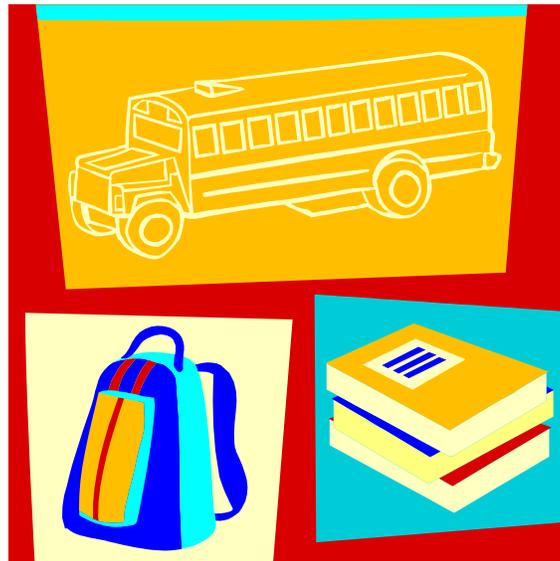


# SAU #13

## PROFESSIONAL DEVELOPMENT MASTER PLAN

July 1, 2013– June 30, 2018

Approved by the NH Department of Education December, 2013



## **2013 Professional Development Committee**

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Lou Goscinski/Superintendent

Brian Ernest/Madison Principal

Karin Schroeder/Freedom Principal

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## **INTRODUCTION**

SAU #13 serves three distinct school districts: Freedom, Madison and Tamworth. The Freedom Elementary School serves grades K—6 and includes the Freedom Integrated Pre-school that serves students from all three member districts. The Madison Elementary School serves grades K—6, and the K.A. Brett School in Tamworth serves students in grades K—8. Each district has its own unique characteristics and needs as it operates independently and in conjunction with the other districts. Most older resident students attend the middle and secondary schools of the Conway School District.

In July, 1999, the New Hampshire State Board of Education adopted a rule, ED512, that established a policy addressing system-wide professional development planning, to be implemented by 2001. It was reviewed and updated in June, 2006 and edited in January, 2011. Current legislation on the matter is Ed. 505.07. Every school system in the state is required to develop a plan for the continuing education of its personnel -- teachers, support- staff, specialists, and administrators. This statewide policy requires that in each school administrative unit a local Professional Development Committee shall be established and a local five-year master plan shall be developed to reflect specific needs identified through self-study and analysis.

Prior to the current revision, SAU #13 established a committee and developed a Professional Master Plan for the period of 2008—2013. This plan has served our communities well in promoting professional growth that enhances student performance, as well as supporting the collaboration of teachers, support staff, administrators, and community members. Reflecting on the processes of change and improvement, we have approached the Master Plan revision process as an effort to retain the essential foundations of professional development for our school communities, while incorporating advancements in data-driven planning for instruction, procedures for staff evaluation and development, and the incorporation of technology into our instructional and administrative practices. The revision process was initiated in 2011 with work toward alignment with the systems of staff evaluations, based largely on Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching, 2<sup>nd</sup> Edition*. Each district has been increasingly active in reviewing student performance data and adjusting programming so as to enhance student outcomes. As SAU #13 moves forward in its development, the Professional Development Committee has met throughout the winter and spring of 2013 to incorporate this work and prepare a revised Professional Development Master Plan that will support learning in the coming years.

## **MISSION**

The mission of the SAU #13, through the collaborative efforts and resources available to the tri-town partnership, is to prepare students to become lifelong learners with the highest standards of academic achievement and excellence, and to meet the challenges of self-directed leadership and participation in our competitive global society.

## **STATEMENT OF PURPOSE**

The SAU #13 Professional Development Master Plan provides uniformity of process for the districts as it respects the diversity of the member districts. The cyclical process of professional development traditionally meets the requirements for individual re-certification, but it is much more than that on the classroom, district, and administrative unit levels: the primary purpose of the Professional Development Master Plan is to create procedures that promote student achievement across the domains of academic, social, and physical development through the collaborative efforts of administrators, teachers, and support staffs. The professional development activities must support the district's goals, as identified through the analysis of student data, meet requirements set forth by the NH Department of Education, and address the individualized professional learning targets of staff members. Individual improvement and continuous school improvement are linked through the professional development process. The result is a coordinated and focused effort with all educators working towards common goals and optimum development for all students.

School improvement efforts emphasize the link between high quality professional development, professional competence, and students' achievement. All SAU #13 educators are expected to participate in high quality professional development in order to implement an integrated curriculum for pre-school through eighth grade that is based on the Common Core State Standards and to offer instruction that is based on research-based best practices. This master plan describes the processes that prepare educators to be skillful users of educational research; to study data when adopting instructional strategies; to participate in a variety of learning strategies to achieve professional development goals; to embed technology into classroom instruction and assessment; and to implement a variety of follow-up activities following each change or initiative.

