Leadership Team, Professional Learning Communities and NH school approval self-assessments. Activities that are undertaken by teachers and staff will provide them with the means both in teaching pedagogy and content area knowledge. Additionally, administrators will undertake activities that provide and reinforce instructional leadership skills to improve student academic achievement and staff performance. This will include looking at disaggregated groups such as, but not limited to, students with low socioeconomic status and special needs, including the gifted category. Through data-driven analyses, we will identify areas of success, as well as areas where improvements need to be made.

The Professional Development Master Plan is meant to be a tool to help educational staff members develop and implement a plan that will enable them to successfully meet district, school, and individual goals. Professional growth is both a collaborative and individual endeavor. Local resources within the district can support and develop better practices and strategies. Collaborative opportunities are made available to all staff including teachers, para-educators, principals, counselors, administrators and other relevant school staff in planning activities, especially as they relate to activities funded by Title IA and IIA. As members in educational institutions, we recognize that education is a constant process with no end point. It is for this reason administrators, teachers, and support staff need to develop individual 3-year plans to

keep current in educational trends and changes that are taking place. Individual plans are linked to educator effectiveness to support improved teaching and learning. Building strong district-wide collaborative efforts by using and commenting on instructional practices and assessment will lead to better student learning.

The Berlin Public School District believes:

1. Professional learning and growth is fundamental to student learning.
2. All educators have a professional obligation and commitment to improve their practice.
3. Successful leaders create and sustain a culture of learning.
4. Improving student learning and professional practice requires ongoing systemic change.
5. Responsibilities for professional learning are both individual and systemic.
6. Responsibilities for submitting evidence for professional growth rests with the individual educator.

Anyone holding NH certification is solely responsible for obtaining and maintaining a valid certification by meeting the requirements of the NH Bureau of Credentialing.

The Educator Effectiveness Evaluation process is modeled after the NH Department of Education Task Force. The process includes 5 Domains: I Learner and Learning, II Content Knowledge, III Learning Facilitation Practice, IV Professional Responsibility, V Student Learning. The indicators are reflective of the INTASC (Interstate Teacher Assessment and Support Consortium) Model Core Standards for effective teaching and the ISLLC (Interstate School Leaders Licensure Consortium) Standards for Effective Leaders.

The Berlin Professional Development Master Plan will serve as a guide to implement research-based best practices and to adapt with the ever-changing needs of the Berlin Public Schools' staff and students. It is for this reason that all professional development activities will be approved by administrators, directors and the superintendent of schools, to ensure high quality researched-based professional development is occurring in the district.

The ultimate goal of professional development in Berlin translates to increased student outcomes, higher levels of student achievement and success toward college and career readiness for our students.

The following chart shows the relationship between professional growth and student results as defined from Learning Forward (2011), Standards for Professional Learning.



Part II. Professional Development Committee

The primary role of the district Professional Development Committee is to develop, implement and monitor the district’s master plan for the Berlin Public School District. The committee will meet to review and discuss professional development needs.

Committee Membership will be comprised of one or more:

- Teacher to represent each grade span
- District and Program Administrator
- Support Staff representative
- School Board member
- Community member
- Parent member

The committee will work cooperatively with the superintendent to ensure that all professional development needs are being met and that quality CEUs (Continuing Education Units) are being ascertained.

The Berlin Professional Development Committee established a data-driven needs assessment for staff input to examine the current strengths, weaknesses and needs for professional growth

at the district, school and individual levels. This data is used to direct meaningful professional development opportunities. Changes to the master plan will be guided and determined from the annual review of district goals and school focus, priority and state approval plans.

The Berlin Professional Development Committee will assist with the implementation and monitoring of the master plan. They will also develop the staff's understanding and use of the master plan while guiding individual staff development of 3-year professional development plans. They will collect, evaluate and interpret data to identify areas of need/strategies/ teacher interests and/or larger district needs/goals to plan/provide district sponsored activities.

The Committee will hear and make decisions on appeals for CEUs and assist in promoting all in-district professional development activities.

Part III. Data Collection, Interpretation, and Use

Recognizing that students learn and express knowledge in a variety of ways, educators in the Berlin School District will collect, interpret, and use a wide variety of data to measure both the progress of our students as well as measure the progress by which information is being conveyed to students by all educational staff members. Data to be collected will be, but not limited to the Data Sources listed in the table below.

Data collected by building and district-level data teams will be used to assess strengths and weaknesses of current curriculum and make appropriate instructional changes. Particular attention will be paid to disaggregated student subgroups to ensure that all students are achieving at their highest individual potential. The data will be used to set new goals at grade, content, school and district levels that will be incorporated in individual plans for professional growth and development.

