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## Appendix 3 – SMART Goals – Individual Professional Development Plans (IPDP) Required of All Educators

The KRSD requires that all personnel certified according to Ed. 504, 506, and 507: including paraeducators, educational personnel, teachers, administrators, and others shall develop and implement a three-year, individual professional development plan for the purposes of continuous professional growth and recertification. All certified personnel should create plans that support their current job assignment.

### Establishing Individual Professional Development Goals

Annually developed individual professional development **goals** shall support the goals of SAU #65/Kearsarge Regional School District and the respective school. In developing annual goals, educators need to consider:

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

*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, rewarding, result-oriented*

**T** *time-based, timely, tangible*

Three year, individual professional development **plans** shall include one or more goals for improving student learning. Educators will consider the following information in developing these goals:

1. *Examination of data and information about student learning and achievement*  
To identify areas of student learning that are in need of improvement, educators should review an appropriate variety of data including but not limited to:
  - a. State-accepted standardized test and other data annually collected and analyzed by the district/school
  - b. Classroom assessment data
  - c. Samples of student work
  - d. Observations of students
2. *Self-Assessment and Reflection*  
To identify both their pedagogical and content learning needs, self-assessment and reflection is required at three levels:
  - a. Locally-developed:
    - i. School and/or district goals
    - ii. Current District Goals-Areas of Focus: District's Expectations of Effective Teaching detailed in the KRSD Supervision/Evaluation Model
  - b. State required: Appropriate and relevant NH Certification Standards.
  - c. Nationally accepted: Domains and competencies such as those outlined in A Framework for Teaching by Charlotte Danielson. 1996 ASCD. ISBN 0871202697

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3. *Review of school and district goals*

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

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

#### Professional Development Activities

“Teachers are students of teaching and consumers of research.” Dufour, R., Eaker, R. (1998). Professional Learning Communities at Work. Reston, VA: ASCD. Thus, the emphasis of professional development is on learning, rather than teaching. The primary goal of professional development is to increase student growth. Increased student growth requires a highly qualified professional. The Kearsarge Regional School District strives to support educators as students who need to maintain highly qualified status, as defined in federal and state laws. Furthermore, Kearsarge educators need professional development activities that are aligned to the Kearsarge school and district goals.

#### **Professional development activities can be categorized into three distinct areas: Content, Process, and Context**

1. **Content**: This component relates to the individual’s command of research-based knowledge related to his/her primary teaching or special service assignment. Content areas might include phonics, math, writing, technology, or foreign language (for example)
2. **Process**: This component relates to the individual’s skill in carrying out his/her professional assignments. The focus is on integration of best practices within the school community. These practices could include reality therapy, cooperative learning, differentiated instruction, collaboration or technology
3. **Context**: This component relates to the individual’s professional development embedded in his/her daily work