Professional skills must develop and evolve to support the learning needs of our student population. The Freedom, Madison, and Tamworth School Districts are committed to supporting the improvement of professional and support staff members as we work together to increase the effectiveness of each of our schools.

**The SAU #13 Professional Development Master Plan has been written with the following goals in mind:**

1. We will utilize academic, observational, and behavioral data throughout our schools to assess the effectiveness of programs and of instruction.
2. Professional development components will be developed at the SAU and district levels to reflect student learning needs that are indicated by data.
3. Professional development components will be developed at the SAU and district levels to address the requirements of the on-going revision and updating of curricula.
4. The Professional Development Committee will include administrators, staff, school board representative(s), and parents/community members and meet regularly to analyze student and staff needs, plan professional development initiatives, and reflect on the effectiveness of professional development practices, adjusting as may be indicated.
5. The professional development process will provide for a wide variety of professional development opportunities for all educators.
6. The professional development process will be linked to the development of staff expertise, including summative reflections by the staff and administrative goals, as well as to student data.
7. Safe, positive, and healthy school environments are essential to the optimum development of students.
8. Planning, participation, and documentation in the professional development process will meet the necessary requirements for educator re-certification.
9. The Professional Development Committee will seek to align and coordinate activities and procedures with related district frameworks, including district strategic plans, technology plans, teacher evaluation policies, and collective bargaining agreements.

## **SAU #13 PROFESSIONAL DEVELOPMENT COMMITTEE**

The Superintendent of Schools for SAU #13 will establish a Professional Development Committee that is comprised of **teachers from each member school district, at least one para-professional representative, each district principal, school administrative unit administrator(s), at least one school board member, and parent(s) or community lay person(s) or both.** Additional members may also be included at the discretion of the superintendent. Members of the administrative team must participate as members of the Professional Development Committee; other required member representatives will be on a volunteer basis, with the maintenance of the stated configuration. At the start of each school year, membership in the SAU #13 Professional Development Committee will be established under the guidance of the superintendent. Membership may be continued from year to year, but, with the exception of administrators, no one shall be compelled to continue on the PDC.

The Professional Development Committee members in the spring of 2013 include:

Lou Goscinski/Superintendent	Raina Chick/Director of Student Services
Brian Ernest/Madison Principal	Karin Schroeder/Freedom Principal
Rob Troon/Tamworth Principal	Jennifer Shinnors/Tamworth Staff
Marcia McKenna/Tamworth Staff	Linda Haver/Madison Staff
Stephanie Stepanauskas/Madison Support Staff	Kareen Briggs/Freedom Staff
Shannon Ames/Freedom Staff	Katie Blynn/Freedom Staff (alternate)
Brandon Knox/Freedom School Board/Community Member/Parent	

The Professional Development Committee (PDC) will meet as a whole, at least three times annually, as well as more frequently, when convened by the Superintendent, to address the needs of students, staff, and community members of SAU #13. The **roles and responsibilities** of the members of the Professional Development Committee include the following activities and duties:

- The PDC will create the SAU #13 Professional Development Master Plan and meet as needed to make any necessary revisions or refinements. Revisions may be suggested by local experiences with implementation and/or may reflect changes or additions to requirements by the State of New Hampshire.
- Members are both representative and active participants in the processes of developing and evaluating professional development within SAU #13.

- As representatives of the teaching staffs of each district, the administration, the school board, support staff members, and the public, members will be available to communicate with their constituencies (staff meetings, school board meetings, open house and similar activities, etc.) and report successes and concerns to the PDC as a whole.
- PDC members serve as a resource to staff members in each building. Requirements and procedures will be reviewed with staff at the start of each year with special attention and support to new staff members (administrative, teaching or support staffs).
- Ensure staff members receive timely information about professional development opportunities.
- The PDC, when meeting as a whole, or the SAU administration will address and resolve questions and confusion regarding requirements and procedures, as outlined in the Master Plan.
- Members will participate in the analysis of student data at the SAU level and consider implications for instruction and professional development needs.
- Members of the Professional Development Committee at each district level will meet together and with other staff members, as may be appropriate, to review individual, classroom, and district student data.
- The PDC will collaborate in planning professional development initiatives for SAU #13 and its member districts, based on identified student needs.
- The PDC will work to coordinate professional development with strategic plans, staff evaluation processes, and technology plans.
- The PDC will combine the analysis of student data and feedback from stakeholder groups to assess the degree to which the plan accomplishes the purposes and goals of the Professional Development Master Plan.

## **DATA COLLECTION AND ANALYSIS**

1. Teachers and administrators, individually and in groups, will review and analyze data from multiple sources to get a clearer picture of our student population and their needs in order to make decisions about professional development activities, as well as make adjustments to instruction. Data sources will include but not be limited to the following:

- State-wide assessments to include NECAP and Smarter Balance
- Classroom assessments (teacher developed, program specific, etc.)
- Screenings and progress monitoring tools
- Observations, Authentic Assessments and Demonstrations
- Portfolios/Profiles/Work Samples
- Behavioral data including school-wide and student specific
- Rubrics/Checklists
- Parent and student survey results
- Systems data (attendance, special services referrals, etc)
- Program embedded assessments
- Demographic student data—percent Free and Reduced lunch; numbers eligible for Title I, special education, and/or English Language Learners; numbers of high transition rate (moving in/moving out); absenteeism rates

2. Each district will establish regular “data meetings” of professionals and, when appropriate, paraprofessionals, to review current student data with the goal of adjusting instructional time and methodologies to address identified student needs.