Building level administrators will ensure that meetings between schools and grade levels occur on at least an annual basis for discussion of curriculum vertical alignment and to share best practices within the district staff. High School and Middle School educators must collaborate and meet in content similar groups for continuity and spiraling of competencies in the core subject areas. Educators, administrators, and support staff meet on a regular basis to examine relevant data to make appropriate curriculum and instructional changes. The Professional Development Committee will support the effectiveness of the district's Master Plan to improve student learning. Educators, administrators, and educational support staff will identify professional improvement goals, plan traditional and job-embedded activities using Title I, Title IIA, district and other grant funds, that target the identified student learning needs to measure

the effectiveness of their individual professional development plans via the Educator Effectiveness process.

Data Sources	Collection	Analysis	Responsibility	Decision Making
Student health data	Pr-K-12; annually	School nurses, Building Administration	School nurses	Required data(i.e immunization records) is reported to the state; Screening data is reported to parents as needed; Daily data is collect and used by team of teachers administration to program for student as necessary
Student demographic data	Pre-K-12; annually	Grant Coordinators. Building and District Administration	Reported to parents, teachers, administrators, school board, community and state of NH	Data is reported to the state and also used for grant applications
Student free and reduced lunch data	Pre-K-12; annually on an ongoing basis	Food Service Director, Grant Coordination, Building and District Administration	Reported to parents, teachers, administrators, school board, community and state of NH	Data is reported to the state and also used for grant applications
Student attendance and tardiness data	Pre-K-12; annually; monthly	School counselors and nurses; Building and District Administration	Reported to parents, teachers, administrators, school board, community and state of NH	Data is used to identify at-risk students and build programming to meet their needs; Data is communicated to students, families and school boards as requested
NH Statewide Assessment System (NH-SAS) Math and ELA	Annually in the spring, for grades 3-8	Building and district Administration, teachers assess data and make appropriate action	Reported to students, parents, teachers, administrators, school board and community	To measure student achievement of College and Career Ready Standards in math, reading, and writing
NH Statewide Assessment System (NH-SAS) Science	Annually in the spring, for grades 5 ,8, and 11	Building and district Administration, teachers assess data and make appropriate action	Reported to students, parents, teachers, administrators, school board and community	To measure student achievement of Next Generation Science Standards
NWEA – MAP testing	3 times per year for grades K - 12	Professional Learning Communities assess data and make	Reported to students, parents, district leaders, grade-level and content-level teams	To measure student achievement, to identify learning needs, to determine educator instructional goals

		appropriate action.		
Progress Monitoring Tools For example: Fountas & Pinnell, Reading, (BAS) AIMS Web)	3 times per year grades K-5 (or as needed) for progress monitoring	Building level data teams	Reported to students, parents, district leaders, grade-level and content-level teams	To measure student achievement, to identify learning needs, to determine educator instructional goals
PSAT and SAT exams	Grades 9-12	Building level data teams	Reported to students, parents, district leaders, grade-level and content-level teams	To measure student achievement, to identify learning needs, to determine educator instructional goals
Common grade level and/or content level assessments	Ongoing in all grades	Building level data teams	Reported to students, parents, district leaders, grade-level and content-level teams	To measure student achievement, to identify learning needs, to determine educator instructional goals
Report Cards & Progress Reports; standards-based (K-5), grades (6-12)	Quarter terms (6-12), Trimesters (K-5)	Building level data teams	Reported to students, parents, district leaders, grade-level and content-level teams	To measure student achievement, to identify learning needs, to determine educator instructional goals
AP Exams	Grades 10-12; Annually	Teachers, professional learning communities, and administrative teams	Reported to parents, teachers, administrators, school board, community, State of NH and colleges	Professional Learning Communities and Administration to address curricular and professional development needs.
YRBS - Youth Risk Behavior Service	Grades 9-12; Alternating	Building and District administrators, School Counselors, nurses, health educators, family supports	Reported to state and community supporters, health care providers and other affiliated agencies.	Identifying patterns of behavior and student support programming needs.
Industry Recognized Certifications and Assessments	Grades 11 & 12	CTE Teacher, Building Administrators and Program Advisory Committees	Reported to Program Advisory committees, students, parents and building administration	Used for curriculum planning and grant writing
IEP data	Grades Pre-K- to age 23; annually; ongoing	Special Education teams, general and special education teachers, related service providers and building administration.	Reported to parents, teachers, special education teams, district administration and state of NH.	Identify staffing and student needs; Identify curriculum and instructional needs.