- Instructional interventions will regularly be adjusted in response to screening and progress monitoring data.
- The Professional Development Committee will use data to guide the professional development process.
- SAU #13 and each member district will base goals and progress toward meeting goals on appropriate data as strategic planning is completed and monitored.

3. Data, including both clear interpretations and hypotheses, will be shared with community members through public participation in school board meetings, annual written reports, reports to parents of individual student performance data, press releases as may be appropriate, committee work at the SAU and district levels, and additional channels that become available.

4. The Professional Development Committee, through the process of data analysis, will consider student needs, plan professional development activities, and assess the success of the Professional Development Master Plan on an on-going basis.

## Data Collection and Dissemination Chart

Data Sources	Collection	Analysis	Decision Making
More Effective Schools Survey	Completed annually by staff, parents and older students (grades 4–8)	Analysis by administrators, consultants, and board members  Coordinated through SAU office	Used to assess status and progress across a variety of domains and guide strategic planning and implementation
State-wide Assessments: NECAP, ALPS Smarter Balance	Administered annually Grades 3-8	Scores disseminated to professional staff in January. Analysis by administration, individual teachers and teams	Used for curriculum and instructional improvement. Reported to staff, School Boards and community members, and individually to parents and students.
NWEA – Northwest Education Association-Measures of Academic Progress	Administered at least once/year in multiple areas: Reading, Language Usage, & Math	Results reported immediately upon test completion Analysis by administration, individual teachers and teams.	Used for curriculum and instructional improvement. Used to track student progress over time. Used as a tool for showing school progress over time. Used for intervention planning.
Attendance Data	Administrative Assistants collect data and enter into MMS – Modular Management System for Schools	Administrative Assistants report out students absent 10 or more days in a quarter, or any patterns that warrant further analysis Review total percentage rate of school absenteeism	Used for monitoring individual student performance. Used as a tool for showing school progress in this area, over time. Reported to staff, School Board, parents, and individual students.
Report Cards & Progress Reports	Teachers compile grades at least every 4-5 weeks, which are then recorded progress reports &/or report cards These are reported to students, parents, and specific teachers upon request	Individual teachers and teams review grades for progress reports & report cards, formerly 8 times a year and as often as needed. Teachers communicate with parents and students when they are at risk of failing. Teachers also recognize high achieving students. This process is ongoing throughout the year.	Used to develop intervention strategies for whole class and individual students to improve student performance, to consult with teacher assistant teams, to determine areas for social improvement, to track progress over time, for student placement, and as a tool showing school progress over time. Reported to students, parents, and administration on approved formats (i.e.: progress reports, report cards)
Parent – Teacher Communication	Teacher records information for each occurrence to improve student achievement Parent-teacher	Administration and classroom teacher Review of academic performance	Used as one measure of parental involvement in school and as information gathered at conference to assist teacher in planning whole class or individual

	conferences are offered/scheduled at least annually in November.		needs of all students. Data about conferences held is reported to administration as necessary
Program embedded assessments	Assessments included in Reading Street, Treasures, Everyday Math and similar programs used broadly	Analyzed by classroom teachers and shared with specialists	Shared at data meetings, with students, and with parents
STAR Math Madison	Grades 2-6 screening three times/year And progress monitoring	Results analyzed by weekly data team process with teachers and specialists	Used to group students, plan math interventions, and monitor progress
STAR Early Literacy Madison	K-1 screening three times/year	Results analyzed by weekly data team process with teachers and specialists	Used to group student, plan interventions, and monitor progress
DIBELS – Dynamic Indicators of Basic Early Literacy Skills	Administered in fall, winter, spring And Progress monitoring	Results scored and analyzed by team. Analysis by Reading Specialists, Special Education, classroom teachers, and administration	Used for determination of academic instructional level and placement into appropriate reading interventions.
DAZE	Administered to grades 3-6 three times/year	Results scored and analyzed by teams configured by graded level	Used for determination of academic instructional level and placement into appropriate reading interventions.
AimsWeb Freedom and Tamworth	Screening 3 times/year And Progress Monitoring	Results scored and analyzed by team.	Used for determination of academic instructional level and placement into appropriate interventions.
DRA Developmental Reading Assessment	Reading specialists as needed Not given to all students	Specialist interpretation	Used to develop more individualized programming
Measureable goals for Students with educational disabilities	Data collected by special education teachers and related service providers and used to create goals at least annually	Progress toward goals logged in NHSEIS system quarterly  Team convenes and makes adjustments in programming as may be indicated	Used for development of individual educational plans and programming  Data is reported through team process to parents and NHDOE
PBIS – Positive Behavioral Interventions and Supports	Information collected on a daily basis regarding behavior issues. Collected by all staff and	The Universal Team reviews data and plans school-wide behavioral supports.	Used to provide identify needed supports for students.  The results are reported to the staff and on an as needed basis to

SWIS – School Wide Information System	collated by guidance and administration.	Targeted/Wrap Around Teams meet regularly to address small group and individual student needs.	parents.  Data is used to address areas/behaviors in need of change and lesson plans to teach appropriate behavior.
WRMT – RNU Woodcock Reading Master Tests – Revised	Specialist assessment not given to all students	Software enabled scoring, interpreted by specialists and shared with student data teams and IEP teams	Used for determining growth and program planning.  Reported to classroom teachers, parents, and students.
Key Math - A Diagnostic Inventory of Essential Mathematics III	Specialist assessment not given to all students	Software enabled scoring, interpreted by specialists and shared with student data teams and IEP teams	Used for determining growth and program planning.  Reported to classroom teachers, parents, and students.

## **CONNECTING PROFESSIONAL DEVELOPMENT WITH CURRICULUM DEVELOPMENT & INSTRUCTIONAL STRATEGIES**

Curriculum needs will be identified by:

1. Assessment results as outlined in the data collection/dissemination chart
2. NECAP and Smarter Balance results
3. Teacher analysis of Common Core State Standards and student needs
4. Curriculum mapping activities
5. Meetings of grade level teams reflecting on the data to determine strategies to improve instruction
6. Assessments will be reevaluated on an on-going basis and adjusted as indicated to provide data that is valid, reliable, and instructionally useful.

Curriculum needs will be addressed through Professional Development activities by:

1. Early Release Day Activities and Release Day Activities
2. Pre-approved professional development leave
3. Funding is available for pre-approved individual development activities, as outlined in collective bargaining agreements, available through approved grants, or included in district instructional improvement. Teachers are encouraged to access regional and national programs of interest.
4. Teachers may be provided with substitutes and release time to work on pre-approved professional development activities, including study groups, peer observations and participating in action research projects.
5. SAU #13 curriculum development projects focus on addressing implementation of the Common Core State Standards. Each content area is on a continuing cycle of curriculum development (2012—English Language Arts, Technology; 2013—Mathematics, Writing; 2014—Science, Social Studies, Universal Arts).
6. The Professional Development Committee will consider the curriculum development focus areas when planning district-wide activities.

## **INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS**

### **REQUIRED PARTICIPANTS**

Every certified educator in SAU #13, including the superintendent, student services director, business administrator, teachers, educational specialists, principals, paraprofessionals or any other certified staff are required to develop an individual three-year professional development plan as a condition of employment. The plan will be developed in conjunction with the staff member's supervisor. For administrative staff other than the superintendent the superintendent supervises the individual professional development process; the professional development process for all other certified staff will be supervised by the principals or, when appropriate, the student services director.

It is the responsibility of each staff member to complete the requirements for re-certification by the NHDOE, as stipulated by the SAU #13 Master Plan and state rules.

Specialists who are licensed by a state-approved licensure board are expected to meet the requirements of their profession as a condition of employment. They may elect to access the supports available through the Professional Development Master Plan at their option. Proof of continued licensure is to be submitted to the SAU #13 office in a regular and timely manner.

### **ESTABLISHING INDIVIDUAL PROFESSIONAL DEVELOPMENT GOALS**

Each certified educator shall develop an individual three-year plan for professional development. Generally, three-year plans are consistent with the re-certification cycle established by the New Hampshire Department of Education. Three-year plans may be revised within the initial three-year period with the approval of the supervisor. Activities that relate directly to the goals of the three-year plan will be tracked for re-certification requirements, and it is required that these goals be addressed. Additional activities, such as those embedded within the SAU #13 schools or those related to the newly recognized or highly specific student needs, will also be tracked for the requirements of re-certification.

The establishment of individual three-year plans must, as part of the planning process, address four broad areas identified at the state level (Ed 505.07) as crucial to promoting professional growth for all educators:

1. **KNOWLEDGE OF LEARNERS AND LEARNING:** This component relates to the individual's understanding of the nature of learning and different types of learners, as well as skills and strategies to enhance the learning environment. It includes knowledge of how learners develop across personal, physical, social, and academic domains. This area includes an understanding of learning differences and the ability to build inclusive environments and employ universal design principles.

2. **KNOWLEDGE OF CONTENT AREA:** This component relates to the individual's command of knowledge of all subject and content areas taught, to include not only subject content but the ability to create learning experiences that make the material accessible, as well as the ability to innovate and develop new applications of content.
3. **LEARNING FACILITATION:** This includes the use of both summative and formative assessment to engage learners, provide feedback, document progress, and inform instruction. This area also includes abilities to implement research based "best practices" and instructional strategies.
4. **PROFESSIONAL RESPONSIBILITY:** Every educator is responsible for professional growth and reflection and is expected to develop increasingly more effective collaborative skills within the larger educational community.