504 data	Grades Pre-K-12; annually; ongoing	School counselors, related service providers, district 504 coordinator	Reported to parents, teachers, school and district administration and school board as requested	Identify staffing needs; curriculum and instructional needs.
School Accreditation	Grades 6-12	New England Association of Schools and Colleges reports every 10 years.	Reported to administration, faculty, parents, students, State of NH, and school board	Upon receipt of report, all committees reconvene to address areas of deficiencies to set school improvement goals to meet accreditation requirements.
Enrollment	Pre-K-Age 23; annually	Building and district administrators	Reported to all faculty, school board, community and State of NH.	Identify staffing and budgets needs of the district.
Student Discipline Data (SWIS)	Grades Pre-K-12	Any school employee working with students	Reported to all school faculty, administration, and school board as requested.	Data is reviewed to identify student needs and recommended programming changes/needs.

Part IV. Needs Assessment

A district-wide needs assessment survey is issued to all professional staff every two years. Feedback is used to determine and plan professional development opportunities. Results are analyzed and reviewed by the committee. Survey questions may include:

1. What is your role in the Berlin School District? (administrator, teacher, educational assistant, specialist, ASP, Nurses, Custodian, Bus Drivers, OMS, Counselor, other)
2. Please rate the past professional development opportunities (helped me or the district improve learning and student outcomes; helped others improve learning and student outcomes; did not help me or the district improve learning outcomes; did not attend or do not recall attending): GCN, suicide prevention, PLC curriculum work, etc.)
3. What goals would you like future professional development opportunities to address? Content area, learning gaps, mental health, specialized student medical needs (diabetes or mobility), behaviors, learning disabilities, assessment design, district policies, state policies, school climate, school safety, other)

The needs assessment process provides data from educators used to plan for professional development opportunities to support educators in meeting their goals and improve student learning outcomes.

[Professional Development Survey](#)

Part V. Development of an Individual Professional Development Plan (IPDP)

Individual Professional Development Plans Required for All Certified Educators

Each certified educator is to develop and fulfill a 3-year individual professional development plan for the purposes of continuous professional growth and recertification. The individual plan shall support the educator's current job assignment plus any additional endorsements for which renewal is sought. When the credential expires, evidence of completing the plan, including educator reflection, shall be part of a summative evaluation. Successful completion of the plan leads to a recommendation for renewal. Professional development completed after nomination or election pursuant to RSA 189:14-a, shall be counted toward the next 3-year recertification cycle.

IPDP will include:

- An examination of student outcomes such as, but not limited to student work, assessment results, behavioral data, attendance data, and other measures of student performance and well-being.
- Educators chose one or two goals aligned to the school or district goals as Student Learning Objectives (**SLOs**)
- Educators create one or two individual goals related to their area (s) of endorsement as Student Learning Objectives (**SLOs**)

Individual goals must follow and address SMART criteria (see Appendix)

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

Measurable goals are to be based on the 5 Domains of the Educator Evaluation System.

1. Knowledge of Learner and Learning, as defined in Ed 610.02 and Ed 505.07
2. Content Knowledge, including requirements of individual certifications, in Ed. 506 & 507
3. Learning Facilitation Practice, effective instructional practices
4. Professional Responsibilities
5. Student Growth

Goals can be developed from the following data sources:

- a) Content area standards
- b) Analysis of student work
- c) Analysis of student achievement data
- d) School or district needs assessment

Educators will implement their 3-year plans by carrying out the activities aligned with their goals.

Educators will collect evidence to demonstrate their professional learning, which includes reflection on professional learning from the identified activities, documented attendance at events and/or independent work within 30 days of the completed activity.

Educators meet with their supervisor or designee for interim progress monitoring. At the end of the 3-year cycle the evidence is examined to demonstrate that the plan has been fulfilled and that the educator meets the requirements for license renewal.

When the plan is completed the Superintendent recommends renewal online to the NH Department of Education through EIS (online accountability system).

Part VI. What is Job-Embedded Professional Development?

Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010).

JEPD is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquire-based work (Hawley & Valli, 1999). High-quality JEPD also is aligned with state standards for student academic achievement and any related local educational agency and school improvement goals (Hirsh, 2009).

~excerpted from National Comprehensive Center for Teacher Quality Issue Brief 2010

The following activities are acceptable for credit including but not limited to:

- Observations
- Independent study

- Study groups and professional learning communities
- Action research
- Educational peer coaching
- Mentoring
- Curriculum, instruction, and assessment development
- Lesson study
- Collegiate or graduate course work
- Workshops, webinars and professional conferences

Part VII. Documentation of Professional Learning

In their IPDP educators must select one of the following options for documentation of professional learning:

- ✓ The development of a body of evidence that documents job-embedded or formal professional development
- ✓ An accumulation of a minimum of 75 continuing education hours/units with 30 hours for each endorsement area and 45 hours documenting job-embedded or formal professional development or:
- ✓ A combination of less than 75 continuing education units, and evidence together documents job-embedded or formal professional development addressing the school and/or district goal(s) and content areas.