Individual professional development goals must also incorporate the established **school improvement goals**, which generally grow from the analysis of student performance data. For example, if a focus for the district is to improve student achievement in literacy, it may be appropriate to include a goal that addresses this area. Administrators, teachers, and specialists participate, as teams and as individuals, in reviews and analyses of student data on a regular basis, and the information guides the staff in identifying areas for improvement. The data include multiple sources. It is important for teachers and administrators to be mindful that improvement in any general area, including both academic and social development, requires **attention to instruction, to curriculum development, and to student assessment**. A variety of professional development activities should address all three, as might be indicated, to ensure success.

The development of individual professional development plans and meeting the requirements for re-certification are the responsibility of the individual professional, but incorporating the areas of performance that have been identified through the **processes of staff evaluation** as helpful to the development of the educator is also important in writing a three-year professional development plan. Additionally, reflection, peer coaching, and self-evaluation are important contributors to this process. SAU #13 administration, staff, and community members recognize that professional improvement contributes to better student performance and staff evaluation is intertwined with professional development in working toward this goal.

During the three-year cycle activities linked to personal professional development goals **must** be completed. However, the individual educator is not limited to these areas of performance and may also be credited for other pre-approved professional development activities as needs and regulations evolve. For example, required trainings that address universal precautions or bullying, pre-approved activities related to the needs of a specific student, etc. may be credited upon completion, even if not related to current goals.

Note that the administrator and staff member collaborate in the development of three-year professional development goals, and they also collaborate in the development of goals associated with the performance evaluations of staff. These two processes are separate,

although it may be the case that the professional development goals and performance evaluation goals overlap for an individual.

In summary, a Three-Year Professional Development Plan is developed by every certified educator in conjunction with their peers and supervisor. It is approved by the supervisor and can be revised, with approval, at any time. The goals should in most cases be general enough to accommodate a variety of activities, while directly related to district goals, student needs as indicated in data, areas for individual improvement of professional skills, increased content knowledge and knowledge of the learning process, as well as improved learning facilitation.

### **PROFESSIONAL DEVELOPMENT ACTIVITIES**

Educators and para-educators must include in their individual professional development plans professional development activities and efforts that will

- Reinforce school and/or district improvement goals, as indicated in District Strategic Plans;
- Increase student achievement;
- Increase their knowledge of all subject and content areas taught and field(s) of specialization for each recertification sought; and
- Increase their knowledge of learners and learning; and
- Increase their knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and a content area taught and for which recertification is sought.

**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 individually, 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.

Experience has shown that it is useful to “track” job-embedded professional development by assigning a number of hours to a proposed activity. Recognizing and documenting a “body of evidence” has been a confusing process, and, while adhering to the spirit of job-embedded options, translating the work into hours is more readily managed. **The number of hours for a proposed job-embedded activity is negotiated with the supervising administrator as part of the pre-approval process, which also includes the outcome verification. In no case will any single job-embedded activity earn more than 20 “hours” toward recertification;** in most cases the assigned number of hours will be less than actual hours invested. **In no case will usual and customary responsibilities**, such as attendance at Open Houses, plays, or concerts; creation of regular lesson plans; participation in legally required team meetings; attendance in regular staff meetings, etc. **be counted as job-embedded professional development.** Verification of job-embedded professional development activities **must** include a component connecting the activity to student outcomes; it is not enough to demonstrate that the activity has been completed, thoughtful reflection, data-based tracking of student performance, an analysis of the research or concept, and/or other agreed upon **demonstration of the value and impact of the activity must be planned in advance.**

### **Traditional Activities**

Courses  
Seminars  
Institutes  
Workshop  
Conferences

### **Job-Embedded Activities**

#### **Action research—10 hours**

Examining ones own teaching or professional practice and its impact on students by engaging in a research project in their classroom or work setting. The research must include hypotheses, data collection, management of variables, outcome, and analysis. Please see Appendix F regarding Action Research.

#### **Book talk—5 hours**

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

#### **Case discussions—10 hours**

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—5 hours**

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”—10 hours**

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—10 hours**

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—20 hours**

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

**Immersion in inquiry—10 hours**

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—15 hours**

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—20 hours**

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

**Partnerships—10 hours**

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—20 hours**

Creating and/or presenting learning experiences for other educators.

**Professional networks—5 hours**

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—10 hours**

Engaging in a 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.

Job-embedded professional development activities may be documented through a variety of methods or techniques. The **format for documentation should be established with the supervisor at the pre-approval phase** and may be altered by mutual agreement. The documentation should be meaningful but not so detailed or cumbersome as to overshadow the goal of improved student outcomes. Examples of documentation include the following:

- Minutes of committee meetings
- Summary of action research: hypothesis, methodology, results
- Pictorial, multimedia or video evidence of product or activity
- Record of PLC group meetings
- Log of mentor/coach interactions
- Reflection and summary of independent study
- product

Traditional professional development activities will typically be documented through verification in the form of a participation certificate or passing grade. At the pre-approval phase the educator may be asked to share what has been learned with peers upon completion of the activity. This sharing could take the form of a presentation and/or distribution of print or media materials, providing that all copyright regulations are observed.

## INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS – APPROVAL PROCESS AND TIMETABLE

Compliance with Professional Development procedures and the maintenance of an individual's record of this compliance is the responsibility of the individual staff member. Since continued employment is dependent upon this process, **it is imperative that all personnel seriously consider the consequences of failure to comply.**

### Step 1:

Upon employment or any changes in certification all **certified** employees must submit two copies of their **valid certificate** to their Professional Development supervisor (principal) and the central office.

### Step 2:

By **October 1** of the new recertification cycle all **certified** employees must submit to their principal and superintendent a supervisor-approved **Three - Year Individual Professional Development Plan** (Appendix A). Certified employees include:

Superintendents  
Principals  
Special Education Administrators  
Counselors  
Teachers  
Media Supervisors & Specialists  
Any other professional educators  
Para-educators

Each certified educator shall develop a three-year individual professional development plan for the purposes of continuous professional growth and recertification as follows:

Criteria for plan approval shall:

- Focus on increased student performance by examining data and information about students' learning and achievement
- Designed to enhance knowledge and skills as outlined in Ed. 505.07 (Appendix G)
- Satisfy the re-certification requirements in Ed 500
- Describe how the plan is linked to district goals and priorities
- Reflect the content of the district's curriculum, areas of certification, state frameworks, and national standards, as related to an individual's expertise
- Require professional development activities that support the educator's current assignment
- Include a reflective, self-evaluation component at least annually and at the conclusion of the 3-year cycle
- Include supervisor's signature indicating approval.

Self-evaluation component could also include the following:

1. Videotape and self-critique yourself once or twice a year throughout your three-year cycle.
2. Utilize a critical friend to observe you once or twice a cycle.
3. Give out teacher designed assessment for students to complete regarding teacher effectiveness.

Each school year the success of the Three-Year Plan and Annual Reflection will be reviewed, with the collaboration of your supervisor, and may be amended accordingly.

### Step 3:

Prior to and after most activities, all appropriate portions of the **Activity Pre-Approval Form** (Appendix B-1, B-2) must be completed. Completion of the B-1 form is required for reimbursement. In most cases the educator pays for the activity and submits proofs of participation and payment to receive reimbursement. Pre-approval forms are not required for in-house, administration sponsored activities.

Planning for Job-Embedded Activities requires completion of the **Job-Embedded Activity Pre-approval Form** (Appendix C).

### Step 4:

For each year of the three-year professional development/recertification cycle the employee will complete the **Professional Development Record** (Appendix E). These yearly records will be used to build the summative, three-year record of professional development activities. At least **annually**, the educator **must complete a written reflection** that discusses the impact of the professional development activities of the previous 12 months. Use the **Professional Development Summative Reflection** (Appendix D) and submit to your supervisor with the **Professional Development Record** (Appendix E).

In the third year of the cycle, **certified** employees' completed **Professional Development Record** (Appendix E) and **Professional Development Summative Reflection** (Appendix D) should be submitted to their professional development supervisor by **March 1**. **Any professional development completed after March 1 will be counted toward the next 3-year recertification cycle**, which shall commence on July 1 of that same year. Every educator applying for renewal of his/her credential must have the approval and signature of their supervisor. Verification of completion is then submitted to the Superintendent for a recommendation for re-certification by the NH Department of Education. **Following the superintendent's recommendation, the employee completes the re-certification process with the NHDOE. If completed prior to July 1, a late fee is avoided.** The successful completion of the educator's individual professional development plan is based upon documentation of the plan and activities completion.

## **PROFESSIONAL DEVELOPMENT REQUIREMENTS**

The individual Professional Development Plan includes statements of goals, proposed timeline for completion, and options for documenting professional learning that is gained through the completion of job-embedded and/or traditional professional development activities:

- The development of a body of evidence that documents job-embedded and/or formal professional development activities addressing the school and/or district goal(s) and content areas;
- **An accumulation of a minimum of 75 continuing education units (1 CEU is equal to 1 hour) for the initial area of certification and 30 additional hours for each additional area of certification**, comprised of approved and completed job-embedded and/or formal professional development activities addressing the school and/or district goal(s) and content areas.
- A combination of fewer than 75 hours and adequate evidence of job-embedded and/or traditional activities related to district goals/priorities and content or service area(s).

## **CERTIFIED PARA-EDUCATORS**

Para-educators must complete the same documentation and adhere to the same timelines as other certified employees. Their needs are somewhat different than those of other staff members, and the format of their PD activities may be somewhat different. In many cases SAU #13 will provide professional development opportunities for paraprofessionals on site. The Professional Development process is supervised by the Principal and/or the Director of Student Services.