Part VIII. Timelines – Important Dates to Remember

- September
 - Plan-writing workshops for new staff and renewing staff led by committee members or ITL's.
 - Additional guidance for IPDP writing is available on SAU3.org->Staff Document->[Professional Development](#)
 - Plans are due to Central Office by Sept. 30
- October, February
 - Summary of earned CEUs to date (within 30 days)
- March, April
 - Information from Central Office about certification. Meet with supervisor if ending a 3-year plan
- June
 - Determination made by Superintendent to recommend for certification (may occur sooner)

Activity forms must be submitted to the approving supervisor within 30 days of completion of the activity.

Activity forms for summer work must be submitted by September 30.

Activity forms for on-going, school year professional development must be submitted by the close of the school year in June.

Part IX. Appeals Process

Professional development in the Berlin School District is focused on employees engaging in meaningful, relevant activities to improve their instructional abilities, improve content knowledge, meet school or district goals, provide a safe environment for all students, as well as several other aspects. On occasion, however, disagreement may arise over whether an activity is relevant or meets the goals of the individual, school or district. In these cases resolution needs to be sought if it cannot be worked out by the parties directly involved. In this case, an appeal should be sent in writing to the chair of the professional development committee, who will then present it to the rest of the committee.

- During the appeals process no issues will be considered other than those directly pertaining to the activity(ies) in question
- Any appeal must be formally submitted in writing to the chairperson of the Professional Development Committee
- The appeals committee, working in a timely manner, will try to resolve any items within a 30 day period (from notification to the written majority decision)
- Individuals have the right to representation during any and all parts of the appeals process if they so choose.
- The appeals committee shall have the authority to review all appealed activity proposals and evidence, take related testimony, and render a decision based on the evidence and testimony presented.
- Any decision made by the appeals committee may be further appealed to the Superintendent within ten days of the decision. The Superintendent will then have ten days from notification to make a binding decision. The decision of the Superintendent is final.

Part X. Paraeducators

Requirements for Paraeducators certified under Ed 504.05 shall be as follows:

1. To maintain NH certification, paraeducators who are employed by an agency listed in Ed 512.01, a minimum of 50 continuing education units within a 3-year period shall be required in areas determined by the local professional growth master plan.
2. All professional learning is documented by the certified paraeducators through the use of the district CEU activity forms.
3. Paraeducators who are employed and hold certification will select continuing education units applicable to their assignments by attending in-services, workshops, institutes, seminars and conferences.

Part XI. APPENDICES

- A. [Educator Effectiveness Model](#)
- B. [Individual 3-year Professional Development Plan \(IDPD\)](#)
- C. [Continuing Education Units \(CEU\)](#)
- D. [Project Proposal](#) and [Project Proposal Activity Form](#)
- E. [Flow Chart for Plan Approval](#)
- F. [Annual Self-Evaluation](#)
- G. [SMART Goal Planning Form](#)
- H. [Educator Goal Setting](#)
- I. Student Learning Objectives ([Blank Template](#) & [SLO Planning Pages](#))
- J. [Educator Effectiveness Timeline](#)
- K. Educator Effectiveness Evaluation
 - a. [Teacher Evaluation](#)
 - b. [Special Education Teacher Evaluation](#)
 - c. [Classroom Observation](#)

- d. [Classroom Walk-Through](#)
- L. [Educator Evaluation Rubrics](#)
- M. [Professional Improvement Growth Plan](#)
- N. [Superintendent](#) & [Administrator](#) Evaluations
- O. **Other Professional Staff Evaluations**
 - a. [Instructional Specialist](#) (Title I teacher, content coach/specialist, technology integrator, etc.)
 - b. [Library/Media Specialist](#)
 - c. [School Counselor](#)
 - d. [School Psychologist](#)
 - e. [Related Services Provider](#) (speech pathologist, speech assistant, etc.)
 - f. [School Nurse](#)
 - g. [Title I Educational Assistant](#)
 - h. [Special Education Assistant Evaluation](#)

Berlin Professional Development Master Plan Accessibility

2022-2027

Plan locations: District Website (all forms linked-in)

Hard copies:	Berlin Elementary School	East & West Offices Library
	Berlin Middle High School	Middle & High Offices Library
	Special Education	Office