Examples of appropriate paraprofessional training that might be provided include these topics:

- Bullying prevention and reporting
- Student behavioral management and behavioral data collection
- Universal precautions
- Communication skills
- Crisis/emergency response management
- Social skills curriculum
- ADHD
- Instructional methods
- Technology skills
- Sexual harassment laws and issues
- Student-specific training, i.e. mobility, feeding, seizure management
- Applied behavioral analysis techniques

**Para-educators must acquire a minimum of 50 continuing education units of approved professional development activities every three years that documents job-embedded and/or formal professional development activities addressing the school and/or district goal(s) and content areas.**

Paraprofessionals are required to plan and document at least 50 hours of professional development activities within each re-certification cycle. These activities must be pre-approved and related to established goals. The documentation forms included in the SAU #13 Professional Development Master Plan may be used by paraprofessionals. The personally goals are derived in part from district goals/priorities and subject or service area(s). Please refer to Ed 504.05 for detailed information about the expected competencies for Certification as a Para-educator—I and Certification as a Para-educator II.

### **REVIEW OF EVIDENCE / APPROVAL OF COMPLETION**

At the conclusion of each year of the recertification cycle the three-year professional development cycle the employee will complete the **Professional Development Record** (Appendix E) and **Professional Development Summative Reflection** (Appendix D) and **submit** a copy to their PD supervisor. The educator is responsible for keeping a copy of these forms and of support documentation and maintaining a complete record of their professional development engagement.

One purpose of this document is to provide evidence thorough documentation of their growth in the areas of:

- Learners and learning
- Content
- Learning facilitation
- Professional responsibility

At the conclusion of each three-year certification cycle the employee and his/her supervisor will **meet** to review the compilation of documentation of completed activities. With the supervisor's approval, the superintendent is notified that the re-certification requirements have been met.

At the conclusion of each three-year certification cycle it is appropriate to discuss the links to district goals and priorities and begin the discussion of the appropriate goals to be included in the next cycle.

### **SPECIAL PROCEDURES**

#### A. Transfer of Professional Development Credit to SAU #13

Any personnel may submit previously acquired hours by completing and providing appropriate support documents.

#### B. Inactive Endorsements

Certified staff members that wish to reinstate inactive endorsement(s) may do so by presenting evidence, directly to the Bureau of Credentialing, New Hampshire State Department of Education, 101 Pleasant Street, Concord, NH 03301-3860.

### C. Adding Additional Endorsement Area(s) during a Professional Development Cycle

If a staff member has added another endorsement area(s) during a professional growth cycle, she/he must submit a revised Professional Development Three-Year Plan to include the additional certification area(s), if the staff member plans to recertify in that area. Appropriate professional development continuing education units must be accrued against the additional certification area(s).

### D. Appeal Procedure

1. When a supervisor does not approve an individual Professional Development Plan or activity applications, it shall be returned to the applicant by the Principal with a written reason.
2. When a proposal has not been approved by the Principal, the applicant may revise and re-apply to the Principal

or

3. Apply in writing within ten (10) school days to the Chairperson of the Professional Development Committee for a committee review and/or hearing.
4. The Committee's decision will be relayed in writing to the parties, within thirty (30) days after receipt of the appeal.
5. If the Applicant or Building Principal cannot accept the findings of the Committee, either may appeal, in writing, within ten (10) school days to the Superintendent of Schools. The Superintendent's decision will be communicated to the parties, in writing, within thirty (30) days of receipt of the appeal. The decision of the Superintendent is final.

Examples of disagreements between an educator and their supervisor that may result in an appeal include these:

- Approval of a Three-Year Professional Development Plan
- Approval of the appropriateness of any specific activity
- Approval of the number of "hours" for a job-embedded activity
- Approval of the method or acceptability of documentation for an activity
- Approval of activities begun or completed prior to employment
- Recommendation for re-certification

**THREE-YEAR PROFESSIONAL DEVELOPMENT PLAN**

Name: \_\_\_\_\_

Start Date of New Certification: \_\_\_\_\_ Types of Certification(s): \_\_\_\_\_

Start Date (indicates if one, two, or three year plan): \_\_\_\_\_

Please use March of certification year as the end date: \_\_\_\_\_

Identify district goals and data utilized in professional development planning process:

Identify professional areas for improvement and/or enrichment:

Goal 1 Description: (required)

Strategies:

Relationship to data driven district priorities:

Goal 2 Description: (required)

Strategies:

Relationship to data driven district priorities:

Goals 3—5 Description: (optional) Use additional pages as required.

Strategies:

Relationship to data driven district priorities:

\_\_\_\_\_  
**Your signature**                      **Date**                      **Supervisor's signature**                      **Date**

**ACTIVITY PRE-APPROVAL FORM**  
**Reimbursement Requested**

**Section 1 – Activity** (Activities requiring reimbursement must be approved by Superintendent PRIOR to date of activity)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
School: \_\_\_\_\_ Endorsement: \_\_\_\_\_  
Date(s) of Activity: \_\_\_\_\_  
Name of Activity: \_\_\_\_\_

\_\_\_\_\_  
Professional Development Supervisor Signature Date

**Section 2 – Activity Costs** (In most cases the educator pays for the pre-approved activity and submits Expense Voucher, copy of approved Activity Form with proofs of participation, payment and MapQuest directions (to verify mileage) to receive reimbursement. Reimbursement for a course requires Grade Report)

Cost of Activity: \$ \_\_\_\_\_  
Cost of meals and/or Lodging: \$ \_\_\_\_\_  
Mileage \_\_\_\_\_ miles @ .565 per mile = \$ \_\_\_\_\_  
TOTAL: \$ \_\_\_\_\_

\_\_\_\_\_  
Professional Development Supervisor Signature \$ \_\_\_\_\_ Total Approved \_\_\_\_\_ Date

**Section 3 – Account Codes** (to be filled out by Professional Development Supervisor)

Activity or Course: \_\_\_\_\_  
Meals and/or Lodging: \_\_\_\_\_  
Mileage: \_\_\_\_\_  
Grant Activity Number: \_\_\_\_\_

**Section 4 – Superintendent** (Copy of approved Activity Form will be sent back to requester. Original stays at SAU 13 office)

Date received at Superintendent’s office: \_\_\_\_\_

\_\_\_\_\_  
Lou Goscinski – Superintendent SAU #13 Date SAU #13

## ACTIVITY PRE-APPROVAL FORM

Pre-approval of traditional activities that do not require funding.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

Endorsement: \_\_\_\_\_

Date(s) of Activity: \_\_\_\_\_

Name of Activity: \_\_\_\_\_

Note that in-house required PD activities do not require pre-approval.

PD Supervisor Approval of Activity: \_\_\_\_\_

Date: \_\_\_\_\_

You **must submit proof of participation.**

PD Supervisor Verification of Completion of Activity: \_\_\_\_\_

Date: \_\_\_\_\_

**JOB-EMBEDDED ACTIVITY PRE-APPROVAL FORM**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

Endorsement: \_\_\_\_\_

Date(s) of activity: \_\_\_\_\_

Description of job-embedded activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Number of "hours" established for job-embedded activity: \_\_\_\_\_

Documentation of completion of job-embedded activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Timeline: \_\_\_\_\_

PD Supervisor Pre-approval of Activity: \_\_\_\_\_

Date: \_\_\_\_\_

PD supervisor Approval of Activity Completion: \_\_\_\_\_

Date: \_\_\_\_\_

**PROFESSIONAL DEVELOPMENT SUMMATIVE REFLECTION FORM**

Names: \_\_\_\_\_ Current date: \_\_\_\_\_

Start of New Certification: \_\_\_\_\_ Types of Certification: \_\_\_\_\_

Start Date of Plan (indicates if one, two, or three year plan): \_\_\_\_\_

Please use March of recertification year as the end date: \_\_\_\_\_

Please summarize your professional development activities and outcomes;

- In what activities did you participate?
- Were there themes and inter-relationships?
- Relate your professional development endeavors to the Ed. 505.07 Professional Development Requirements (Appendix G). How have your experiences added to your knowledge of learners, learning, and/or content; how have they improved learner facilitation skills or promoted professional responsibility?
- What did you learn through these experiences?
- How have you/will you adjust your work as a result of your professional development activities?
- What has been the impact of your professional development on your students?
- How do you know?

\_\_\_\_\_  
**Your signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Supervisor's signature**

\_\_\_\_\_  
**Date**



## Appendix F

### 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**

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.

## Appendix G

### Ed 505.07 Professional Education Requirements

(a) In the area of the learner and learning:

(1) Learner development, as demonstrated by:

- a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and
- b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;

(2) Learning differences, as demonstrated by:

- a. An understanding of individual differences and diverse cultures and communities;
- b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and
- c. The ability to employ universal design principles and assistive technology; and

(3) Learning environment, as demonstrated by:

- a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and
- b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;

(b) In the area of content:

(1) Content knowledge, as demonstrated by:

- a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and
- b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and

(2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;

(c) In the area of learning facilitation practice:

(1) Use of assessment, as demonstrated by:

- a. An understanding and ability to use multiple methods of assessment to:
- b. Engage learners in their own growth;

- c. Document learner progress;
  - d. Provide learner feedback; and
  - e. Inform the educator's ongoing planning and instructional practices;
- (2) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and
- (3) Learning facilitation strategies, as demonstrated by:
- a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and
  - b. An ability to build skills in accessing, applying, and communicating information; and
- (d) In the area of professional responsibility:
- (1) Reflection and continuous growth, as demonstrated by:
- a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and
  - b. Ability to adapt practice to meet the needs of each learner; and
- (2) Collaboration, as demonstrated by collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.

Source. #7923, eff 7-24-03, EXPIRED: 7-23-11

New. #10046, eff 12-17-11

For More information on the INTASC Model Core Teaching Standards see:

[http://www.ccsso.org/documents/2011/intasc\\_model\\_core\\_teaching\\_standards\\_2011.pdf](http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf)